

CHAPTER ONE

INTRODUCTION

Background to the Study

Social adjustment of students is an issue of great concern to many, especially parents, teachers, counsellors and psychologists. This is based on the notion that the students social dimension deals with interpersonal or public interactions with other individuals. Hence, the students, especially those in the secondary school system of education are faced with social problems with attendant academic problems that seem to have become part and parcel of the schools. The condition where student are unable to adjust socially in school has become a worrisome phenomenon because of its tendency to affect their academic outputs and the likelihood that they may resort to anti-social behaviours like drug use and abuse, robbery, alcoholism, rape among others as a coping mechanism.

Today, many of the students at the secondary school level in Nigeria are perceived as being predisposed to many such social problems such as drug use and abuse, robbery, alcoholism, among others, coupled with their normal academic problems that seem to have become part and parcel of a school process. The reason as Akpama (2013) noted could be traced to the idea that these students are many a time faced with problems such as neglect from parents or guardians, unstable homes, lack of proper home training, lack of love and care. These problems render the students, emotionally and socially

imbalanced, thereby pushing them into further problems like drug abuse, prostitution and other unwholesome behaviours which tend to affect the likelihood of their being adjusted in the society.

The adjustment for students could mean getting along with the members of the school as best as each student can. Adjustment according to Nirmala (2011) is a harmony between a person and his environment, and the extent to which a person fits happily and harmoniously into the environment or culture in which he or she finds self without having friction with others and without being frustrated. According to Azuji (2014), it is the process and condition of being in harmony with the physical and social environment in which the individual live, which is signified by the near absence of stress and the ability to maintain good personal relationship with others.

Within the school settings, students are constantly faced with new challenges which include ever changing peer groups and different educational and behavioural expectations of different schools. These challenges according to Igbo, Nwaka, Mbagwu and Mezieobi (2016) have been recognized as having some bearing on the way students adjust in schools socially. This is probably because the ability of students to cope with certain standards, values, and norms of a community (home, school, and church) hinges on their ability to socially adjust in every given situation.

Social adjustment from the foregoing could be seen as the extent to which an individual maintains a cordial relationship with other people. For example, a

child in secondary school adjusts to the other members of the family, to the peer group, to teachers, and to other member of the community in which the child lives. In addition, social adjustment according to Rienties, Beausaert, Grohnert, Niemantsverdriet, and Kommers (2011), is how an individual maintains a congruent relationship with other people. Hence, in this study, social adjustment is an effort made by students to cope with the standards, values and needs of the social order in order to be accepted and become integrated into the community. It is measured in terms of good and poor. A child is poorly adjusted when he or she is unable to cope with everyday social situations and personal relationships. On the other hand, a child with good adjustment is able to adapt to the environment or condition and fit to cope with everyday social situations and subjective interactions.

Furthermore, students who are socially adjusted tend to achieve a balanced social relationship and operate within the acceptable social norms. They are therefore more likely to get along with people around them. Social adjustment for such students is seen as the process by which they become integrated into the community, build support networks and negotiate new freedoms afforded by the community and school life. Adjusting to the school setting, however tend to come with many challenges.

One of the challenges that call for adjustment within the confines of students' social milieu in secondary schools in Anambra State is that of forming positive cordial relationship with others like peers and living harmoniously with

them in this present complex society. Many of the students tend to act aggressive towards others, some are more like loners, they tend not to associate with other students and many of them may start engaging in drug use and abuse and other unwholesome behaviours.

As a consequence, achieving such a happy and harmonious life in the society may become a challenge. Nevertheless, the successful handling of such challenges in the society could lead to good social adjustment, while improper handling of such challenges could equally lead to social maladjustment of individuals. For example, a student adjusts to his or her social environment comprising of the peer group, the teachers, and other members of the community in which the individual lives.

Adjustment to social environment according to Kaljahi (2016) is one of the most critical activities emerging adults undertake that predicts academic success in school and beyond. The inability of students to adjust to the school environment, establish and maintain good relationship with people, participate positively in school activities such as group projects, and social activities such as other extra-curricular programmes of the school, could affect their becoming socially adjusted in school. This situation could also portend serious problems for the school, and perhaps could be the reason researchers such as Burgoon, Meece and Granger (2012), Farmer, Irvin, Thompson, Hutchins, and Leung (2006), Wentzel (2013), have worked assiduously to establish crucial factors that promote positive adjustment of individuals in school, especially at the

secondary school level. The important factors as noted by Wentzel include such elements as motivation, participation in school events, personality traits, and self-efficacy.

Self-efficacy is an important variable which could help in the social adjustment of students in school. Necessary emotional resources such as self-efficacious beliefs are essential for effective coping and possible adjustment in social settings. Self-efficacy is thus seen as an individual's personal judgment of an individual's capabilities in successfully carrying out a given task. Bhagat and Baliya (2016) viewed self-efficacy as one's belief in his or her ability to produce designated levels of performance that exercise influence over events that affect their lives. Based on the importance of self-efficacy, many researches have centred on the concept, in order to understand the process of how individuals perceive their abilities and capabilities. Hence, Burgoon, Meece and Granger (2012), noted that in social situations such as the school, students with high self-efficacy are more likely to be socially adjusted in the school. This was adjudged based on the notion that a student with high self-efficacy would have the belief that they have the capabilities to execute the courses of actions required in managing any given situation.

In the same way, secondary school students have varying perceptions of their ability to cope with the societal requirements and interpersonal demands of their educational life. Some of the students may believe in their ability to form successful friendship and interaction with fellow students, participate in group

projects, and in social activities such as extra-curricular programmes of the school, while some other students may not believe that they possess the ability to actually participate in the social activities of the school. In other words, their self-efficacy belief tends to reflect their level of social confidence as well as their competence.

In the same view, Abel and Moyosola (2013), noted that success in the educational system is not only assessed by the skills and knowledge being imparted to students in the school but also by the efforts put in, to improve students beliefs about their capabilities which affects how they would approach the future. This is perhaps based on the idea that students, who develop a strong sense of self-efficacy, are likely to be better equipped to establish and maintain good interaction with people, cope with values and norms of the society, and get along with people around fairly well, because they believe in their abilities. Therefore, students in secondary schools may experience difficulty in school, not necessarily because they lack cognitive ability but probably because they lack belief in their ability to produce desired result which may lead to their inability to adjust within the school and the larger society.

Moreover, the students' uniqueness in interpreting their surroundings may also be a factor in developing the students' social relationship. So, understanding of the students' social adjustment may require deducing the personal factors (traits) that are likely to influence their adjustment, and the specific personality traits responsible for a better social adjustment. The reason

being that behaviour, if observed, tend to change with at least a slight change in situation or stimulus according to the individual unique personality traits structures.

The personality traits of individuals according to Koludrovic, Bubic and Ercegovic (2014), could be predicted through their interactions with people in the social environments. Thus, personality trait according to Weiten, Lloyd, Dunn and Hammer (2009) is seen as a set of psychological traits and mechanisms within the individuals that are organized and relatively enduring that influence the individual's interactions with, and adaptations to, the physical and social environs. In such instance, sustainability of any social relationship could be affected by behavioural adjustment problems relating to personality traits of the students. Similarly, Daminabo (2008), viewed personality traits as the sum total of the qualities that differentiates people or the stability of a person's behaviour across different situations.

Accordingly, an individuals' personality is the totality of a person's behaviour which encompasses his thoughts, feelings and observable behaviour. This means that personality accounts for consistent and persistent behaviour of individuals. For example, one can be said to be intelligent, cheerful, hopeful, outgoing or friendly. The impression any of such people have about an individual is interpreted as the individual's personality. Hence, in the context of this study, personality trait refers to human characteristics that are responsible

for the difference which distinguishes one individual from another and could be used to predict one's behaviour.

Personality traits include multiple traits that help to explain why students do not all act alike in the same situation. The personality traits that have received much attention in literature is the “Big Five” model by McCrae and Costa (2006) which consists of five aspects of personality, namely: extraversion, neuroticism, openness to experience, agreeableness and conscientiousness. These traits were examined in this study as possible predictors of students' social adjustment in schools.

According to Watson, Stasik, Ro and Clark (2013) people who score high in extraversion are characterized as outgoing, sociable, upbeat, friendly, assertive and gregarious. They are referred to as extraverts or positive emotionality in some trait models. They are usually talkative and always drawing attention to themselves.

Likewise, people who score high in neuroticism are said to be anxious, hostile, self-conscious, insecure, and vulnerable. This personality trait is called negative emotionality. They are always anxious and tend to suffer from depression. Individuals here are often moody and easily discouraged. This state of emotion hinders them from thinking clearly, making rational decision and coping with stress (Shevaun, Mroczek & Avron, 2008).

Openness to experience is a personality trait that people who register high on it are open to experience, have general appreciation for art, emotion and adventure. They are not stereotype but try new ideas. They are very imaginative

and curious. They do not hold tenaciously to traditional or conventional ideas. They are intelligent, investigative and sensitive to beauty. They are creative; they can be controversial since they are unconventional. On the contrary people who score low on openness to experience are more reserved and conventional. They hold firmly to traditional beliefs. They are sceptical about new ideas and may not be comfortable with new scientific and technological developments.

Agreeableness is a personality trait that has to do with being compassionate and cooperative instead of suspicious and antagonistic towards others. People who score high in agreeableness fancy getting along with others; they are usually honest, decent and trustworthy. They are considerate and friendly, generous, helpful and often compromise their interest with others. They are optimistic of the human nature. Weiten, Lloyd, Dunn and Hammer (2009) noted that people who score at the opposite end of this personality dimension are characterized as suspicious, antagonistic and aggressive.

The personality trait of conscientiousness is concerned with people who tend to be diligent, disciplined, well organized, punctual and dependable. Conscientiousness is associated with higher productivity in a variety of occupational areas and with greater longevity (Jackson, Wood, Bogg, Walton, & Harns, 2010). There is the tendency that there will be conflict between students who are not similar in their personality traits thereby resulting to social maladjustment.

From the foregoing, it could be understood that traits are characteristic behaviours that consistently differentiates one individual from another. They are

stable predisposition to act or behave in a consistent manner (Nairae, Lindsay, Paulhus, & Smith, 2004). So, personality characteristics and self-efficacy of students that are socially adjusted are likely different from those found among individuals that are not socially adjusted. Studies (example, Christensen, 2012; Eyong, David & Umoh; 2014; Maurice, Peter & Caleb, 2016; Sanja, Ivanka & Ines, 2010; Thomas, Sabine, Hanke & Greetje van der, 2017) have investigated the contribution of personality traits and self-efficacy to college adjustment, social adjustment, academic achievement and life satisfaction. Some of these studies were conducted outside Nigeria, while some are conducted within Nigeria. Many of those conducted within Nigeria do not seem to have addressed the problem of students social adjustment, neither did any of the studies investigate whether these variables predict the social adjustment of secondary school students in Anambra State, Nigeria.

There is therefore the need to determine how far students varying personality traits could lead to social adjustment or maladjustment and how the students' view of their ability, could determine how they adjust in any given environment. This study in response to these needs investigated personality traits and self-efficacy of secondary school students as predictors of their social adjustment in Anambra State, Nigeria.

Statement of the Problem

The students, especially those at the secondary school level of education globally are many a time predisposed to numerous social adjustment concerns.

Their adjustment to those concerns in school is considered one of the main indicators of success in school as it is an indicator for the student's ability to face problems resulting from fulfilling high academic, social and emotional needs. Through achieving good social adjustment in school, the student will be able to form a good relationship with others in the school which would likely lead to enhanced academic achievement. Consequently, students becoming socially adjusted, both in and out of school would most likely lead to greater outcome, both socially and academically.

However, many of the students like those in Anambra State secondary seem inadequately prepared for the psychological, emotional and academic realities of the secondary education. Hence, a good number of them are often times unable to deal with the situation they find themselves. Some of the students may end up becoming societal nuisance in the secondary schools by getting involved in delinquent offences like truancy, fighting, refusing to participate in group projects in the school setting, pilfering and whole lots of other unwholesome behaviours.

Today, the problem of students poor social adjustment still persist and could be easily observed in schools, not only in Anambra State, but else were around the country. Many of the students exhibits characteristics of social maladjustment such as; rebellious or impulsive actions, anxiousness, feelings of sadness, hopelessness, and withdrawn attitude, lack of concentration, loss of self-esteem and suicidal thoughts both within the schools and outside schools. The situation is not only affecting the students alone but the classroom teachers,

parents, school authorities and other well-meaning persons in the society. It has no doubt become a pointer to the need for a research of this nature which sought to empirically examine factors such as personality traits and self-efficacy as possible predictors of the students' social adjustment in Anambra State.

Purpose of the Study

The main purpose of this study is to investigate personality traits and self-efficacy, as predictors of social adjustment among secondary school students in Anambra.

Specifically, the study sought to determine:

1. The extraversion personality trait scores of secondary school students in Anambra State.
2. The neuroticism personality scores of secondary school students in Anambra State.
3. The openness to experience personality trait score of secondary school students in Anambra State.
4. The agreeableness personality trait scores of secondary school students in Anambra State.
5. The conscientiousness personality trait scores of secondary school students in Anambra State.
6. The self-efficacy scores of secondary school students in Anambra State.
7. the social adjustment scores of secondary school in Anambra State.

8. Extraversion personality trait of secondary school students as predictor of their social adjustment.
9. Neuroticism personality trait of secondary school students as predictor of their social adjustment.
10. Openness to experience personality traits of secondary school students as predictor of their social adjustment.
11. Agreeableness personality traits of secondary school students as predictor of their social adjustment.
12. Conscientiousness personality traits of secondary school students as predictor of their social adjustment.
13. The big five personality traits jointly predicting social adjustment of secondary school students.
14. Self-efficacy as predictor of social adjustment of secondary school students.
15. The bigfive personality traits and self-efficacy jointly predicting social adjustment of secondary school students.

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Significance of the Study

The findings of this study will be beneficial to students, school authorities, teachers, guidance counsellors, curriculum planners and future researchers.

The findings of the study will be beneficial to students. The findings of the study, would determine if personality traits and self-efficacy predicts the social adjustment of the students as it will help them to building and

maintaining healthy relationships and be socially adjusted in the school. The findings when published will enable the students see the relationship between some of their personal traits and their social adjustment. Findings from this study will also help students to understand their personality traits and discover how best to build their self-efficacy in order to adjust in their environment harmoniously. The study will also serve as source of information to secondary school students because the findings will expose to them how their personality traits and self-efficacy could predict their social adjustment.

The findings of the study would reveal to the school authorities the personality traits and self-efficacy of the students and the need for them to organize seminars for the students in the secondary school so that they can be taught social skills that would help manage their personality traits, build their self-efficacy, then get socially adjusted to the school and the society at large.

For the guidance counsellors, the results of the research will broaden the frontiers of knowledge in the area of guidance and counselling by providing information on the personality traits and self-efficacy of secondary school students and their relationship with the students social adjustment. This will be of great help to the counsellors in designing appropriate guidance and counselling programmes and services in school to guide and assist students that are socially maladjusted. Secondary school students that are socially maladjusted will benefit from programmes designed to enhance perspective and improve interpersonal skills that will help them to socially adjust in any

environment they find themselves, so that they can reach their optimum development in life.

Finally, the findings of the study will be beneficial to future researchers. The scientific knowledge gained, as provided by the findings of this work could be utilized for further research in other related areas. The finding will not only serve as a reference point for academic purposes especially to subsequent researchers in the subject area but will also add to the existing literature in the areas of secondary school students' personality traits, self-efficacy and their social adjustment.

Scope of the Study

This study is delimited to investigating personality traits and self-efficacy of secondary school students as predictors of their social adjustment in Anambra State. The personality traits investigated focused on the "Big five" or five-factor model (FFM) of McCrae and Costa (2006) which is extraversion, neuroticism, openness to experience, agreeableness and conscientiousness. The dependent variable of the study is social adjustment, while personality traits and self-efficacy constitute the independent variables. The study covers only senior secondary school students in the government owned secondary school. Nevertheless, only students in SS I and SS II from public secondary schools in Anambra State actually participated in the study. This group of students were used while those in SS3 were excluded being that they are in examination

preparatory class. SS1 and SS 2 students are not in an examination class and this made the group readily available for the exercise.

Research Questions

The following research questions guided the study:

1. What are the extraversion personality trait scores of secondary school students in Anambra State?
2. What are the neuroticism personality trait scores of secondary school students in Anambra State?
3. What are the openness to experience personality trait scores of secondary school students in Anambra State?
4. What are the agreeableness personality trait scores of secondary school students in Anambra State?
5. What are conscientiousness personality trait score of secondary school students in Anambra State?
6. What are the self-efficacy scores of secondary school students in Anambra State?
7. What are the social adjustment scores of secondary school students in Anambra State?
8. Does personality trait of extraversion predict social adjustment of secondary school students in Anambra State?
9. Does personality trait of neuroticism predict social adjustment of secondary school students in Anambra State?

10. Does personality trait of openness to experience predict social adjustment of secondary school students in Anambra State?
11. Does personality trait of agreeableness predict social adjustment of secondary school students in Anambra State?
12. Does personality trait of conscientiousness predict social adjustment of secondary school students in Anambra State?
13. Do the big five personality traits jointly predict social adjustment of secondary school students in Anambra State?
14. Does self-efficacy predict social adjustment of secondary school students in Anambra State?
15. Do the big five personality traits and self-efficacy jointly predict social adjustment of secondary school students?

Hypotheses

The following null hypotheses testable at 0.05 level of significance will guide the study.

1. The personality trait of extraversion is not a significant predictor of social adjustment of secondary school students in Anambra State
2. The personality trait of neuroticism is not a significant predictor of social adjustment of secondary school students in Anambra State
3. The personality trait of openness to experience is not a significant predictor of social adjustment of secondary school students in Anambra State

4. The personality trait of agreeableness is not a significant predictor of social adjustment of secondary school students in Anambra State
5. The personality trait of conscientiousness is not a significant predictor of social adjustment of secondary school students in Anambra State.
6. The big five personality traits do not significantly predict social adjustment of secondary school students in Anambra State.
7. Self-efficacy is not a significant predictor of social adjustment of secondary school students in Anambra State.
8. The bigfive personality traits and self-efficacy do not significantly predict social adjustment of secondary school students in Anambra State.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed literature materials relevant to the study. The review will be presented under the following subheadings:

Conceptual Framework

Personality Traits

Self-Efficacy

Social Adjustment

Theoretical Framework

The Big Five Personality Traits (Five Factor Theory) by McCrae and Costa

Albert Bandura's Social Cognitive Theory of Self-Efficacy

Theoretical Studies

Personality Traits

Personality Traits as Predictor of Social Adjustment

Self-Efficacy as Predictor of Social Adjustment

Factors Influencing Self-efficacy Beliefs

Development of Social Skills

Students' Social Adjustment in Schools

Empirical Studies

Studies on Personality Traits

Studies on Self-Efficacy

Studies on Social Adjustment

Summary of Review of Related Literature

Conceptual Framework

This section provides an interpretation of the underlying ideas of the study.

They include:

Personality Traits

Personality according to Abdul (2016) is the sum total of ways in which an individual reacts to and interacts with others. Thus, personality explains why some people are quiet and passive, whereas others are loud and aggressive. Moreover, Weiten, Lloyd, Dunn and Hammer (2009), posit that personality of an individual is a unique constellation of consistent behavioural traits. This means that one's personality trait is his durable disposition to behave in a particular way, in a variety of situations, for example; honesty, dependable, moody and impulsive situations. It is most often described in terms of measurable traits that a person exhibits. Oksana and Rita (2009), defined personality as an enduring system of characteristics that individuals carry from one situation to another, which affects their behaviour. An individuals' personality is the totality of a person's behaviour which encompasses his thoughts, feelings and observable behaviours (Obimba & Iwuama, 2003). Nirmala (2011) viewed personality as a unique integration of traits which tends to differentiate one person from another on the basis of quality. Personality

determines an individual's unique adjustment to his environment. In addition to this, Kendra (2013) maintained that personality arises from within the individual and remains fairly consistent throughout the person's life time. More so, Mischel, Shoda and Smith (2004), defined personality as individual differences among people, including his/her characteristic patterns in behaviour, thinking, feeling, cognition and emotion.

Furthermore, Engler (2009) declared that personality is a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations and behaviours in various situations. An individual's behaviour towards others, attitude, characteristic and mindset make up his personality. Personality therefore influences an individual's behaviours and actions, it does not only influence the behaviours and actions but it also makes the individual to act in certain ways. In this study, the researcher refers to personality as the unique human individuality characteristics that can be used to predict one's behaviour. This characteristic is referred to as personality traits.

Traits are the sum total of stable characteristics in a person across different times and situations, which make him or her unique or distinct from others. Traits also are enduring dimensions of personality characteristics which differentiates people from one another (Daminabo, 2008). Parks-Leduc, Feldman, and Bardi (2014), and Ifeagwazi, (2009), opined that traits are influenced by heredity and environment. Some traits like neuroticism and

extroversion are inherited while traits such as friendliness and hostility can be developed as one interacts with his environment. In other words, environmental factors can also influence the level of inherited traits in an individual. The dominant traits in a person therefore influence his or her behaviour in a given situation. This means that the amount of a particular trait or traits in one's personality determines how they influence the person's behaviour. Therefore, in this study, a trait is seen as unchanging characteristics of person across different times and situations, which makes the individual unique or different from others.

Larsen and Buss (2005), defined personality trait to be the set of psychological qualities and mechanisms within the individual that are organized and relatively enduring that influence his or her interactions with, and adaptations to the physical and social environments. Personality traits accounts for consistent and persistent behaviours of individuals. It is perhaps in this perspective that Weiten, Lloyd, Dunn and Hammer (2009) viewed personality traits as an individual's unique constellation of consistent behavioural traits. Personality traits are attributes or qualities that account for the way individuals react to stimuli in their environment. Traits are obvious consistencies in behaviour. They cannot be seen with the individuals' eyes but could be identified from ones conducts and as a result of one's behaviour.

For instance one can be said to be intelligent, cheerful, hopeful, fearful, outgoing, shy, bold, friendly, hostile, or withdrawn. These and more are psychological terms used to describe personality traits (Lahey, 2004). Personality traits according to Alport in Nirmala (2011), is the dynamic organization within the individual of those psychological systems that determine his characteristic behaviour and thought. Personality traits are attributes in people either inherited or learned that is responsible for individual differences in behavioural patterns, Daminabo (2008), viewed personality traits as the sum total of the characteristics that differentiates people, or the stability of a person's behaviour across different situations. In other words it means those qualities the individual is noted for. Agbakwuru and Ugwueze (2014) referred to personality traits as consistent differences between the behaviour characteristic of two or more people. Each person's personality is made up of traits and each of the trait influences behaviour in one way or the other. Consequently, for the purpose of this study, personality traits refers to human characteristics that are responsible for the individual differences in people which distinguishes an one person from another and can be used to predict the behaviour.

Self-efficacy

The words "Self" and "efficacy" are concerned mainly with the question of "Who am I?" and "What am I good at?". Understanding this important aspect of self and people's beliefs about their personal capabilities and how these beliefs influence what they try to accomplish, and how they react to successes and hindrances along the way gives vivid description of what self-efficacy is all about.

Self-efficacy according to Bhagat and Baliya (2016) is defined as ones' belief about their contributions to produce designated levels of performance that exercise influence over events that affect their lives. Earlier description of self-efficacy according to Bandura (1977), showed it as the confidence a person has in one's own ability to solve problems and accomplish tasks. In addition, Akhtar, Ghavas and Adil (2012), posited that self-efficacy is an individual's belief in their ability to perform a task by utilizing one's abilities or action. Burgoon, Meece, and Granger, (2012), viewed self-efficacy as a construct linked to motivational aspects, aspects of persistence and aspects of how much effort individuals put in their actions. Self-efficacy also refers to an individual's perceived capability to perform in a way that creates control over events affecting his/her life. According to Bhagat and Baliya (2016), Self-efficacy is defined as people's belief about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. It is a

belief that one has the capabilities to execute the courses of actions required to manage prospective situations. Self-efficacy in the context of this study refers to the students' beliefs about their ability that become instrumental to the goals they pursue and to the control they are able to exercise over their environments.

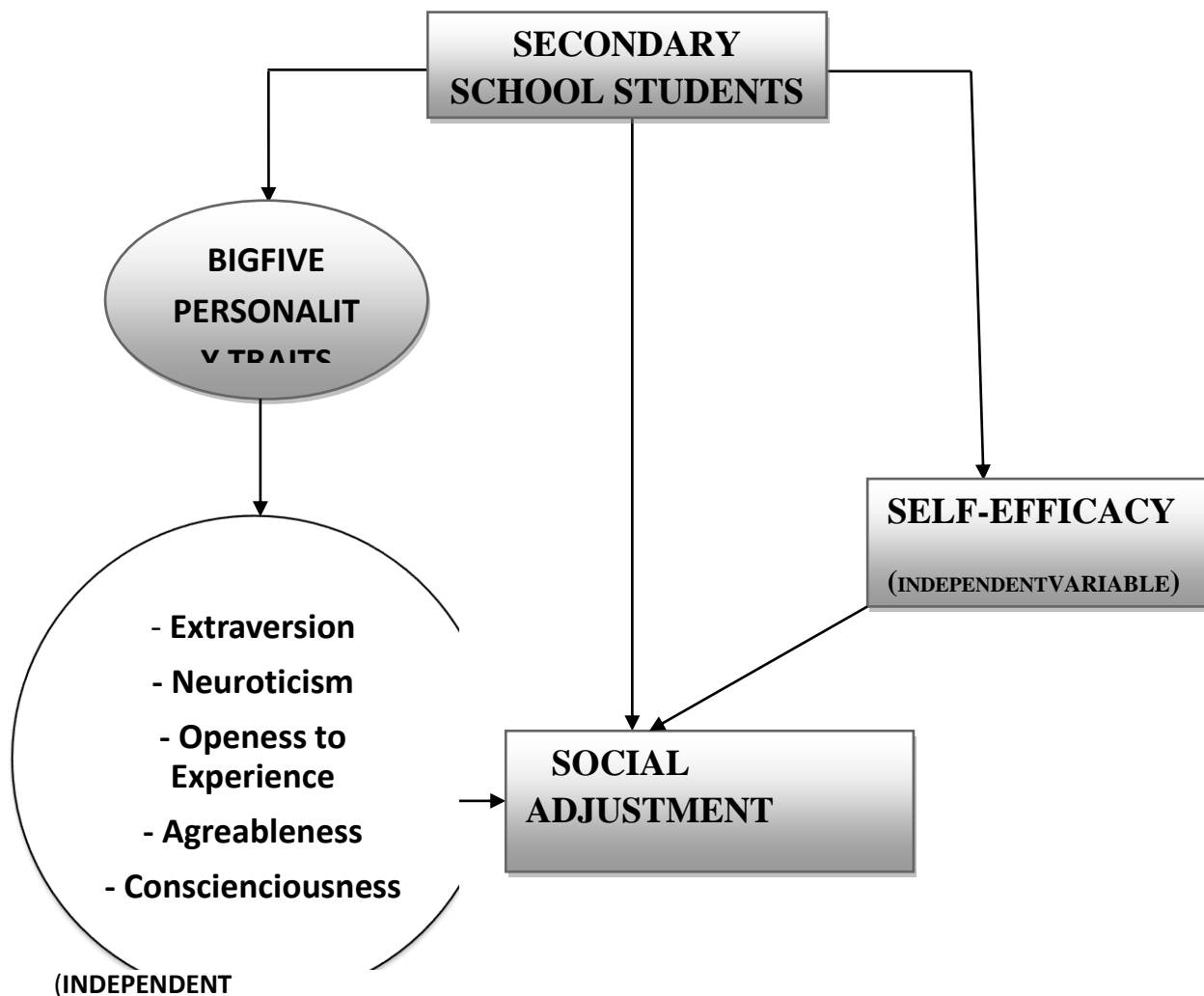
Social Adjustment

Social adjustment deals with individuals' adaptation in a given social environment. Social adjustment according to Rienties, Beausaert, Grohnert, Niemantsverdriet, and Kommers (2011), is how an individual maintains a congruent relationship with other people. Raju and Rahamtulla (2007), defined social adjustment as an individual's ability to enjoy life without any type of conflict. Thus, social adjustment entails accepting social activities or participation in social activities. Zhang and Goodson (2011), declared that social adjustment involves simply understanding others. According to Nwoke (2004), social adjustment is an innate psychological disposition to cope with standard, values and needs of a society in order to be acceptable, it involves coping with new standards of individual value, it refers to coping with social challenges confronting one in any given situation or environment and the innate strength to accommodate any possible outcome or change. Stansbury (2004) viewed social adjustment as influencing others without harming others. This definition includes the expression of joy, the gratitude of others or other behaviours that are essential to strengthen interpersonal relationships. Social

adjustment entails an individual maintaining a congruent relationship with other people. For instance, students who are able to maintain a congruent relationship with people around are said to be socially adjusted, while those who could not may find it hard getting adjusted.

The ability for one to cope with standards, values and need of a society, and people in the environment hinges on social adjustment but the lack of it could spell doom in the achievement of success in life generally. However, some people's behaviour strongly suggests social adjustment or social maladjustment. For instance, students in secondary schools tend to have fluctuating social adjustment which could make them unable to adapt to a given social environment. Students being socially maladjusted in the students could affect all aspects of their lives and possibly disrupt their ability to get along with others. Consequently, in the context of this study, social adjustment refers to the ability of students to function in their immediate environment and participate in social activities, become adjusted to the school, in such a way that they can build and maintain reasonable relationships, and accommodate people around oneself irrespective of the situation that one finds oneself.

Conceptual Framework



Developed by Ejichukwu, E.C. (2019).

The framework above depicted the relationships that exist between students' personality traits, self-efficacy and their social adjustment. It was expected that students would possess any of or a mix of the personality traits of Extraversion, Neuroticism, Agreeableness, Conscientiousness and Openness. It was also expected that students would possess high, moderate or low Self-efficacy and that both the personality traits and Self-efficacy would positively (good) or negatively (poor) predict the students social adjustment in a given environment.

Theoretical Framework

This section explores psychological theories that form the framework of this study. They include: The Big Five Personality Traits (Five Factor Model) by McCrae and Costa and Social Cognitive Theory by Albert Bandura.

The Big Five Personality Traits (Five Factor Theory) by McCrae and Costa

This model was developed by McCrae and Costa (1985). These are the five basic dimensions of personality traits used to describe human personality. The Five Factor Model breaks personality traits down into five components: these traits include openness to experience, conscientiousness, extroversion-introversion, agreeableness, and neuroticism; they are sometimes referred to collectively by the acronyms OCEAN or CANOE. Each trait measures a unique aspect of human personality and explains differences in personality and the way people behave.

Openness to Experience: The openness to experience dimension of personality is characterised by a willingness to try new activities. People with higher levels of openness are amenable to unconventional ideas and beliefs, including those which challenge their existing assumptions. They enjoy artistic and cultural experiences, visiting art galleries, museums, and theatres, listening to music and travelling to new destinations. They are more open to unfamiliar cultures and customs.

People with low levels of openness - those who are closed to experience - are wary of uncertainty and the unknown. They are more suspicious of beliefs and ideas which challenge their status quo. They feel uncomfortable in unfamiliar situations and prefer familiar environments. Less open individuals value the safety of predictability, and like to adhere to well-known traditions and routines. Openness to experience is often associated with intelligence when measuring personality factors. Individuals who score highly on verbal and crystallized intelligence measures have been found to also report being more open to experience.

Conscientiousness: People who are conscientious are more aware of their actions and the consequences of their behaviour than people who are unconscientiously. They feel a sense of responsibility towards other and are generally careful to carry out the duties assigned to them. Conscientious individuals like to keep a tidy environment and are well-organized. They are keen to maintain good timekeeping.

People with high conscientious levels also exhibit more goal-oriented behaviour. They set ambitious goals and are motivated to achieve them. Undeterred by hard work, they are keen to driven to succeed in every aspect of their lives, including academic achievements and in furthering their careers. Low levels of conscientiousness are reflected in less motivated behaviour.

Unconscientious individuals are less concerned by tidiness and punctuality. This may result in them arriving late to appointments and meetings, and being more relaxed in setting life goals. Unconscientiously people tend to engage in more impulsive behaviour. They will act on a last-minute whim rather than considering the consequences of their choices.

Extraversion: Extraversion is characterised by outgoing, socially confident behaviour. Extraverts are sociable, talkative and often forward in social situations. They enjoy being the centre of a group and will often seek the attention of others. Extraverts enjoy meeting new people and are happy to introduce themselves to strangers, thriving in company of others. This personality trait is measured on an introversion-extraversion continuum. Individuals who fit in the middle of the two traits are described as ambiverts.

Introverts - people with low levels of extraversion, display contrasting behaviour. They are quieter and often feel shy around other people. They may feel intimidated being in large groups such as parties, and will often try to avoid demanding social gatherings. Introverts enjoy being a part of smaller social groups, preferably with familiar people. Such behaviour results in introverts tending to enjoy smaller social networks, but instead they maintain a close group of trusted friends.

Agreeableness: Individuals who score highly on agreeableness measures are friendly and co-operative. Often considered more likeable by their peers and

colleagues, agreeable people are trusting of others and are more altruistic, willing to help others during times of need. Their ability to work with others means that they often work well as members of a team. Agreeable people dislike being involved in arguments, conflict with others and other forms of confrontation. They seek to pacify and appease others, acting as the mediating 'peace-maker' of their group.

Individuals who are disagreeable score lower on this dimension of personality. They are less concerned with pleasing other people and making friends. Disagreeable individuals are more suspicious of other people's intentions and are less charitable. Instead, they are motivated to act in accordance with their self-interest, having less regard for the needs of others. As a result, they are perceived by others as being more selfish than agreeable personalities. Whilst disagreeable individuals find it easier to promote their own interests, those who are more agreeable tend to enjoy better relationships with others. From an early age, this can be beneficial.

Neuroticism: This personality dimension is measured on a continuum ranging from emotional stability to emotional instability, or neuroticism. People with high neuroticism scores are often persistent worriers. They are more fearful and often feel anxious, over-thinking their problems and exaggerating their significance. Rather than seeing the positive in a situation, they may dwell on its negative aspects. Neuroticism can result in a person coping less successfully

with common stressors in their day-to-day lives. Instead, they will often become frustrated with others and may feel angry if events do not occur as they wish.

People with low neuroticism scores are less preoccupied by these negative concerns. They are able to remain calmer in response to stressful situations, and view problems in proportion to their importance. As a result, they tend to worry about such problems to a lesser extent.

The five factor theory in relation to this study is an explanatory account of the role of the Big Five factors in personality. It includes a number of propositions about the nature, origins, and developmental course of personality traits and about the relation of traits to many of the other personality variables like social adjustment of students in school. The Five-Factor Theory presents a biological account of personality traits, in which learning and experience play little if any part in influencing the Big Five.

Explanation for these five core personality traits suggest that these personality traits represent the most important qualities that could shape students social landscape. Advocates for using personality factors as the main predictor variables for adjustment outcome research argue that the objective details of an event may not be as important as the meaning that an individual attaches to the event. Similarly, experts who have been critical of this approach assert that an individual's experience of life events is more complicated and nuanced than a simple "positive" or "negative" event categorization allows for. They propose

that the meaning that a person ascribes to important events in their life contributes to choices and behaviours that either protect or expose them to future harmful experiences. Thus, a student's personality traits could be seen as instrumental in determining whether their social adjustment would be good or poor.

This theory though applicable to this study is limited in its scope. The theory did not cover self-efficacy beliefs which tend to influence how threats and taxing demands are perceived and cognitively processed. The social cognitive theory by Albert Bandura was therefore introduced to cover the gap. The theory explained why people's belief that they can or cannot produce desired results by their actions have little or more incentive to act or to persevere in the face of difficulties.

Social Cognitive Theory by Albert Bandura

The social cognitive theory was propounded by Albert Bandura (1997). Bandura in the socio-cognitive theory posits that people are self-organizing, proactive, self-reflecting, and self-regulating, not just reactive organisms shaped and shepherded by external events. The theory proposes that people have the power to influence their own actions to produce certain results. The capacity to exercise control over one's thought processes, motivation, affect, and action operates through mechanisms of personal agency.

The capability to reflect upon oneself and the adequacy of one's thoughts and actions is an exclusively human attribute that figures prominently in social cognitive theory. People are not only agents of action but self-examiners of their own cognitive, affective, and behavioural functioning. Effective functioning requires reliable ways of distinguishing between accurate and faulty thinking. In verifying the adequacy of thought by self-reflective means, people generate ideas and act upon them or predict occurrences from them. They then judge from the results the accuracy and functional value of their thinking and try to improve it if necessary

Central to the social cognitive theory is the notion of human agency, which refers to the claim that, to a certain degree, people are capable of exercising control over what they do and over their life circumstances. The notion, however, does not propose that humans are sole determinants of what takes place but rather that they are fully contributing to it. Human agency includes beliefs of personal efficacy. People who do not trust that they have the power to bring about desired results will not initiate actions. In other words, human agency assumes generative and proactive actions rather than just reactions to environmental stimuli.

The concept of self-efficacy is the focal point of Bandura's social cognitive theory. Among the self-referent thoughts that influence human motivation, affect and action, none is more central or pervasive than people's

judgments of the personal efficacy (Bandura, 1997). Perceived self-efficacy is concerned with people's beliefs in their capabilities to perform in ways that give them some control over events that affect their lives. Efficacy beliefs form the foundation of human agency. Unless people believe that they can produce desired results by their actions, they have little incentive to act or to persevere in the face of difficulties.

Self-efficacy beliefs are constructed from four principal sources of information. The most authentic and influential source is mastery experiences. This can be achieved by tackling problems in successive attainable steps. Successes build a robust belief in one's efficacy. Failures undermine it, especially in earlier phases of self-development. Moreover, if people have only easy successes, they are readily discouraged by failure or setbacks. Development of resilient self-efficacy requires experiences in overcoming obstacles through perseverant effort.

The second way of creating and strengthening beliefs of personal efficacy is through vicarious experiences. If people see others like themselves succeed by sustained effort, they come to believe that they, too, have the capacity to succeed. Conversely, observing the failures of others instils doubts about one's own ability to master similar activities. Competent models also build efficacy by conveying knowledge and skills for managing environmental demands. Social persuasion is the third way of strengthening people's beliefs in their efficacy. If people are persuaded that they have what it takes to succeed, they

exert more effort and are more perseverant than if they harbour self-doubts and dwell on personal deficiencies when problems arise. But effective social persuaders do more than convey faith in people's capabilities. They arrange activities for others in ways that bring success and avoid placing people prematurely in situations where they are likely to fail. People also rely on their physical and emotional states to judge their capabilities. They read their tension, anxiety and depression as signs of personal deficiency. In activities that require strength and stamina, they interpret fatigue, windedness, and aches and pains as indicators of low physical efficacy. Thus, the fourth way of altering efficacy beliefs is to enhance physical status, reduce negative emotional states and correct misinterpretations of somatic sources of information.

Efficacy beliefs influence how threats and taxing demands are perceived and cognitively processed. People who believe they can manage threats and adversities view them as less inimical and are not distressed by them. Those who believe they cannot control them experience high anxiety, dwell on their coping deficiencies, view many aspects of their environment as fraught with danger, magnify possible risks and worry about perils that rarely happen. By such thinking, they distress themselves and impair their functioning (Bandura, 1997). On the other hand, Bandura notes that people who have a high sense of coping efficacy lower their stress and anxiety by acting in ways that transform threatening environments into peaceful ones. The stronger the sense of efficacy,

the bolder people are in tackling the problems that breed stress and anxiety and the greater is their success in shaping the environment to their liking.

This theory, in relation to this study provides an understanding that people will be more inclined to take on a task they believe they can succeed in. This is based on the notion that individuals exercise control over their thoughts, feelings and actions. People generally avoid tasks where their self-efficacy is low but will engage in task where their self-efficacy is high. Bandura thus describes self-efficacy as the belief in one's capabilities to organize and execute courses of action required to produce given attainments. Efficacy beliefs influence the particular courses of action a person chooses to pursue, the amount of effort that will be expended, perseverance in the face of challenges and failures, resilience, and the ability to cope with the demands associated with the chosen course of action.

The social cognitive theory posits that an individual's self-efficacy belief influences the individual's willingness to initiate behaviour in social situations. The abilities of students to establish and form sustainable peer relationships, maintain social bonds, manage different types of interpersonal conflicts, receive positive peer praise, be socially acceptable, and behave in a pro-social manner at school are all important tasks for successful social adjustment at school.

Theoretical Studies

The section looks at related works based on the position and opinion of different authors.

The Big Five Personality Traits

The Big Five Personality Traits is often used as a framework for examining five personality dimensions of extraversion, neuroticism, agreeableness, conscientiousness and openness. These five factors can be observed through both self- and peer- reports, in both children and adults, and across cultures (Kotov, Gamez, Schmidt, & Watson, 2010), suggesting that personality traits are heritable and stable throughout the lifetime. Personality predicts various dimensions of wellbeing, including life satisfaction, happiness and social adjustment. For example, extraversion and neuroticism have been found to be the strongest predictors of happiness, and neuroticism and conscientiousness, the strongest predictors of life satisfaction (Quevedo & Abella, 2011). Similarly, Hayes and Joseph (2003) found that extraversion and neuroticism best predicted scores on the Oxford Happiness Inventory, and neuroticism and conscientiousness best predicted scores on the Satisfaction with Life Scale.

Cheng and Furnham (2003) also found a strong positive correlation between happiness and extraversion, with extraversion as a direct predictor of happiness. Taken together, findings suggest that personality traits, including

extraversion, neuroticism, and conscientiousness, account for a significant amount of life satisfaction, happiness and social adjustment (Hayes & Joseph, 2003). Importantly, extraversion and neuroticism as predictors of happiness and social adjustment have been generalized in cross-cultural studies (Cheng & Furnham, 2001), supporting the perspective that personality traits are heritable, stable factors and can be generalized as significant predictors of happiness.

Personality traits theorists, like Allport, Cattell and Eysenck, use combination of qualities or dimensions to study human behaviour. They identified recurring patterns of thought and behaviour such as anxiousness, shyness, openness to new things that exist in individual to individual that make them unique. The number of personality traits and the degree that a trait exists in an individual is what trait theorists use to determine the individual personality. Allport (1936) discovered over 4,000 words on individual personality traits. He later organized the words into 1,700 traits that determined how the individual uniquely adapts to his environment. These he classified into three main categories, viz; cardinal, secondary and central traits. Iroegbu, Nkwocha and Onyemerekeya (2002) informed that cardinal traits dominate a person's behaviour and manifest always; for instance shyness, intelligence or honesty. In the same study, they said that secondary traits are less influential and manifest in persons behaviour in rare occasion, such as disliking being in closed spaces or crowds. Ifeagwazi (2009) alleged that central traits manifest in different situations. Occasionally in one's lifetime, a central trait emerges as a

dominant force in personality. This trait is referred to as cardinal trait, and it becomes a person's defining personality trait that overshadows all others (Allport, 1936). It can be assumed from the above that the behaviour secondary school students' exhibit that dominate their personality could emerge from cardinal traits; and this can also account for the understanding change in their behaviours at a given time.

Cattell (1950) in his factor analysis cut down Allport's list of traits to 171 characteristics to arrive at 16 personality factor models consisting of 16 basic source traits that are underlying causes of overt behaviours in individuals in different situations. He looked at large number of traits to get a complete picture of someone's personality. McLeod (2014) noted that Cattell collected data from a range of people through three different source data:

- (1) L- data or life data which include record of natural behaviours such as school grades, absence from work, measuring range of traffic accidents, number of parties an individual attended, number of illness or divorces.
- (2) Q- data; this involves the use of questionnaire to rate individual personality.
- (3) T-data; this involves objective test to tap personality construct of observed and measured behaviour.

Ifeagwazi (2009) found that every surface (overt) behaviour has an underlying (source) trait. In the same line Cattell (1950) developed 16-item personality questionnaires to appear in an opposing pole axis which he used in rating individual personality, for instance, reserved-outgoing, reactive-

emotional stability, submissive-dominant, timid-socially bold, tough-minded shrewd, self-assured apprehensive, relaxed-tensed, and so on. Eysenck (1991) found that an individual personality is determined to a large extent by a person's genes. This accounts for inherited differences in their physiological functioning. Eysenck (1967) proposed a three factor model namely: extraversion, neuroticism and psychoticism. Each of the three dimensional model is characterized by a number of traits.

For example extraversion is characterized by positive emotions, impulsivity, sociability, talkativeness, action-orientedness, companionship and dominance. Eysenck and Eysenck (1985) found that individuals with trait of psychoticism exhibit antisocial behaviours such as cruelty and rejection of social customs. He asserted that personality of an individual is dependent of the balance between excitation and inhibition process of the nervous system since personality is related to the functioning of the autonomic nervous system (ANS). Neurotic individual has ANS that respond quickly to stress. Secondary school students that are extroverts are sociable. They interact actively with everybody in the school environment. They enjoy the company of other students while in school. Neurotics are usually emotionally unstable, anxious, worrisome, moody, tensed up, feel guilty and have low self-esteem. They are obsessive and easily depressed. Ifeagwazi (2009) found that individuals with traits of psychoticism behave unkindly toward one another, although Eysenck

and Eysenck (1985) believed that people who score low in psychoticism are empathic, warm, caring, unselfish and peaceful.

Eysenck's three-dimensional factor model when related to social relationship showed that people that rate high in neuroticism and psychoticism do not make and maintain good relationships due to their personality make-up. Many of such people are depressed and unstable in their social relationship. McCrae and Costa (1985) developed five-factor basic dimensions of personality traits to describe human personality. These factors are extraversion, neuroticism, and openness to experience, agreeableness and conscientiousness. John and Srivastava (1999), McCrae (2005), in their separate studies on five-factor model of personality found that the five basic traits account for differences in human personality traits; and it shows consistency in interviews, self-descriptions and observations. For instance, Paunonen (2003) found that extraversion correlates positively with popularity and being friends with a greater variety of people. Conscientiousness correlates with greater honesty, a higher greater point average in college, higher job performance ratings, and relatively low alcohol consumption. Openness to experience is associated with playing a musical instrument, whereas agreeableness correlates with honesty. Also, thousands of studies have been conducted exploring correlations between the big-five traits and such other characteristics as self-esteem (Watson, Suls & Haig (2002), transformational leadership (Judge & Bono, 2000), and well-being at midlife (Siegler & Brummette, 2000). Watson and Clark (1997)

conducted extensively on trait of extraversion and found that persons with this trait are sociable and outgoing.

Mroczek and Almeida (2004) found that individuals who score high in neuroticism tend to overreact more in response to stress than others. Also Graziano and Eisenberg (1997) in their studies on agreeableness reported that the trait has its root in childhood temperament and appears to promote good behaviour in social interactions. Again Hogan and Ones (1997) found that conscientiousness is associated with higher productivity in a variety of occupational areas. In this line, Bogg and Roberts (2004) posited that conscientiousness is also associated with greater longevity.

The knowledge of the traits of five-factor model of personality could help the guidance counsellor predict the behaviours of secondary school students and counsel them wisely for the stability of their social relationship and the society at large. For instance, people who score high in neuroticism are likely to be hostile in their relationship and overreact more in response to stress than, others (Mroczek & Almeida, 2004), while people that score low in extraversion are socially withdrawn and reserved in social relationship.

Personality Traits as Predictors of Social Adjustment

The Five-Factor Model of personality (FFM) allows researchers to examine the effects that the five distinct individual traits (extroversion, emotional stability, conscientiousness, agreeableness, and openness to

experience) have on behavioural outcomes. Personality traits also influence and predict social relationships, as well as social adjustment. According to Asendorpf and Wilpers (1998), personality traits of extraversion, agreeableness and conscientiousness influenced the number and quality of participants' social relationships. For instance, Bardi and Ryff, (2007) declared that neuroticism is linked to poorer social adjustment and extraversion is related to positive social adjustment. In addition, individuals who scored high in agreeableness were less irritable (Berry, Willingham & Thayer, 2000). Also, Jensen-Campbell, Adams, Perry, Workman, Furdella, and Egan (2002) declared that extraversion and agreeableness have also been associated with both peer acceptance and friendship. Similarly, Berry, Willingham, and Thayer (2000), found that extraversion scores predicted the extent to which participants felt close to their friends, and individuals with high neuroticism scores always had conflicts in their social relationships. Additionally, Selfhout, Burk, Branje, Denissen, Van Aken, and Meeus (2010), found that individuals high on agreeableness and extraversion had more successful relationship with friends, in other words, they were socially adjusted.

Individuals scoring high on extroversion tend to be sociable, outgoing, affable, gregarious, warm, expressive, and energized by social interaction. People scoring high on emotional stability typically present as pleasant, relaxed and confident. Highly conscientiousness individuals would likely be described as reliable, consistent, responsible, trustworthy, and rule bound. High scorers on

the agreeableness scale tend to be regarded as participative, helpful, obliging, and motivated to interact peaceably with others. An individual, who scores high on openness to experience, is characterized as creative, forward thinking, artistic, rational, and thoughtful (McCrae & Costa, 1980, 2003). The theoretical premise for the Five Factor Model is known as the lexical-semantic hypothesis (Bagby, Marshal, & Georgiades, 2005). The lexical-semantic hypothesis proposes that significant and socially important differences in personality can be found by examining common personality descriptors that have become semantically encoded for use in our everyday vocabulary. Since the mid-20th Century, researchers have used factor analytic methods to demonstrate support for this Step. Investigations using data collected from both cross-sectional and longitudinal designs have consistently supported the existence of five factors underlying personality (Costa & McCrae, 1980). Those five stable traits have been shown to be independent of time, age, sex, race, and culture (Bagby, Marshal & Georgiades, 2005; Samuel, et al., 2010). Additionally, since its development, The Five Factor Model of Personality Assessment has been rigorously replicated in studies that support both the coherence of the factor structure and the validity of the content (Costa & McCrae; 1994). Repeated scientific inquiry has proven the specific traits to be independent of language, and time. The widespread use of Big Five Personality Inventory in research and practice is due in large part to the universality and practical parsimony of the five-factor theory of personality. For example Lounsbury, Saudargas, et al.

(2004) found that while an individual's expressed satisfaction with various characteristics of the college environment accounted for 24% of the variance in global life satisfaction for that individual, the predictive utility of environmental satisfaction dropped to 6% after controlling for personality factors.

Additionally, researchers such as Lounsbury, Saundargas and Gibson (2004) have found that the agreeableness, conscientiousness and extraversion were significantly negatively correlated with expressed intention to withdrawal from college. While the majority of previous life-events research (Bleindorn, Kandler, Hulsheger, Angleitner, & Spinath, 2010) has proposed a direct causal link between life-events and an individual's adjustment, recent research has begun to look at personality factors whose influence on the prevalence of life-events may contribute to an individual's wellbeing. That is to say that an individual's endogenous personality traits determine the likelihood of whether a person will continue to experience positive or negative life events for the entire course of their lifespan. Because personality development theoretically precedes negative outcomes that may occur later in life, it is important to look at the possibility that an external force such as the interaction between negative life events and personality may influence the adjustment outcomes. The transition from the rigidly structured environment of secondary school to the independent living and autonomy that defines university life marks one of the most stressful times in a young adult's life. Predicting an individual's ability to adjust positively to the social, academic and emotional rigors of secondary school life

is thus an area of research that holds important implications for students' wellbeing.

Self-Efficacy as Predictor of Social Adjustment

In the educational context, the importance of students' self-efficacy beliefs has often been investigated and used as a predictor of their social adjustment. According to Bandura (1977), self-efficacy is the confidence a person has in his/her own ability to solve problems and accomplish tasks. Bandura argues that self-efficacy is concerned with judgments of how well one can execute courses of action required to deal with prospective situations. Students with higher levels of self-efficacy have confidence in their ability to solve problems and accomplish tasks than students with lower degrees of self-efficacy. Ogoemeka (2011) opined that students with high level of self-efficacy are socially adjusted in the school. This is because self-confident students are more persistent, even in the face of difficulties.

Factors Influencing Self-efficacy Beliefs:

Bandura (1977) defined general self-efficacy as beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situation. High general self-efficacy leads to increase in efforts and prolonged engagement in an activity. People with high general self-efficacy focus their efforts on what needs to be done to accomplish a particular task successfully. On the other hand, people with low levels of general self-efficacy

focus on personal shortcomings and generally avoid challenging tasks perceiving them as threatening. They often mistake unsatisfactory performance with lack of aptitude, which leads to discontinuation of their efforts to succeed at a task.

General self-efficacy is not an innate trait but rather a generative capability (Bandura, 1997). However, acquiring a sense of personal efficacy is a complex process. It is much easier to say that one is capable of succeeding at a task than it is to actually believe it (Bandura, 1986). Efficacy beliefs greatly influence our day-to-day functioning and they can be acquired from several sources (Bandura, 1986). First and foremost, efficacy information can be conveyed through enactive mastery experiences, which are learners' own experiences of success or failure at a given task. They are usually the most powerful source of efficacy beliefs (Bandura, 1986). Mastery experiences contribute to individual's self-appraisal.

A second way of acquiring general self-efficacy beliefs is via vicarious experiences, which refer to observing others succeeding or failing at a task. The role model has a substantial influence on the learner. The more competent the role model is, the more likely other individuals are to follow him or her. In addition, coping models are shown to be more effective than mastery models. In other words, observing those who initially struggled and had the same fears before eventually mastering a task is more beneficial for learners than observing someone who already exhibited mastery performance.

A third way of acquiring general self-efficacy beliefs is via verbal persuasion. Verbal persuasion refers to the information that learners receive from others about their abilities. Verbal persuasion is likely to result in an increase in general self-efficacy that will lead to greater effort and more persistence instead of dwelling on personal shortcomings when faced with problems.

Students' development of social skills

Social skills are characterized by a set of behaviours displayed by individuals in an interpersonal context in which they express feelings, attitudes, desires, opinions or rights adequately for the situation, respecting the same behaviour in others (Wagner & Oliveira, 2007). They are therefore characterized by the performance of the individuals given the demands of a social situation. These skills are learned and the performance level differs depending on the developmental stage and on cultural and situational variables (Del Prette & Del Prette, 2009). The development of social skills is influenced by two distinct factors: the individual temperament (individual characteristics) and environment (contextual variables). The temperament is configured by the tendency that the individual has to relate socially. Thus, for example, children born with a predisposition to behave in a more inhibited way tend to engage less in activities that give them the opportunity to learn and practice social behaviours, which may result in less reinforcement (praise, smiles, caresses etc.)

by the people around them. Conversely, it is likely that children who are more outgoing are involved in social interactions in which they will have the opportunity to develop their social behavioural repertoire (Caballo, 2003). The influence of the temperament on the development of social skills can be counterbalanced by the environmental factor. This is because the environment acts to reinforce (or not) social behaviours, as well as enabling the learning of new skills through observation and interactions (Caballo, 2003).

Students' Social Adjustment in Schools

Students' social adjustment to school involves making a successful transition to a new learning and social environment that can be characterized as taking advantage of available resources and may require letting go of past attitudes, values, and behaviours and learning new ones in their place. School education is filled with social, academic, and emotional stressors. In spite of that, few students find ways to cope with adversity and achieve their academic goals. At the same time, a large portion of students seem to be significantly less successful at attaining their educational goals because they are not socially adjusted (Gajdzik, 2005). The behaviour of young people at school is a crucial element in their overall social adjustment. Not only is school the context in which many youth spend most of their day, it also is where they engage in the important activities of gaining academic knowledge; learning and practicing more generalized skills, such as problem solving, being on time, and following

directions; and developing formative relationships with peers and adults. Furthermore, when students are socially adjusted, they would exhibit socially acceptable behaviours but when the reverse is the case, students' inappropriate behaviour at school can distract both the students themselves and those around them from their learning tasks. Socially adjusted students can get along with their fellow students while students that are not adjusted socially, are likely to engage in fights with their fellow students more often. This situation has many negative implications such as dropping out of school among others thereby putting them in an inferior position on the job market.

Empirical Studies

This section examined related empirical studies with relevant findings to this work. They include:

Studies on Personality Traits and Social Adjustment

Sanja, Ivanka, and Ines (2010) conducted a study on the contribution of personality traits, academic and social adjustment to life satisfaction and avoidance of depression in college freshmen, in Croatia. The aim of the study was to investigate the role of personality traits and students' academic and social adjustment to their overall life satisfaction and avoidance of depression. The study adopted the correlation research design. The sample of 492 freshmen

completed The Student Adaptation to College Questionnaire (SACQ; Baker and Siryk, 1999) which is a 67 item self-report questionnaire that is widely used to measure the quality of adaptation to university life. In the study, they used academic and social adjustment subscales with good internal consistency (Cronbach's alpha for academic adjustment of .90, and .83 for social adjustment). The respondents also completed the Beck Depression Inventory–Second Edition (BDI-II; Beck, Steer and Brown, 1996), which is a 21-item self-report measure evaluating depression symptoms. Respondents also completed the Big Five Inventory which is a self-report measure of five broad personality traits: extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience. Using a five-point Likert scale, from 5 (strongly agree), 4 (agree), 3 (undecided), 2 (disagree), to 1 (strongly disagree) participants rated themselves on 44 descriptive phrases, such as, “is talkative” or “is sometimes rude to others.” The BFI is an internationally well-established instrument for assessment of the Big Five. Its internal consistency ranged from acceptable to excellent: 0.80 for Neuroticism, 0.78 for Extraversion, 0.75 for Openness, 0.72 for Agreeableness, and 0.83 for Conscientiousness.

Hierarchical regression analyses was applied to analyze the contribution of predictor variables such as personality traits, social adjustment and academic adjustment on life satisfaction and depression in the group of male and female students. The study found that the Pearson coefficients indicated significant correlation between predictor variables: extraversion, conscientiousness, and

agreeableness, to life satisfaction, besides openness. Also, findings indicated that Neuroticism had a significant individual contribution to depression. The study also indicated that social adjustment of students predicted their life satisfaction and extent of depression. Social adjustment is the significant predictor of life satisfaction. Academic adjustment had a significant contribution to student depression and life satisfaction. The study investigated the contribution of personality traits, academic and social adjustment to life satisfaction and extent of depression in college students in Croatia.

The study was carried outside Nigeria using university students but it is however related to the current study because this present study seeks to investigate similar variable used in the study such as personality traits and how it predicts social adjustment of secondary school students in Anambra State Nigeria.

Tracy, Wai, Anchor, Tatia (2010), carried out a study on personality traits and social behaviors as predictors of the psychological adjustment of Chinese people with epilepsy, in China. The study examined the association of psychological morbidity, with a broad array of personality traits and social skills in a sample of 54 Chinese PWE. Respondents completed the Temperament and Character Inventory (TCI), the Social Performance Survey Schedule (SPSS), and the Hospital Anxiety and Depression Scale (HADS) via semi-structured interview. Regression analyses revealed that high levels of positive social skills were predictive of low depressed mood. In other words, having and making

effective use of social skills reduced depression. Also that adaptive social skills help facilitate higher relational quality and interpersonal cooperation. The findings of the study further indicated that personality traits predicted adjustment.

The study is related to the present study in the sense that they both examine similar variables. However, while the study focused on predictors of psychological adjustment of a small sample Chinese people with epilepsy, the current study sought to examine predictors of social adjustment of larger sample of secondary school students in Nigeria.

Schnuck and Handal (2011) carried out a study on adjustment of college freshmen as predicted by both perceived parenting style and the Five Factor Model of Personality, in USA. The study explored the relationships among freshmen students' personality traits, their perceptions of the parenting styles employed by their mothers and fathers, their positive and negative adjustment, and their adaptation to college. Participants of the study were 190 students- 74 men and 116 women. Parenting styles were measured using the Parental Authority Questionnaire (PAQ) developed by Buri, (1991). To assess for the students' adjustment to college, the Student Adaptation to College Questionnaire (SACQ; Baker & Siryk, 1999) was administered. The SACQ is a self-report measure consisting of 67 items that are ranked by participants on a 9-point scale. The SACQ assesses 4 different areas of adjustment including:

academic adjustment, personal-emotional adjustment, social adjustment, and attachment to the institution.

The NEO Five-Factor Inventory (NEO-FFI; McCrae & Costa, 1992) was used to measure the personality of each student as measured by the five factor model of personality. The NEO-FFI is a 60-item short-form of the NEO Personality Inventory (NEO-PI-R; Costa & McCrae, 1992), and consists of the Big Five trait dimensions of personality: Neuroticism, Extraversion, Openness to Experience, Conscientiousness, and Agreeableness. In order to investigate the relationships among personality traits and adjustment, perceived parenting styles and adjustment, and perceived parenting styles and personality traits, correlations between variables were calculated.

Findings of the study indicated among others that Neuroticism was most strongly associated with poor social adjustment while extraversion, openness to experience, agreeableness, and conscientiousness were all significant predictors of social adjustment and were all associated with positive social adjustment.

The study is however related to this present study because they both examine personality traits and how they predict social adjustment. The study differed from the current study being that it was conducted outside the Nigeria and may not represent what could be obtained in Nigeria. The sample size of the study is also small relative to the sample of the current study.

Caprara, Vecchione, Alessandri, Gerbino, and Barbaranelli (2011) investigated the contribution of personality traits and self-efficacy beliefs to

academic achievement, in Italy Rome. The study aimed to examine the unique contribution and the pathways through which traits (i.e., openness and conscientiousness) and academic self-efficacy beliefs are conducive to academic achievement at the end of junior and senior high school. 412 Italian students, 196 boys and 216 girls, ranging in age from 13 to 19 years, participated in the study. Personality traits were measured by participants rating their openness and conscientiousness by means of the ‘Big Five Questionnaire’ – Children version (BFQ-C, Barbaranelli et al., 2003). The BFQ-C contained 65 items (13 for each dimension) designed to assess the Big Five in childhood and early adolescence.

In order to measure academic performance, children’s achievement was assessed at the end of the junior high school (8th grade) by their respective teachers, using a five-level gradation. The researchers created a composite measure of academic achievement from the grades assigned by the group of teachers on different school subjects (mathematics, science, language, and social studies). Academic performance at the end of the senior high school was self-reported by students. They indicated their final grades which ranged from 60 to 100, according to the Italian educational system. Socio-economic status (SES) was based on the occupation and education of the fathers and the mothers. The researchers performed a confirmatory factor model, where SES was defined by parent’s education and occupation. The weighted least square

estimators with robust standard errors and mean and variance adjusted chi-squared test statistics (WLSMV) was used as method of estimation.

The Academic self-efficacy scale included 15 items related to two broad domains of self-efficacy beliefs. The first domain referred to the perceived capability to successfully master different curricular areas (e.g., ‘how well do you do in mathematics?’). The second domain concerned the perceived capacity for self-regulating learning activities, as the capacity to plan and organize the academic activities, to structure environments conducive to learning and to motivate themselves to do their school work (e.g., ‘how well can you study when there are other interesting things to do?’). For each item, participants rated their belief in their level of capability to execute the designed activities using a 5-point Likert scale ranging from 1 (cannot do at all) to 5 (highly certain can do).

Data collected was analyzed using multi-variate analysis. Findings of the study indicated that conscientiousness affected high school grades through its effect on academic self-efficacy beliefs. Conscientiousness also contributed to academic self-efficacy. Findings also showed that Openness and academic self-efficacy contributed to junior high-school grades. Findings further revealed that openness, conscientiousness, and academic self-efficacy beliefs were significantly and positively related with junior high-school grades.

While the study investigated the contribution of personality traits and self-efficacy beliefs to academic achievement, it is linked to this present study on

personality traits and self-efficacy as predictors of social adjustment since they both examine similar personality traits such as conscientiousness and openness.

Soraya, Elaheh, and Masoud (2011) carried out a study on the relationships between personality traits and students' academic achievement, in Iran. This research aimed at studying the relationships between personality traits and academic achievement among students. Participants were 285 students (191 female and 94 male). Instruments used were NEO Big Five Personality Factors and student's GPA. Results revealed personality traits were significantly related to academic achievement. Furthermore, findings from the study showed regression analysis indicated personality characteristics accounted for 48 percent of variance in academic achievement. Results also showed conscientious, which explained 39 percent of variance in academic achievement, was the most important predictor variable. Most of the students had conscientiousness personality trait. Finally MANOVA and t-test indicated there is no significant gender difference in the personality characteristics and academic achievement.

Soraya, Elaheh, and Masoud study differs from this study in the following ways: they used NEO Five Factor Inventory (NEO-FFI) by Costa and McCrae (1992), but this study will use international Personality Item Pool of Renner (2002) adapted from Costa and McCrae (1992). Again, their study was conducted in tertiary institutions in Tehran University, Iran, but this study will

be conducted in government owned secondary schools in Anambra State, Nigeria.

Christensen (2012) conducted a study on how personality, life events, and gender interact to affect college adjustment in Colorado. The study examined the relationship of the Big Five personality variables and college adjustment using Life Events and gender as moderators. Participants consisted of 301 undergraduate psychology students currently attending a large western university. Data was collected using Life Events Questionnaire (Masten, 1988). Personality was measured using the Internal Personality Item Pool-Interpersonal Circumplex (IPIP), which is a brief 50-item assessment version of the 64-item Five Factor Personality Inventory (Markey & Markey, 2009). Negative life events scores were obtained from the Life Events Scale using a modification of the Life Events Questionnaire-Adolescent version (LEQ-A; Gest et al., 1999; Masten et al., 1994). Students' College Adjustment was measured using the College Adjustment Questionnaire (CAQ) developed by Shirley and Rosén (2010). Items of the instrument were designed to cover three major domains of academic, social and emotional adjustment. The Academic Adjustment subscale focused on the individual's ability to meet educational demands by asking questions related to motivation for learning, and university scholastic achievement. The Social subscale looked at the social aspects of the undergraduate experience by asking questions about relationship satisfaction and socialization. The Emotional Adjustment subscale was designed to

contribute to understanding the individual's emotional/psychological experience by asking questions related to the coping success in adapting to the unique stresses related to college life.

Data collected was analyzed using hierarchical regression analyses. Findings of the study indicated among others that personality traits predicted social adjustment and that people who are high in certain dispositional personality traits like Extraversion, Conscientiousness and Openness to Experience are better able to be socially adjusted and adapt to the stress that comes with the transition into school. Conversely, people with Neuroticism demonstrated poor social and emotional development, limited social integration and higher rates of anxiety. The study is related to this present study because they both examine similar variables such as personality traits and social adjustment. Nevertheless, the study differ from the current study based on the small sample size, different population of the study and the study was conducted outside Nigeria

Nagle and Anand (2012) carried out a study on empathy and personality traits as predictors of adjustment in Indian Youth, in Delhi, India. The study evaluated personality traits and empathy predicted adjustment. A random sample of 52 young male adults was used for the study. The 52 male participants filled up questionnaires relating to personality (The Jackson Personality Inventory). Empathy was measured using the Empathy Quotient and adjustment (Bell adjustment inventory).

Data collected were analyzed using correlation and regression analysis. Personality traits like interpersonal affect (extraversion), conformity (agreeableness), facilitated the process of social adjustment, whereas traits like anxiety (neuroticism) worked in the opposite direction. Empathy also emerged as a significant contributor to the social adjustment. Results showed that both empathy and personality traits accounted for unique variance in social adjustment. Results of the study further indicated that personality plays a very important role in people's social interactions and dealings.

Though the study evaluated empathy and personality traits as predictors of adjustment in Indian Youth, it is however related to this present study in the sense that both studies focus on similar variables such as personality traits and social adjustment. The study was carried outside the shores of Nigeria. This present study seeks to determine what is obtainable in Nigeria.

Ghazi, Shahzada, and Ullah (2013) explored the relationship between students' personality traits and their academic achievement in Khyber Pakhtunkhwa, Pakistan. Theoretical framework of this study based on Big Five Personality Trait Theory (Cattell's & Eysenck's 1973). Descriptive survey design was used for this study. All the secondary school students of Khyber Pakhtunkhwa, Pakistan constituted population of the study. Out of 25 districts 2 districts were randomly selected (Bannu & Lakki Marwat). Out of 12009 students who were studying in the secondary schools of these districts 800 students of 10th class were selected through multistage random sampling method

using proportional allocation technique as a sample of the study. The researchers developed a questionnaire which was used as a research instrument.

Personally collected data was entered in SPSS-16. Percentage, Mean, Standard Deviation and Pearson Product Moment Correlation were applied as statistical test to achieve the objectives of the study. Results of the study revealed that “conscientiousness” and “agreeableness” personality traits were found high while “extroversion”, “neuroticism” and “openness to experience” personality traits were found low in secondary school students. Overall there was no significant relationship found between the students’ personality traits and their academic achievement.

The present study explored the relationship between secondary school students’ personality traits and their academic achievement in Pakistan while this present study will focus on personality traits and self-efficacy as predictors of social adjustment among secondary school students in Anambra state, Nigeria.

Eyong, David, and Umoh (2014) investigated the influence of personality traits on academic achievements of secondary school students in Cross River State. Two research questions and hypotheses were tested at .05 levels of significance to guide the conduct of the study. The research design used was casual-comparative or ex-post facto. The population of the study consisted of 13, 838 SSI students in all 239 public secondary schools throughout Cross Rivers State. A total of 7 Local Government Areas were randomly drawn out of

23. Then 20 schools were randomly selected, from which a sample of 8530 SSI students was finally drawn.

The instrument adapted for the study was the 44-item standardized questionnaire known as the big five personality model by Robert McCrae and Paul Costa (1999). The instrument was validated by expert in the field of measurement and evaluation; the reliability was established using the test re-test method and the reliability coefficient was calculated using Pearson moment correlation coefficient (r) and the reliability indices obtained were, 0.68, and 0.62 respectively for conscientiousness and agreeableness. The data collected were analyzed using the mean (\bar{x}) and standard deviation (SD) to answer the research question. The independent sample t- test was used to test the hypothesis in order to determine whether there is a significance difference between the means two independent groups being compared for each trait.

Findings of the study showed a significant difference between the achievements of students with high level of conscientiousness and agreeableness, and those with low levels of the traits. Findings also indicated that majority of the students had conscientiousness personality trait and most of the students had agreeableness personality trait. The study resolved that conscientiousness and agreeableness personality traits correlated with academic performance.

The study is related to the current study based on their investigation of personality traits. However, while the study investigated the influence of

personality traits on academic achievement of secondary school students, the researcher will investigate the traits of the Big five to find whether they have significant predictive power on social adjustment of secondary school students in Anambra State.

Bjurberg (2014) investigated Academic achievement and personality traits: An empirical and neurobiological investigation, among Swedish senior high school students in Sweden. The thesis explored how personality traits are connected to academic achievement. The population of the study consisted of 90 students in the last year of Swedish senior high school. Instrument of the study consisted of the Big Five Inventory (BFI). The BFI assessed the Big Five personality factors and underlying facets such as; extraversion (assertiveness, activity), neuroticism (anxiety, depression), conscientiousness (order, self-discipline), agreeableness (altruism, compliance) and openness (aesthetics, ideas). The respondents answered on a 5-point Likert scale, ranging from 1 (disagree strongly) to 5 (agree strongly). The BFI scales had an internal consistency of .83. The Academic achievement was assessed using the grades from year one and two in Swedish senior high school. This was used in the statistical analysis, including courses in Swedish 1 and 2, English 1 and 2, Maths 1 and 2, History, Sports and Health and Social Sciences. These courses are obligatory for every student enrolled in Swedish senior high school. Data collected was analysed using Spearman's rank correlation coefficient was used

for correlations. Findings of the study indicated positive correlations for the personality trait conscientiousness, and academic achievement.

The study is related to the present study because both studies examine similar variable such as personality traits. This present study seeks to determine how personality traits and self-efficacy predicts social adjustment of secondary school students in Anambra State.

Redhwan, Muhamed, Zaliha, Yuri, Muhammad, and Manuel (2015) investigated the relationship between type of personality and academic performance among Malaysian health sciences students, in Malaysia. The study was carried out to determine the relationship between types of personality and level of academic performance among health sciences students in Malaysia. A total number of 246 students were participated in this study. The questionnaire was distributed randomly from students of each semester. Data were entered and analyzed using PASW Statistics Version 18.0. Relationship between GPA and BFA were analyzed using the multiple linear regressions. The Spearman's correlation, multiple linear regression were used in this study. Findings were presented with adjusted OR, 95% CI and p-value. Results of the study indicated that majority of the students had the personality trait of openness to experiences and the least dominant personality trait was neuroticism. Spearman's correlation analysis showed that there was correlation between GPA and the following types of personality: openness to experience,

conscientiousness, and extraversion. Multiple linear regression analysis showed that openness and conscientiousness personalities were positively associated with academic performance.

The study concentrated on relationship between type of personality and academic performance but this research will be concerned with personality traits and self-efficacy as predictors of social adjustment among secondary school students. The study is however related to this present study because they examine similar variable personality traits. Nevertheless, while the study focused on university students outside Nigeria, this present study will focus on secondary school students in Nigeria.

Gleckel (2015) carried out a study on friendship quality and personality as predictors of psychological well-being in emerging adults, in United States of America. The study was made up of 394 participants. Data for the study was collected using the following instruments: The Network of Relationships Inventory (NRI; Furman and Buhrmester, 1985), Big Five Inventory (BFI; John and Srivastava, 1999), and The Satisfaction with Life Scale (SWLS; Diener et al., 1985). The Network of Relationships Inventory (NRI; Furman and Buhrmester, 1985) was used as a measure of friendship quality. The Big Five Inventory (BFI; John and Srivastava, 1999) questionnaire was used to measure personality. The Satisfaction with Life Scale (SWLS; Diener et al., 1985) was used to assess happiness. The Belongingness in College Students Questionnaire (Asher & Weeks, 2012) was used to assess participants' feelings of

belongingness. The Generalized Anxiety Disorder Inventory (GAD-7; Spitzer et al., 2006) was used to measure anxiety.

Data collected was analyzed using means, standard deviations and regression analysis. The study found that personality and friendship quality are predictors of happiness. Extraversion, conscientiousness and neuroticism accounted for a significant amount of variance in happiness. There was a positive correlation between extraversion and happiness and between conscientiousness and happiness; there was a negative correlation between neuroticism and happiness.

Findings of the study further indicated that positive friendship features predicted happiness, and that negative friendship features predicted anxiety. Findings of the study also indicated the importance of having high quality friendships. Although the study investigated the relationship between personality traits, friendship quality, and wellbeing, it is however related to this present study in the sense that both studies examine personality traits and how they could predict people forming and maintaining good relationships.

Maurice, Peter, and Caleb (2016), investigated the influence of introversion personality trait on social adjustment among re-admitted teen mothers in Kenyan secondary schools, in 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. Validity was ensured by the assistance of the two university supervisor's judgments while reliability was ensured by the internal consistency technique and Cronbach's coefficient of $r = 0.85$ was reported.

Quantitative data was analyzed by Pearson correlation while qualitative data was analyzed using thematic analysis. Findings of the study revealed a strong negative correlation of -0.889 between introversive personality traits on social adjustment among re-admitted teen mothers. The study further concluded that neurotic individuals' were poorly adjusted socially. The study is related to this present study because they both focus on how personality traits predict social adjustment in school. However, the study did not cover the Big Five personality traits but chooses only introvert and extroverts. More so, the study has a small sample which might limit the possible generalisation of the research findings.

Studies on Self-Efficacy and Social Adjustment of Students

Hermann (2005) investigated the Influence of Social Self-Efficacy, Self-Esteem, and Personality Differences on Loneliness and Depression in Ohio State University. This study investigated the relationship of social self-efficacy

with various personality and psychological adjustment variables in a sample of 696 college students. The study made use of the Scale of Perceived Social Self-Efficacy (PSSE; Smith & Betz, 2000) to measure social self-efficacy. The study measured instrumentality and expressiveness, using the Bem Sex Role Inventory (BSRI; Bem, 1974). Depression was measured using the Beck Depression Inventory – Second Edition (BDI-II; Beck et al., 1996). The Self-Monitoring Scale (SMS; Snyder 1974) was used to measure the degree to which an individual desires and is able to adjust his or her behavior across social situations. Loneliness was measured using the Revised UCLA Loneliness Scale (R-UCLA; Russell et al., 1980) to measure an individual's dissatisfaction with social relationships, both related to lack of intimate relationships and a lack of a social network of friends.

Data collected was analyzed using descriptive statistics Means and Standard Deviations and Multivariate Analysis of Variance (MANOVA), findings of the study indicated among others that social self-efficacy correlated and predicted depression. Social self-efficacy also predicted loneliness. Findings of the study further indicated that social self-efficacy which is the belief an individual has in his/ her ability to adjust his or her behaviour across social situations, protected against depression and loneliness.

Even though the study sought to examine Influence of Social Self-Efficacy, Self-Esteem, and Personality Differences on Loneliness and Depression among university students', it is however related to this present

study which seeks to examine personality traits and self-efficacy as predictors of social adjustment among secondary school students in the sense that both studies focus on similar variables such as self-efficacy and personality.

Habibah, Nooreen, and Rahil (2010) conducted a study on achievement motivation and self-efficacy in relation to adjustment among university students in Malaysia. The study was carried out to find out how students adjust themselves especially in the initial years at university. The sample of the study comprised 178 students from junior to senior students enrolled in education courses in a university in Malaysia. Achievement motivation, Self-efficacy and student adjustment were measured using questionnaires such as Academic Efficacy of the Patterns of Adaptive Learning Survey (PALS) and Students' Adaptation to College Questionnaire Manual (SACQ). The SACQ assessed 4 different areas of adjustment including: academic adjustment, personal-emotional adjustment, social adjustment, and attachment to the institution. The instruments reliability levels were tested and findings revealed that the alpha values for the variables are as follows: Adjustment scale: 0.889, Self-efficacy scale: 0.892. Achievement motivation scale: 0.915.

Data collected was analyzed using Mean Standard Deviation and Pearson r . The results showed that overall the students' level of adjustment was moderate ($M = 5.05$, $SD = 0.31$) suggesting that they are facing some problems in adjusting to the campus environment. The senior students were better adjusted ($M = 5.12$, $SD = 0.32$) compared to the junior students ($M = 4.95$, SD

= 0.27), $t(177) = -3.66$, $p = 0.001$). Achievement motivation and self-efficacy range from moderate ($M = 3.17$, $SD = 0.43$) to high levels ($M = 5.15$, $SD = 0.78$) indicating that they have the potentials to succeed. The three variables namely adjustment, achievement motivation and self-efficacy were found to be correlated positively with one another. Self-efficacy correlated positively to predict social adjustment. The study is related to this present study because they both examine similar variables like self-efficacy and adjustment. However, while the study found out how students adjust themselves especially in the initial years at university, the current study sought to determine the relationship between self-efficacy and social adjustment of secondary school students.

Ogoemeka (2011) carried out a study on correlate of social problem-solving and adjustment among secondary school students in Ondo State, Nigeria. The main purpose of this study was to find out the relationship between social problem solving and adjustment of senior secondary III students. A total of 300 students of both sexes were randomly selected from 3 local governments of Ondo state. The participants responded to a standardized instrument with seven valid scales; these are: self-efficacy, social problem solving, adjustment, emotional intelligence, Ibadan creativity assessment, social support, and cognitive processing inventory.

Using Pearson Correlation and Multiple Regression Procedure, the result indicated that the five independent variables including self-efficacy, correlated with adjustment and when put together, were effective in predicting adjustment

and social problem-solving except social support. Similarly, when the variables are taken individually, only creativity was a potent predictor of social problem-solving while creativity, cognitive ability and self-efficacy were strong predictors of adjustment to social situations.

Although the study examined correlates of social problem-solving and adjustment among secondary school students in Ondo State, it is however related to the present study which sought to determine self-efficacy as predictors of social adjustment. It is related to the present study in the sense that both studies examine self-efficacy as predictors of social adjustment but differ in terms of area of study, population and sample of the study.

Thomas, Robert, Reidar and Monica (2015) investigated the impact of personality and self-efficacy on academic and military performance and the mediating role of self-efficacy in Norway. The study addressed the impact of the Big Five personality trait, conscientiousness, on academic performance and instructor performance ratings and examines the mediating role of self-efficacy. Analysis of longitudinal data (Time 1: $n = 166$ (conscientiousness); Time 2: $n = 161$ (self-efficacy); Time 3: $n = 136$ (military performance) and $n = 156$ (academic performance)) from three military academies in Norway showed that conscientiousness was related to both military and academic performance.

Moreover, self-efficacy emerged as a partial mediator for the relationship between conscientiousness and performance. The study is related to the present

study in the sense that both studies examine similar variables such as personality traits and self-efficacy. However, while the study singled out conscientiousness to determine its relationship with academic performance, the current study investigated the five personality traits as possible predictors of students' social adjustment.

More so, Bita and Parisa (2016) study investigated the role of self-efficacy and perfectionism in predicting social adjustment. The study aimed to determine social compatibility on the basis of efficacy and perfectionism of couples in Garmsar city. The study made use of the descriptive research design. The population of the study consisted of 250 married individuals. Questionnaires were used to measure self-efficacy, perfectionism and social adjustment. To analyze the data collected Pearson correlation and multivariate regression was used. The results of the study revealed that there is a significant relationship between self-efficacy and social adjustment. Also the study indicated that there is a significant relationship between perfectionism (positive and negative) and social adjustment. Furthermore, findings from the study showed that self-efficacy and positive perfectionism are able to predict changes in social adjustment.

The study investigated the role of self-efficacy and perfectionism in predicting social adjustment of couples. The study was carried outside Nigeria using couples but it is however related to the present study. Both studies examine similar variables self-efficacy and social adjustment. The study did not

examine personality traits but this present study will examine personality traits and self-efficacy as predictors of social adjustment among secondary school students in Anambra State in order to determine what is obtainable in Nigeria.

Sabine, Hanke, and Greetje van der (2017), carried out a study on benefits of personality characteristics and self-efficacy in the perceived academic achievement of medical students in Netherland. The study investigated the joint impact of personality characteristics and self-efficacy on the perceived academic achievement of medical students on top of their prior high school performance. The sample consisted of 291 medical students in their pre-clinical years. The students' grade point average scores at high school were used for the academic achievement of the students. The Five Factor Model of Personality was used for the study. The study examined variables such as self-discipline, social activity and emotional stability. The study was based on the social cognitive theory of Bandura. The logistic regression analyses confirmed that conscientiousness and extraversion positively predicted social activity, indicating that students who scored higher scores were communicative and preferred being with other students. Additionally, the study found that self-efficacy positively predicted students' achievement. The study also found that social interaction can certainly be beneficial for students in completing their study successfully. Personality characteristics and self-efficacy had a significant predictive impact on the students' perceived academic achievement.

Although the study was carried out on the benefits of personality characteristics and self-efficacy in the perceived academic achievement of medical students in Netherland, it is however related to this present study because they both examine variables such as personality characteristics and self-efficacy. The study however differs from the current research because it was carried outside the shores of Nigeria. This present study seeks to determine what is obtainable in Nigeria.

Studies on Social Adjustment of Secondary School Students

The study by Oni (2010) investigated peer group pressure as a determinant of adolescents' social adjustment in Nigerian schools, with a focus on the Ikeja Local Government Area of Lagos State. Two null hypotheses were tested using a random sample of one hundred and twenty adolescents from four secondary schools in the Ikeja Local Government Area. The instrument was a self-designed questionnaire. The collected data were analysed using an independent t-test and a Pearson Product Moment Correlation Coefficient. The results of the analysis showed that peer group pressure among adolescents is related to their social adjustment and that the gender of the adolescents affects their social adjustment as well.

This study is related to the present study in the sense that both studies examine factors that could lead to social adjustment of secondary school students. Though the studies examined peer pressure as a determinant, the

current study examine personality traits and self-efficacy as predictors of social adjustment to fill a gap left by the previous study.

Furthermore, Deepshikha (2011) study assessed family environment of adolescent girls and its impact on their socio-emotional adjustment in Kumarganj, Faizabad District of Eastern Uttar Pradesh, India. One hundred adolescent girls of age group between 17-18 years comprised the sample of the study. Family Environment Scale (FES) and Adjustment Inventory for School Students (AISS) were administered. Data was analysed using percentage and multiple regression analysis. The statistical analysis revealed that all the eight family environment factors, viz. cohesion, expressiveness conflict, acceptance and caring, independence, active-recreational orientation, organization and control together showed significant role in socio-emotional and educational adjustment of adolescent girls.

Although the study sought to assess family environment of adolescent girls and its impact on their socio-emotional adjustment, it is however related to this present study which sought to determine personality traits and self-efficacy as predictors of social adjustment in the sense that both studies focus on social adjustment. The study sought to determine the social adjustment of students through the family environment. This present study seeks to predict the social adjustment of secondary school students, through their personality traits and self-efficacy.

Nirmala (2011) conducted a study on adjustment of students in relation to personality and achievement motivation in Haryana India. The study sample consisted of 699 students studying in high school classes in the state of Haryana, India. Three tests - Adjustment inventory for school students A.K.P. Sinha and R.P. Singh, Agra; Eysenck's Personality Questionnaire (Junior) for E and N-Hindi adaptation by Dagar and Achievement Motivation Test- P. Mehta, Delhi were applied.

Data collected was analyzed using the Pearson correlation r and Analysis of Variance (ANOVA). Findings of the study revealed 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.

Although the study was carried outside the shores of Nigeria to predict students' adjustment in the social, educational and emotional areas in relation to their personality, it is however related to this present study which seeks to determine personality traits as predictors of social adjustment among secondary school students, in the sense that both studies examine how personality traits could predict social adjustment of secondary school students. The study was carried outside the shores of Nigeria. This current study seeks to find out what is obtainable in Nigerian settings, specifically in Anambra State.

Moreover, Salami (2011) study investigated the psychosocial predictors of adjustment among first year college of education students in Kampala international university, Kampala, Uganda. A total of 250 first year students from colleges of education completed measures of social support and adjustment, self-esteem, emotional intelligence, and stress. Regression analyses revealed that all the independent variables predicted adjustments. Social support interacted with stress to predict adjustment. Implications for the counselors, parents and college authorities in enhancing students' adjustment to college were discussed. Further, the findings implicated the need for college authorities to integrate activities designed to improve students' adjustment into college co-curricular activities meant for youth development. Although the study was conducted outside the shores of Nigeria, it is however relevant to the present study in the sense that they both focus on the adjustment of students to the school environment. The study however left a gap as it did not cover personality traits and self-efficacy as predictors of students' social adjustment in Anambra State.

Rashid (2011) explored the correlation between the social, personal and academic adjustment among high school students in the middle governorate in Bahrain. The study compared between males and females individual, social and academic adjustment. The study was made up of 203 participants. In the study, 90 were male and 113 female students. A correlation was found between the

academic adjustment and the social and personal adjustment. Statistical significant differences were found between male and female students' personal, social and academic adjustment, in favor of the female students.

Even though the study explored the correlation between the social, personal and academic adjustment among high school students, it is still linked to this presents study that seeks to investigate personality traits and self-efficacy as predictors of social adjustment in the sense that the study was centered on variables that correlate with social adjustment such and however although the study assed variables that correlate with social adjustment, this present study seeks to assess personality traits and self-efficacy as predictors of social adjustment among secondary school students in Anambra state.

Kurtz , Puher and Cross (2012) carried out a study on prospective prediction of college adjustment using self- and informant-rated personality traits, The researchers conducted a prospective study of high school seniors with a follow-up assessment made near the end of the freshmen year of college. 90 students participated in the study. Self-ratings of personality traits and college adjustment were obtained from 90 students using the Revised NEO Personality Inventory NEO PI-R; Costa & McCrae, 1992, Costa, P. T. and McCrae, R. R. 1992. The Student Adaptation to College Questionnaire (SACQ) by Baker and Siryk, 1989 was used to measure students' adjustment to college. The SACQ assessed 4 different areas of adjustment including: academic adjustment,

personal-emotional adjustment, social adjustment, and attachment to the institution. Findings of the study indicated that academic adjustment was correlated with Conscientiousness ratings by all three sources and with Openness ratings by parents and peers. SACQ Social Adjustment was correlated with self-ratings of Neuroticism and peer ratings of Extraversion. SACQ Personal-Emotional Adjustment was correlated with self-ratings and parent ratings of Neuroticism. Ratings by parents and peers showed significant incremental validity over self-ratings in the prediction of certain trait-adjustment relationships.

Findings of the study are related to the current study having indicated a correlation of the personality trait factors with social adjustment. However, the study also differs from the current study because it was conducted outside Nigeria, so the findings may not reflect what is obtainable with Nigeria population. Also, the study was carried out with a small sample size; the current study will be carried out with a relatively larger sample size.

Valentina and Gulati (2014) studied the social adjustment profile of adolescents of Ludhiana city. The study examined the relationship between socio-personal characteristics and social adjustment of adolescents if there exists any. The sample consisted of 100 boys and 100 girls from 4 Government schools comprising a total of 200 adolescents of the age group 16 to 18 years from intact two parent families. Self-designed socio-demographic questionnaire

was used to study the socio-demographic characteristics of respondents. Deva's Social Adjustment Inventory was used to assess social adjustment of adolescents. Statistical analysis using mean, standard deviation and chi square reveals that there is no significant gender difference in social adjustment among adolescents. Social adjustment of adolescents was also found to be independent of gender, birth order and type of family. The study is relevant to the present study because both studies examine how personal characteristics are linked to the social adjustment of students in the secondary schools.

Nader-Grosbois and Mazzone (2014) investigated emotion regulation, personality and social adjustment in children with Autism Spectrum Disorders in Belgium. The purpose of this study was to examine how emotion regulation and emotion dysregulation in children with autism spectrum disorders are linked with the five factors of personality and their social adjustment. The population of the study was made up of 39 children. Children were assessed by means of the Differential Scales of Intellectual Efficiency-Revised edition (EDEI-R), to estimate children's global developmental age. The Bipolar Rating Scales based on the Five Factor Model (EBMCF) was used to assess the different five factors of personality. This questionnaire measured the child's personality and was completed by their teachers. The French version of Emotion Regulation Checklist (ERC-vf) was used to measure the children's emotional regulation, and a Social Adjustment scale (including items related to Theory of Mind,

EASEToM, and items related to social rules, EASE-Social-Skills) was used to assess each child's socio-emotional adjustment in daily social relationships. Data collected was analysed using correlation analysis. The study found that social adjustment is positively and significantly correlated with personality traits such as consciousness, openness, agreeableness, and extraversion in children.

The study is related to the current study as it was carried out to assess how emotion regulation and emotion deregulation in children are linked with the five factors of personality and their social adjustment. It is however left a gap of investigating self-efficacy as predictors of social adjustment among secondary school students. The study sought to determine the personality and social adjustment of children through emotional regulation. This present study seeks to predict the social adjustment of secondary school students, through their self-efficacy.

Olugbode (2014) carried out a study on effect of social problems on the academic performance and social adjustment of senior secondary students in Shomolu education district II of Lagos state. The purpose of this study was to identify the common types of social problems exhibited by students and to determine the impact of these social problems on the social adjustment of students. This study employed the use of descriptive survey design. The descriptive survey design was employed to examine the effects of Social

problems on the academic performance and social adjustment of Senior Secondary School Students in Shomolu Education District II of Lagos State. The population of the study was comprised of all Students of Senior Secondary Schools in Shomolu Education District II of Lagos State. The sample for the study comprised three hundred (300) SS II students. Students were assessed by means of two (2) self-constructed instruments: a 20 item multiple choice achievement test in Government/Current Affairs to determine the academic performance of students and a 25 item questionnaire on social problems (covering Social problem / social adjustment questions) in Likert-type of 5 rating scales. Data collected was analyzed using Pearson Product Moment Correlation and 'independent t-test' statistical tool for analysis. The study found that among others that there was a significant relationship between students' social problems and their social adjustment.

Although the study was carried out to identify the common types of social problems exhibited by students and to determine the impact of these social problems on the social adjustment of students, it is however related to this present study which seeks to determine personality traits and self-efficacy as predictors of social adjustment among secondary school students in the sense that both studies examine similar variable such as social adjustment. The study was carried out using secondary school students. This present study will also be carried out using secondary school students. The study sought to investigate

social problems of students as determinants of their social adjustment. This present study seeks to predict the social adjustment of secondary school students, through their personality traits and self-efficacy.

Janet, Ruth, Felicia and Dan (2016) investigated Emotional Intelligence as a correlate of social and academic adjustment of first year university students in South East Geo–Political Zone of Nigeria. The study was carried out to find out how emotional intelligence correlates with social and academic adjustment of first -year university students. A total of 200 first –year students from four functional faculties of education in federal universities in south-east geo-political zone of Nigeria with an objective to find out how emotional intelligence correlates with social and academic adjustment of first year university students. Two tools were used for the study. They are Students’ Emotional Intelligence Scale (SEIS) and Students Adjustment Rating Scale (SARS). Students’ Emotional Intelligence Scale (SEIS) was adapted from Schutte, Malloff, Hall, Haggertry, Copper, Golden and Dornheim (1998) emotional intelligence scale while the researchers developed Students Adjustment Rating Scale (SARS) was developed after they extensively reviewed some related studies. The instruments ranged from strongly agree (4) to strongly disagree (1) and were used to elicit information about the students’ emotional intelligence as well as their social and academic adjustment.

The instruments were directly administered to the respondents in order to raise relevant information from them. In answering the research questions Pearson Product Moment Correlation Coefficient was used while Regression Analysis was applied to test the hypotheses at 0.05 level of significance. The researchers applied Pearson product moment correlation in analyzing the data and for answering the research questions and regression analysis for testing the two research hypotheses at 0.05 level of significance. Results of the study showed that emotional intelligence correlated positively with social and academic adjustment of first-year students and that emotional intelligence significantly predicted first-year students' social and academic adjustment in school.

The study is related to the present research in the sense that they both focus on what contributes to students' social adjustment. However, while the study determined how emotional intelligence correlates with social and academic adjustment of students while the current research sought to determine the personality traits and self-efficacy as predictors of social adjustment of students.

Maurice, Peter, and Caleb (2016) investigated the Influence of Introversion Personality Trait on Social Adjustment among Re-admitted Teen Mothers in Kenyan Secondary Schools, in Kenya. Eysenck's personality traits theory and Social comparison theory were used in this study. The study adopted a concurrent triangulation design. The study's population consisted of 217 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. Validity was ensured by the assistance of the two university supervisor's judgement while reliability was ensured by the internal consistency technique and Cronbach's coefficient of $r = 0.85$ was reported. Quantitative data was analysed by Pearson correlation while qualitative data was analysed using thematic analysis. The study revealed a strong negative correlation between introversive personality traits on social adjustment among re-admitted teen mothers.

Even though the study was conducted outside the shores of Nigeria, the study is related to this present study because the study examined correlates of social adjustment. Both studies examine similar variables such as social adjustment. The study established that introversive personality correlated negatively with social adjustment. This present study will examine personality traits and self-efficacy as predictors of social adjustment. The study made use of quantitative and qualitative data. This present study will make use of quantitative data to determine what is obtainable in Anambra State.

Samson (2016) carried out a study on relationship between social, emotional adjustment with academic achievement of undergraduate student of

Ahmadu Bello University, Zaria, and Kaduna State, Nigeria. The study investigated the relationship among social, emotional adjustment and academic achievement of undergraduate students of Ahmadu Bello University, Zaria, and Kaduna State Nigeria. The study adopted a correlational survey research design. The population of the study was six thousand, six hundred and thirty five (6,635) male and female undergraduate student of Ahmadu Bello University, Zaria, Kaduna State Nigeria. The sample of the study was 351 respondents drawn from 300 level students.

Data was collected using social adjustment inventory (SAI), Emotional Adjustment Inventory (EAI) and CGPA for the academic achievement of the student. The collected data was processed and analyzed using descriptive (frequencies, mean and standard deviation) and inferential statistics (Pearson product moment correlation and T- test). All tests were done at a 0.05 level of significance. Findings of the study showed that positive relationship exist between social, emotional adjustment and academic achievement among undergraduate student with the following values; social adjustment and academic achievement of the undergraduate student $r=0.889$, $p=.000$. Emotional adjustment and academic achievement of the undergraduate student $r=.575$, $p=.000$. Social economic background of undergraduate student $r=.506$, $p=.001$. Emotional adjustment and social – economic background of undergraduate student $r=.469$, $p=0.125$. Social adjustment relationship in male and female

undergraduate student, 0.125 $p=0.332$. Emotional adjustment difference in male and female undergraduate students $r=0.076$.

The study was conducted in Nigeria and is related to this present study because the study examined correlates of social adjustment. Both studies examine similar variables such as social adjustment. The study established that positive relationship exist between social adjustment and academic achievement among undergraduate students in Kaduna State. The study was carried out using undergraduate students. This present study will examine personality traits and self-efficacy as predictors of social adjustment among secondary school students in Anambra State. The study adopted a correlational research design. This study will make use of a correlational research design. The study made use of quantitative data. This present study will make use of quantitative data to determine what is obtainable in Anambra State.

Summary of the Reviewed Related Literature

The literature review of this study was conducted in sections: conceptual framework, theoretical framework, theoretical studies and empirical studies. Personality trait was described as the stability of a person's behaviour across different situations that differentiate an individual from others. Social adjustment was described as how an individual maintains a congruent relationship with other people. The theoretical perspectives on personality traits, self-efficacy and social adjustment were also discussed. Such theories include

the Big Five Personality theory by McCrae and Costa, and the Social Cognitive Theory of Self-Efficacy by Albert Bandura. Theoretical studies were reviewed which were organised in themes centred on personality traits, self-efficacy and social adjustment. The predictive power of personality traits and self-efficacy on social adjustment were also discussed.

Finally, empirical studies were reviewed. These are empirical studies whose findings are related to the current study. From the findings of the studies reviewed, there were indication of both positive and negative relationships among the traits of the five factor model of students in some studies conducted both in Nigeria and other countries. Self-efficacy equally indicated both positive and negative relationships between the correlated variables in different studies.

The researcher thus observed from the review of related literature, that majority of the studies that examined personality traits and self-efficacy as predictors of social adjustment known to the researcher were conducted outside the shores of Nigeria. The ones conducted in Nigeria were correlated with other variables and mostly concentrated either on married persons or working class women, or gender, and age. To the best knowledge of the researcher, there is no work on personality traits and self-efficacy as predictors of social adjustment of secondary school students in Anambra State. A gap in knowledge thus appears to exist. It was the attempt to fill the existing gap that formed the motivation for this research, to find out whether personality traits and self-efficacy that

individually predicted the social adjustment of students outside the shores of Nigeria as established in the literature would also individually and jointly predict social adjustment of secondary school students in Anambra State, Nigeria.

CHAPTER THREE

METHOD

This chapter describes the procedure that was used in this study under the following sub-headings: Research Design; Area of the Study; Population of the Study; Sample and Sampling Technique; Instruments for Data Collection; and Method of Data Analysis.

Research Design

The research design for this study is correlational research. The correlation design tries to gather data concerning the degree and direction of relationship between independent and dependent variables. According to Akuezilo and Agu (2015), correlational research design studies the extent and direction of relationship between two or more variables. The design normally indicates the direction and magnitude of the relationship. Also, Nwankwo (2013) opined that correlational research design is also used in making prediction in research works. Thus, the use of this correlation research design is justified on the basis that this study sought to investigate personality traits and self-efficacy predictors of social adjustment of secondary school students in Anambra State.

Area of the Study

This study was carried out in Anambra State. Anambra State is one of the thirty-six states of Nigeria. It is located in the South-Eastern part of the six geopolitical zones in the country. The state is bounded in the East by Enugu State, in the West by Delta State, in the North by Kogi State and in South by Abia and Imo State. The capital city of Anambra state is Awka while its most commercial town is the ancient city of Onitsha.

The people in the area under study comprise traders, farmers, artisans, civil and public servants. The major languages of the people are Igbo and English. There are six education zones in the State with 261 secondary schools owned by the State Government and managed by the State Post- Primary Schools Service Commission (PPSSC, 2017). So, education is a large industry and a flourishing enterprise of both public and private entrepreneurship in Anambra State.

Anambra State is thickly populated with people from all walks of life, mostly young people within the school age. The large numbers of schools, as well as the large population of secondary school students are well spread to supply the data needed for the study. Secondly, observation has shown that many students are exhibiting some characteristics of maladjustment such as rebellious or impulsive actions, anxiousness, feelings of sadness, hopelessness,

lack of concentration and suicidal thoughts which is gradually becoming rampant. The choice of the area therefore is necessitated by the foregoing.

Population of the Study

The population comprised 40,161 SSI and SS2 senior secondary school students from the six education zones in Anambra State. (Source: Planning and Research Section, Anambra State Post Primary Commission, 2017). The choice of the senior secondary school students for this study was predicated on the notion that their level of reasoning makes them suitable to respond to the research instrument.

Sample and Sampling Technique

The sample size for this study was 2,400 students. The sample size comprised six percent of the population which was selected through a multi stage sampling method. This was done in accordance with Alreck and Settle (1995) and Weisberg and Bowen (1977) who cited three to four percent as the acceptable level in survey research for forecasting results. The sampling process went thus: Firstly, four education zones were randomly selected from the six education zones in Anambra State. Secondly, 6 secondary schools with highest population of students were purposively selected from each of the education zones, thereby making a total of 24 secondary schools. Then disproportionately stratified random sampling technique was further employed to choose 100 students from each of the 24 selected schools, making a total of 2,400 students.

The researcher made use of random selection by choosing the second number of student in every count, in accordance with their classroom desk arrangement in the schools. The stratification was based on the education zones which formed the stratum. The sample size of each stratum in this technique is disproportionate to the population size of the stratum when viewed against the entire population. This means that the each stratum do not have the same sampling fraction. A total of 600 students were selected from each zone, irrespective of their population strength.

Instruments for Data Collection

Three research instruments were used in collecting data from the students for the study, namely; Personality Traits Assessment Questionnaire (PTAQ) developed from International Personality Item Pool (IPIP), General Self-Efficacy Scale (GSES) developed by Schwarzer and Jerusalem (1995) and Social Adjustment Questionnaire (SAQ) developed by Weisman and Paykel (1974). The choice of these instruments is guided by the type of study being conducted and the research questions. Clark-Carter (2001) suggests adopting or adapting established tests for measuring peoples' personalities or attitudes, and only developing new ones if there are no existing tools in the area. This study therefore adopted standardised questionnaires for data collection.

The Personality Trait Assessment Questionnaire is a standardized instrument developed by McCrae and Costa (2006) and was adopted for use in this study. This test uses the Big-Five Factor Markers from the International

Personality Item Pool, developed by Goldberg (1992). The instrument consists of 50 statements, ten items for each facet of five dimensions corresponding to the five factors of personality. The five factors of personality are; extraversion, neuroticism, openness to experience, agreeableness and conscientiousness. These traits are called the Five-Factor Model or 'The Big Five' personality structure of McCrae and Costa (2006). The fifty item scale is rated on a five-point Likert scale of Strongly Agree (SA); Agree (A); Undecided (UD); Disagree (D); and Strongly Disagree (SD) weighted 5,4,3,2, and 1 respectively. Higher points indicated a higher value in the assessed construct. The instrument was both positively and negatively worded. The negatively worded statements were weighted 1, 2, 3, 4, and 5 respectively.

General Self Efficacy Scale: This is a standardised instrument developed by Schwarzer and Jerusalem (1995) and was adopted for this study. The scale is a self-report measure of self-efficacy. The scale is a 10-item scale that assesses a general sense of perceived self-efficacy with the aim in mind to predict coping with daily hassles as well as adaptation after experiencing all kinds of stressful life events. Responses from the scale are made on a 4-point rating scale, ranging from 1= not at all true, 2 = hardly true, 3 = moderately true, to 4 = exactly true.

Social Adjustment Questionnaire (SAQ): The instrument is a modified version of a standardised self-report questionnaire developed by Weisman and Paykel (1974) and used in Nigeria by Ogini and Ofodile (2014). The instrument as used by Ogini and Ofodile was adopted for this study. The instrument has 28

items assessing the functioning in each of the five role areas (house work; social and leisure activities; relationships with extended family and functioning in the family unit). It has a response option which ranges from not at all (1), occasionally (2), about half the time (3), most of the time (4) and all the time (5).

Validation of the Instrument

The three instruments which were used in the study, namely; Personality Traits Assessment Questionnaire (PTAQ), General Self Efficacy Scale (GSES) and Social Adjustment Questionnaire (SAQ) are standardized questionnaires which have been previously validated by experts and used in conducting studies in many countries, including Nigeria. They are being adopted for this study.

Evidence of construct validity for the PTAQ was present the individual pattern and structure coefficients. Each item loaded significantly ($p < .05$) on its factor. This signifies that each item contributes significantly within its factor. Also important are the correlations between factors. The results suggest that the PTAQ can be a viable measure of the BigFive traits.

For the GSES, the face and content validity were measured by expert educators and researchers with the feedback that the questionnaire was clear and addressed the skills needed to measure student self-efficacy in the classroom. Scale was compared to the well-established General Self-Efficacy (GSE) Scale to assess the concurrent criterion-related validity. A highly significant

correlation of $r = 0.70$ was found between the two scales. This is an indication that the GSES does in fact measure the construct under study and is a valid scale.

For the SAQ, Pearson product-moment correlations between the SAS-SR scores and the GHQ score among the non-clinical sample indicated that the correlation between the work subscale and the job time for the past 3 years was -0.23 (95% CI: -0.17 to -0.30 , $P < 0.001$). All these correlations were in the expected direction. The scale proved to have satisfactory construct validity.

Reliability of the Instrument

The three instruments have all been subjected to internal consistency reliability test using Cronbach Alpha. The coefficient alpha is 0.87 for General Self-efficacy Scale as reported by Ugwu, Onyishi and Tyoyima (2013). The reliability coefficient of personality Trait Assessment scale (PTAS) facets as reported by Nkechukwu (2017) were extraversion, 0.87; neuroticism, 0.85; openness to experience, 0.70; agreeableness, 0.79; and conscientiousness, 0.83; while that of social adjustment as reported by Ogini and Ofodile (2014) is 0.73.

This researcher however went further to establish the internal consistency reliability of the instruments among secondary school students using Cronbach Alpha statistics. Copies of the questionnaires were distributed to 30 SS 1 and 2 students from schools in Asaba, Delta State, through purposive sampling technique. The participants were chosen from Delta State as they seem to share

similar characteristics with the participants of the current study. The reliability coefficient for the five facets of personality trait assessment scale (PTAS) were extraversion, 0.930; neuroticism, 0.883; openness to experience, 0.786; agreeableness, 0.648; and conscientiousness, 0.903. The coefficient alpha is 0.864 for Self-efficacy Scale and 0.869 for Social Adjustment Scale.

Method of Data Collection

The administration of the instruments was done through direct delivery approach. By this method, copies of the questionnaires were distributed personally to the respondents by the researcher with the help of 6 research assistants who were briefed on content of the instruments and the procedure that will be taken in administering the instrument to the respondents. Therefore, the research assistants were duly informed on what was expected of them as regards distribution and collection of the instruments. The researcher with the help of the research assistants then directly distributed copies of the instrument to the respondents in schools and equally retrieved them after they were duly completed. Out of the 2400 copies of the questionnaire distributed, a total of 2,369 copies were dully retrieved and used for analysis. Thus, the data collection yielded a return rate of 98.7% which was perceived as being adequate for the study.

Method of Data Analysis

Copies of the instruments were collated, scored and then sent for analysis. Research questions 1 to 7 were answered using summated scores, while research questions 8, 9, 10, 11, 12 and 14 were answered using simple Regression Analysis while research question 13 and 15 were answered using Multiple Regression analysis. The null hypotheses were tested using Simple and Multiple Regression analysis. The decision rules were as follows:

10.0 to 30.0 = Do not have the personality trait

31.0 to 50.0 = Have the personality trait

For social adjustment:

23.0 to 57.27 = Poor adjustment

57.50 to 92.0 = Good adjustment

For Self-efficacy:

10 – 19 = Low self-efficacy

20 – 40 = High self-efficacy

The decision rule for judging the variables prediction included the used of r-square value and standardized beta coefficient. According to Cohen (1992) r-square value .12 or below indicate low, between .13 to .25 values indicate medium, .26 or above and above values indicate high effect size.

A standardized beta coefficient on the other hand compares the strength of the effect of each individual independent variable to the dependent variable. The

higher the absolute value of the beta coefficient, the stronger the effect of the prediction.

For the hypotheses: Where $r\text{-calculated} > r\text{-critical}$, reject null hypothesis and where $r\text{-calculated} < r\text{-critical}$ do not reject the null hypothesis. Also, where significant value (P) is less than 0.05, reject null hypothesis, however, when the value (P) is greater than 0.05, do not reject the null hypothesis.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

In this chapter, the data collected from the field for this study were analyzed and the summaries were presented in tables to highlight the findings. The presentation was done in sequence starting with answering the research questions and then the testing of the hypotheses.

Research Question 1

What are the extraversion personality trait scores of secondary school students in Anambra State?

Table 1: Range of scores of Extraversion personality trait of secondary school students

Range of scores	N	%	Remarks
10 – 30	717	30.3	No Extraversion
31 – 50	1652	69.7	Extraversion

Table 1 reveals that with scores ranging from 31 to 50, 1652 (69.7%) secondary school students possess extraversion personality trait, while 717 (30.3%) of secondary school students who scores between 10 to 30 do not possess extraversion personality trait,

Research Question 2

What are the neuroticism personality trait scores of secondary school students in Anambra State?

Table 2: Range of scores of secondary school students' Neuroticism personality trait

Range of scores	N	%	Remarks
10 – 30	1130	47.7	No Neuroticism
31 – 50	1239	52.3	Neuroticism

Table 2 reveals that with scores ranging from 31-50, 1239(52.3%) secondary school students possess neuroticism personality trait, while secondary school students who scored between 10 to 30, 1130(47.7%) do not possess neuroticism personality trait.

Research Question 3

What are the openness to experience personality trait scores of secondary school students in Anambra State?

Table 3: Range of scores of secondary school students' openness to experience personality trait

Range of scores	N	%	Remarks
10 – 30	568	24.0	No Openness
31 – 50	1801	76.0	Openness

Table 3 indicates that with scores ranging from 31to 50, 1801(76.0%) secondary school students possess openness to experience personality trait, while with scores ranging from 10 to 30, 568(24.0%) of secondary school students do not possess openness to expression personality trait.

Research Question 4

What are the agreeableness personality trait scores of secondary school students in Anambra State?

Table 4: Range of scores of secondary school students' agreeableness personality trait

Range of scores	N	%	Remarks
10 – 30	551	23.3	No Agreeableness
31 – 50	1818	76.7	Agreeableness

Table 4 reveals that with scores ranging from 10 to 30, 551(23.3%) of secondary school students do not have agreeableness personality trait, while 1818(76.7%) secondary school students who scored between 31 and 50 have agreeableness personality trait.

Research Question 5

What are conscientiousness personality trait score of secondary school students in Anambra State?

Table 5: Range of scores of secondary school students' conscientiousness personality trait

Range of scores	N	%	Remarks
10 – 30	437	18.4	No Conscientiousness
31 – 50	1932	81.6	Conscientiousness

Table 5 reveals that with scores ranging from 10 to 30, 437(18.4%) of secondary school students do not have conscientiousness personality trait, while 1932(81.6%) secondary school students who scored between 31 and 50 have conscientiousness personality trait.

Research Question 6

What are the self-efficacy scores of secondary school students in Anambra State?

Table 6: Range of scores on students' self-efficacy in secondary schools

Range of scores	N	%	Remarks
10-19	154	6.5	Low self-efficacy
20 – 40	2215	93.5	High self-efficacy

Table 6 reveals that 2215(93.5%) of the secondary school students with the scores ranging from 20 to 40 have high self-efficacy, while 154(6.5%) students who scored between 10 and 19 have low self-efficacy.

Research Question 7

What are the social adjustment scores of secondary school students in Anambra State?

Table 7: Range of scores on students' social adjustment in secondary schools

Range of scores	N	%	Remarks
28 – 69	2039	86.1	Poor social adjustment
70-112	330	13.9	Good social adjustment

Table 7 reveals that 330 (13.9%) of the secondary school students with the scores ranging from 70 to 112 have good social adjustment, while 2039(86.1%) of the students who scored between 28 and 69 have poor social adjustment.

Research Question 8

Does personality trait of extraversion predict social adjustment of secondary school students in Anambra State?

Table 8: Simple Linear Regression analysis of secondary school students' extraversion personality trait as a predictor of their Social adjustment

Variable	r	R ²	R ² change	B	BETA	% var added
Extraversion	0.082	0.007	0.007	0.115	0.082	0.70

Table 8 showed that extraversion personality trait of school students in Anambra State had standardized Beta coefficient of 0.082 which shows that with every increase of one standard deviation in extraversion personality traits, secondary school students' social adjustment rises by 0.082 standard deviations. Personality trait of extraversion thus predicts social adjustment of secondary school students in Anambra State.

Research Question 9

Does personality trait of neuroticism predict social adjustment of secondary school students in Anambra State?

Table 9: Simple Linear Regression analysis of secondary school students' neuroticism personality trait as a predictor of their Social adjustment

Variable	r	R ²	R ² change	B	BETA	% var added
Neuroticism	-0.106	0.011	0.011	-0.122	-0.06	1.10

Table 9 revealed that neuroticism personality trait of school students in Anambra State had standardized Beta coefficient of -0.06 which shows that with every increase of one standard deviation in neuroticism personality traits,

secondary school students' social adjustment rises by -0.06 standard deviations. Thus, neuroticism personality trait is a predictor of secondary school students' social adjustment.

Research Question 10

Does personality trait of openness to experience predict social adjustment of secondary school students in Anambra State?

Table 10: Simple Linear Regression analysis of secondary school students' openness to experience personality trait as a predictor of their Social adjustment

Variable	r	R ²	R ² change	B	BETA	% var added
Openness to experience	0.041	0.002	0.002	0.064	0.041	0.20

Table 10 showed that openness to experience personality trait of school students in Anambra State had standardized Beta coefficient of 0.041 which shows that with every increase of one standard deviation in openness to experience personality trait, secondary school students' social adjustment rises by 0.041 standard deviations. Thus, openness to experience personality trait is a predictor of secondary school students' social adjustment.

Research Question 11

Does personality trait of agreeableness predict social adjustment of secondary school students in Anambra State?

Table 11: Simple Linear Regression analysis of secondary school students' agreeableness personality trait as a predictor of their Social adjustment

Variable	r	R ²	R ² change	B	BETA	% var added
Agreeableness	-0.048	0.002	0.002	- 0.085	-0.048	0.20

Table 11 indicated that agreeableness personality trait of school students in Anambra State had standardized Beta coefficient of -0.048 which shows that with every increase of one standard deviation in agreeableness personality trait, secondary school students' social adjustment rises by -0.048 standard deviations. Thus, agreeableness personality trait is a predictor of secondary school students' social adjustment.

Research Question 12

Does personality trait of conscientiousness predict social adjustment of secondary school students in Anambra State?

Table 12: Simple Linear Regression analysis of secondary school students' conscientiousness personality trait as a predictor of their Social adjustment

Variable	r	R ²	R ² change	B	BETA	% var added
Conscientiousness	-0.012	0.000	0.000	- 0.023	-0.012	0.00

Table 12 revealed that conscientiousness personality trait of school students in Anambra State had standardized Beta coefficient of -0.012 which shows that with every increase of one standard deviation in conscientiousness personality trait, secondary school students' social adjustment rises by -0.012 standard deviations.

Research Question 13

Do the Bigfive personality traits jointly predict social adjustment of secondary school students in Anambra State?

Table 13: Multiple Regression analysis on secondary school students Bigfive personality traits as joint predictors of their social adjustment in Anambra State

Variable	r	R ²	R ² change	B	BETA	% var added
BigFive Traits	-0.021	0.000	0.000	63.603	-0.021	0.0

Table 13 showed that the big five personality traits of secondary school students in Anambra State have standardized Beta coefficient of -0.021 which shows that with every increase of one standard deviation in the big five personality traits, secondary school students' social adjustment rises by -0.021 standard deviations.

Research Question 14

Does self-efficacy predict social adjustment of secondary school students in Anambra State?

Table 14: Regression analysis of secondary school students' self-efficacy as a predictor of their Social adjustment

Variable	r	R ²	R ² change	B	BETA	% var. added
Self-Efficacy	0.224	0.050	0.050	0.296	0.224	5.00

Table 14 showed that self-efficacy of school students in Anambra State had standardized Beta coefficient of 0.224 which shows that with every increase of

one standard deviation in self-efficacy, secondary school students' social adjustment rises by 0.224 standard deviations. Thus, self-efficacy is a predictor of secondary school students' social adjustment.

Research Question 15

Do the Bigfive Personality Traits and self-efficacy predict social adjustment of secondary school students in Anambra State?

Table 15: Multiple Regression analysis of secondary school students' Bigfive Personality Traits and self-efficacy as a predictors of their Social adjustment

Variables	r	R ²	R ² change	B	BETA	% var added
	0.224	0.050	0.050	54.071		5.00
Bigfive Traits				-0.009	-0.016	
Self-efficacy				0.296	0.223	

Table 15 reveals that the big five personality traits and self-efficacy of secondary school students in Anambra State have R² change of 0.050. This indicates that both the Bigfive personality traits and self-efficacy contribute 5.0 percent for the students' social adjustment.

The Null Hypotheses

Null Hypothesis 1

Extraversion personality trait does not significantly predict social adjustment of secondary school students in Anambra State

Table 16: Regression Analysis Test of Significance of Secondary School Students' Extraversion Personality Trait as a Predictor of Their Social Adjustment

Variable	r	R ²	R ² change	B	BETA	% var added	Cal. t	Pvalue	df	Remark
Extraversion	0.082	0.007	0.007	0.115	0.082	0.70	4.014	0.000	2367	S

Table 16 reveals that at 1df numerator, 2367df denominator and 0.05 level of significant, the calculated t value is 4.014 and has probability value of 0.000 which is less than the critical Pvalue of 0.05. Therefore the first null hypothesis is rejected. Extraversion personality trait is a significant predictor of secondary school students' social adjustment in Anambra State.

Null Hypothesis 2

The personality trait of neuroticism does not significantly predict social adjustment of secondary school students in Anambra State

Table 17: Regression Analysis Test of Significance of Secondary School Students' Neuroticism Personality Trait as a Predictor of Their Social Adjustment

Variable	r	R ²	R ² change	B	BETA	% var added	Cal. t	Pvalue	df	Remark
Neuroticism	-0.106	0.011	0.011	-0.122	-0.06	1.10	-5.162	0.000	2367	S

Table 17 above reveals that at 1df numerator, 2367df denominator and 0.05 level of significance, the calculated t value is -5.162 and has probability value

of 0.000 which is less than the critical Pvalue of 0.05. Therefore the second null hypothesis is rejected. Neuroticism personality trait is a significant predictor of secondary school students' social adjustment in Anambra State.

Null Hypothesis 3

The personality trait of openness to experience does not significantly predict social adjustment of secondary school students in Anambra State

Table 18: Regression Analysis Test of Significance of Secondary School Students' Openness to Experience Personality Trait as a Predictor of Their Social Adjustment

Variable	r	R ²	R ² change	B	BETA	% var added	Cal. t	Cal.Pvalue	df	Remark
Openness to experience	0.041	0.002	0.002	0.064	0.041	0.20	2.019	0.041	2367	S

Table 18 indicated that at 1df numerator, 2367df denominator and 0.05 level of significance; the calculated t value is 2.019 and has probability value of 0.041 which is less than the stipulated 0.05 level of significance. Therefore the third null hypothesis is rejected, indicating that openness to experience personality trait is a significant predictor of secondary school students' social adjustment in Anambra State.

Null Hypothesis 4

The personality trait of agreeableness does not significantly predict social adjustment of secondary school students in Anambra State

Table 19: Regression Analysis Test of Significance of Secondary School Students' Agreeableness Personality Trait as a Predictor of Their Social Adjustment

Variable	r	R ²	R ² change	B	BETA	% var added	Cal. t	Cal.Pvalue	Cal. t	df	Remark
Agreeableness	-0.048	0.002	0.002	-0.085	-0.048	0.20	-2.339	0.019	-2.339	2367	S

Table 19 reveals that at 1df numerator, 2367df denominator and 0.05 level of significance, the calculated t value is -2.339 and has probability value of 0.041 which is less than the stipulated 0.05 level of significance. Therefore the fourth null hypothesis is rejected, indicating that agreeableness personality trait is a significant predictor of secondary school students' social adjustment in Anambra State.

Null Hypothesis 5

The personality trait of conscientiousness does not significantly predict social adjustment of secondary school students in Anambra State

Table 20: Regression Analysis Test of Significance of Secondary School Students' Conscientiousness Personality Trait as a Predictor of Their Social Adjustment

Variable	r	R ²	R ² change	B	BETA	% var added	Cal. t	Cal.Pvalue	df	Remark
Conscientiousness	-0.012	0.000	0.000	-0.023	-0.012	0.00	-0.600	0.549	2367	NS

Table 20 shows that at 1df numerator, 2367df denominator and 0.05 level of significance, the calculated t value is -0.600 and has probability value of 0.549 which is more than the stipulated 0.05 level of significance. Therefore the fifth null hypothesis is accepted. This indicates that conscientiousness personality

trait is not a significant predictor of secondary school students' social adjustment in Anambra State.

Null Hypothesis 6

The Big five personality traits does not significantly predict social adjustment of secondary school students in Anambra State

Table 21: Multiple Regression analysis on secondary school students Big five personality traits as predictors of their social adjustment in Anambra State

Variable	r	R ²	R ² change	B	BETA	% var added	df	Cal.F	pvalue	Remark
BigFive Traits	-0.021	0.000	0.000	63.603	-0.021	0.0	2367	13.527	0.296	S

P>0.005

Table 21 reveals that at 1df numerator, 2367df denominator and 0.05 level of significance, the calculated F value is 13.527 with pvalue of 0.001 which is less than the stipulated 0.05 level of significance. Therefore the null hypothesis is rejected. The Bigfive personality traits jointly, significantly predict social adjustment of secondary school students in Anambra State.

Null Hypothesis 7

Self-efficacy does not significantly predict social adjustment of secondary school students in Anambra State.

Table 22: Regression Analysis Test of Significance of Secondary School Students' Self-Efficacy as a Predictor of Their Social Adjustment

Variable	r	R ²	R ² change	B	BETA	% var. added	Cal.t	Pvalue	df	Remark
Self-Efficacy	0.224	0.050	0.050	0.296	0.224	5.00	10.425	0.000	2367	S

Table 22 above shows that at 1df numerator, 2367df denominator and 0.05 level of significance, the calculated t value are 10.425 with has probability value of 0.000 which is less than the stipulated 0.05 level of significance. Therefore the 7th null hypothesis is rejected. This indicates that self-efficacy is a significant predictor of secondary school students' social adjustment in Anambra State.

Null Hypothesis 8

The Big five personality traits and Self-efficacy does not significantly predict social adjustment of secondary school students in Anambra State.

Table 23: Regression analysis Test of Significance of secondary school students' Bigfive Personality Traits and self-efficacy as a predictors of their Social adjustment

Variables	r	R ²	R ² change	B	BETA	%var added	Cal. F	Pvalue	df	Remark
	0.224	0.050	0.050	54.071		5.00	62.636	0.000	2366	S
Bigfive Traits				-0.009	-0.016					
Self-efficacy				0.296	0.223					

Table 23 above shows that at 1df numerator, 2366 df denominator and 0.05 level of significance, the calculated t value is 62.636 with calculated pvalue of 0.000 which is less than the stipulated 0.05 level of significance. Therefore the 8th null hypothesis is rejected. This indicates that the personality traits and self-

efficacy jointly, significantly predict secondary school students' social adjustment in Anambra State.

Summary of the Findings

From the analysis the following findings were made:

1. Majority of the secondary school students in Anambra State possess extraversion personality trait
2. Moderate number of the secondary school students in Anambra State possess neuroticism personality trait.
3. Majority of the secondary school students in Anambra State possess openness to experience personality trait.
4. Majority of the secondary school students in Anambra State possess agreeableness personality trait.
5. More of the secondary school students in Anambra State possess conscientiousness personality trait.
6. Most of the secondary school students in Anambra State have high self-efficacy.
7. More of the secondary school students in Anambra State have poor social adjustment.
8. Extraversion personality trait had standardized Beta coefficient of 0.082 for secondary school students' social adjustment.

9. Neuroticism personality trait had the standardized Beta coefficient of -0.106 for secondary school students' social adjustment.
10. Openness to experience had standardized Beta coefficient of 0.041 for secondary school students' social adjustment.
11. Agreeableness personality trait had standardized Beta coefficient of -0.048 for secondary school students' social adjustment.
12. Conscientiousness personality trait had standardized Beta coefficient of -0.012 for secondary school students' social adjustment..
13. The big five personality traits have joint standardized Beta coefficient of -0.021 for the students' social adjustment.
14. Self-efficacy had standardized Beta coefficient of 0.224 for secondary school students' social adjustment.
15. Extraversion personality trait is a significant predictor of secondary school students' social adjustment in Anambra State.
16. Neuroticism personality trait does significantly predict secondary school students' social adjustment in Anambra State.
17. Openness to experience personality trait does significantly predict secondary school students' social adjustment in Anambra State.
18. Agreeableness personality trait does significantly predict secondary school students' social adjustment in Anambra State.
19. Conscientiousness personality trait does not significantly predict secondary school students' social adjustment in Anambra State.

20. Secondary school students' bigfive personality traits jointly are significant predictors of their social adjustment in Anambra State.
21. Self-efficacy does significantly predict secondary school students' social adjustment in Anambra State.
22. The Bigfive personality traits and Self-efficacy jointly does significantly predict secondary school students' social adjustment in Anambra State.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter presents the discussion of the findings, conclusion, implications of the findings, recommendations, limitations of the study and suggestions for further studies.

Discussion of the Results

Findings of this study are discussed under the following sub-headings:

Secondary school students' personality traits and self-efficacy

Secondary school students' social adjustment

Personality traits as predictor of social adjustment

Self-Efficacy as predictor of social adjustment

Secondary School Students' Personality Traits and self-efficacy

Findings of the study shows that majority of the secondary school students in Anambra State possess extraversion personality trait. This finding implies that majority of the students are high in extraversion and 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 which is in agreement with the outcome of studies of

Mmaduakonam and Obi (2015), Nkechukwu (2017) and Ozowa and Aba (2017) on their investigation of personality traits in Nigeria. Mmaduakonam and Nkechukwu studied the contribution of personality traits of secondary school teachers while that of Ozowa and Aba was centred on the personality traits of students. Perhaps, based on the geographical similarity, the findings thus were found related.

The findings of the study show that moderate number of the secondary school students possess neuroticism personality trait. This finding implies that the students are moderately 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 Schnuck and Handal (2011) in their studies on personality traits where moderate number of students was identified with neuroticism personality traits. Although the study investigated personality traits of students outside Nigeria, the finding goes on to show that students could possess the personality trait of neuroticism irrespective of geographical difference.

Findings of the study further revealed that majority of the secondary school students in Anambra State possess openness to expression personality trait. This finding seems to reflect the degree of intellectual curiosity, creativity

and a preference for novelty and variety of the secondary school students in Anambra State. It is also described as the extent to which the students are imaginative or independent and depicts a personal preference for a variety of activities over a strict routine. This finding seem to be in tandem with the outcome of the study of Redhwan, Muhamed, Zaliha, Yuri, Muhammad, and Manuel (2015) whose similar observation revealed that majority of the secondary school students possess openness to experience personality trait.

The findings of this study also reveal that majority of the secondary school students possess agreeableness personality trait. This finding implies that majority of secondary school students in Anambra State place self-interest above getting along with others. Thus they are more likely to be unconcerned with others' well-being, and are less likely to extend themselves for other people. This finding is similar to the finding of Ghazi, Shahzada and Ullah (2013) which held that majority of students in their study have agreeableness personality trait.

Furthermore, findings of the study revealed that most of the secondary school students in Anambra State possess conscientiousness personality trait. What this finding denotes is that most of the students have the tendency to display self-discipline, act dutifully, and strive for achievement against measures or outside expectations are in line with the previous findings of Soraya, Elaheh, and Masoud (2011), and Eyong, David, and Umoh, (2014)

which respectively noted in their studies that most of the secondary school students possess conscientiousness personality trait.

Additionally, the findings of the study revealed that most of the secondary school students in Anambra State have high self-efficacy. This finding shows that secondary school students in Anambra State belief in their innate ability to achieve goals. This implies that they are likely to exert sufficient effort that, if well executed, leads to successful outcomes. The finding is in line with Ogoemeka (2011) and Omoniyi (2014) whose studies respectively revealed high self-efficacy of Nigeria students. These studies shows that the optimum level of self-efficacy is slightly above ability; in this situation, students are likely to be most encouraged to tackle challenging tasks and gain experience.

Secondary school students' social adjustment

The result of the study indicates that most of the secondary school students have poor social adjustment. This finding implies that secondary school students function poorly 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 Olugbode (2014) whose study showed that students were not socially adjusted. Olugbode's study examined the social adjustment of secondary school students in Nigeria who possibly share the same characteristics with the participants of the current study.

What the finding portends for this study is that the psychological process through which the students cope with the demand and challenges of everyday life may be greatly hampered and could lead to other maladaptive behaviours among students.

Personality Traits as Predictor of Social Adjustment

The findings of the study revealed that extraversion personality trait is a significant predictor of secondary school students' social adjustment in Anambra State. What this implies is that extraversion personality trait could predict whether a student will have good or poor adjustment. The findings of the study are in agreement with Nirmala (2011), Schnuck and Handel (2011), and Christensen (2012) which indicated that extraversion personality trait predicted social adjustment. Since this study revealed that students have poor social adjustment, the finding thus revealed that though students high in extraversion tend to seek out social stimulation and opportunities to engage with others, it is nowhere a guarantee that such students would have good social adjustment. Nevertheless, the finding is not supported by the previous study of Hayes and Joseph (2003) which showed that extraversion was linked to a person being socially adjusted. This does not seem to be the case with the finding of the current study as majority of students' indicted poor adjustment. The reason for this could be attributed to the idea that people who are high in extraversion need social stimulation to feel energized. They 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 might also be necessary for their social adjustment.

More so, the findings of the study revealed that neuroticism personality trait is a significant predictor of secondary school students' social adjustment in Anambra State. This finding implies that neuroticism personality trait could forecast whether students would have good or poor social adjustment. This finding is in agreement with the findings of Gleckel (2015), Maurice, Peter, and Caleb (2016), and Quevedo and Abella (2011). These studies 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 traits more likely to interpret ordinary situations as threatening, and minor frustrations as hopelessly difficult. Their negative emotional reactions tend to persist for unusually long periods of time, which means they are often in a bad mood. For instance, Fiske, Gilbert, Lindzey (2009) noted that neuroticism is connected to a pessimistic approach toward work, confidence that work impedes personal relationships, and apparent

anxiety linked with work. Hence, problems in emotional regulation can diminish the ability of the students that scored high on neuroticism to think clearly, make decisions, and cope effectively with social situations.

Findings of the study further revealed that openness to experience personality trait is a significant predictor of secondary school students' social adjustment in Anambra State. This implies that openness to experience personality trait could foretell whether students will have poor or good social adjustment. This finding is in accord with the findings of Schnuck and Handel (2011) that openness to experience is a significant predictor of social adjustment. The finding thus suggests that students who have openness to experience personality traits tend to reflect the degree of intellectual curiosity, creativity and a preference for novelty. They may likely adopt a more logical approach to interacting actively with their fellow students in school which would likely lead to their social adjustment. However, the fact that majority of the students in this study have poor social adjustment means that their being adjusted may not be dependent on the student's personality traits, but possibly on other factors.

Further, the findings of this study revealed that agreeableness personality trait is a significant predictor of secondary school students' social adjustment in Anambra State. This shows that students with agreeable personality traits would much likely have either good or poor social adjustment. However, in this study,

it was indicated that secondary school students have poor social adjustment. This implies that agreeableness personality trait predicted poor social adjustment. The finding is in line with the study of Selfhout, Burk, Branje, Denissen, Van Aken, and Meeus (2010), Nagle and Anand (2012) that indicated that agreeableness predicted social adjustment. In other words, agreeableness personality trait plays a very important role in people's social interactions and dealings. The findings thus represent changes over time of adjustment experienced by the students as they live, learn and socialise in schools.

Finding of the study further revealed that personality trait of conscientiousness is not a significant predictor of social adjustment in Anambra State. This implies that personality traits of conscientiousness do not forecast whether a student will have good or poor social adjustment. This finding differs from those of Christensen (2012), Gleckel (2015), and Sabine, Hanke, and Greetje van der (2017) where conscientiousness was found to predict social adjustment. This finding seems surprising because conscientiousness personality trait is related to the way in which people control, regulate, and direct their impulses. So, based on the notion that a good number of students scored high on conscientiousness which is an indication that they have a preference for planned rather than spontaneous behaviour, it was naturally expected by this researcher that it would lead to the students having good social adjustment in school. However, that was not the case as the findings of this

study, with predictive power of 0.00 percent show that conscientiousness is nowhere a determinant factor to social adjustment of secondary school students in Anambra State.

This means that the fact that a student is self-disciplined, and hardworking, does not put the individual at an advantage as regards being socially adjusted. On the other, since the findings of the study revealed that majority of the students have poor social adjustment, it could be speculated that that conscientiousness may actually predict good social adjustment of students. Such speculative assertion may go a long way to address the observed difference between what is obtained in the current study and what was obtained in literature in studies like Christensen (2012), Gleckel (2015), and Sabine, Hanke, and Greetje van der (2017). In the same manner, the observed difference between the findings of the studies and the present study could be attributed to the fact that the researches were all carried out outside Nigeria which is a different setting with a different way of doing things.

Moreover, findings of the study revealed that the personality traits of the big five (when jointly considered) are not significant predictors of secondary school students' social adjustment. The findings showed that the big five personality traits jointly put together are not important forecaster of social adjustment. This finding provides clear evidence of the Big Five personality factors in predicting the social adjustment of secondary school students. The

finding is surprisingly different but share some elements of the findings of previous studies conducted by researchers such as Bardi and Ryff (2007), Sanja, Ivanka and Ines (2010), Tracy, Wai, Anchor, Tatia (2010), Christensen (2012), Nagle and Anand (2012) whose studies revealed that the big five personality traits are significant predictors of social adjustment. Bardi and Ryff (2007) reported that neuroticism is linked to poorer social adjustment and extraversion is related to positive social adjustment. The finding by Bardi and Ryff may explain the negative correlations observed in this study equally indicating that neuroticism personality traits is related to poor social adjustment of secondary school students.

The study by Christensen (2012) found that people who are high in certain dispositional personality traits like extraversion, conscientiousness and openness to experience 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. Nagle and Anand (2012) found that personality traits like extraversion, agreeableness, facilitated the process of social adjustment, whereas traits like neuroticism worked in the opposite direction and did not facilitate the process of social adjustment.

However, besides conscientiousness personality traits, all the other facets of the Big Five personality traits predicted the social adjustment of secondary school students. Based on these findings, one could see that to some degree,

there is an observable influence of the Big Five traits on some social factors that leads to student's social adjustment. More so, among the bigfive personality traits observed in the study, only Extraversion and Openness to experience appeared to have correlated positively with measures of students' social adjustment. This means that to some degree, the findings may have differed a little from other studies such as Ghazi, Shahzada, and Ullah (2013) in which conscientiousness has been shown to be a predictor of academic motivation and academic achievement. This difference may be attributed to the difference in the variables of study. Ghazi, Shahzada, and Ullah and other similar studies investigated the Bigfive personality traits as predictors of academic achievement while the current study investigated the Bigfive as predictor of social adjustment of secondary school students.

Self-Efficacy as predictor of social adjustment

Findings of the study revealed that self-efficacy is a significant predictor of secondary school students' social adjustment. This finding of the study show that self-efficacy emerged as an important predictor of social adjustment. This finding is consistent with the previous studies such as Bitu and Parisa (2016), Habibah, Nooren, and Rahil (2010), and Ogoemeka (2011) who found that self-efficacy is a significant predictor of social adjustment. Habibah, Nooren, and Rahil (2010) found that students with high self-efficacy have the potential to be socially adjusted and succeed in school. The reason for this finding could be

attributed to the idea that students with high self-efficacy are more likely to be highly motivated and would believe that they would succeed in the end, whereas those with low self-efficacy as also found to limit the extent to which they participate in an endeavour and are more apt to give up at the instance of any difficulty. The finding thus is an empirical evidence of the predictive ability of students' self-efficacy in foretelling their social adjustment in school. The finding clearly suggests that higher self-efficacy were important in predicting the relative difficulty or ease experienced by students in adapting to the cultural and educational challenges of their schools.

Findings from the study further revealed that secondary school students' Bigfive personality traits and Self-efficacy jointly are significant predictors of their social adjustment. This means that both the Bigfive personality traits and Self-efficacy jointly predicted whether the secondary school students Anambra State are adjusted or not. In this study however, majority of the students have poor social adjustment. The findings show that both the Bigfive personality traits and Self-efficacy played a role, with self-efficacy, more than other variables, contributing more to the students' social adjustment.

Findings from this study corroborate previously reported results that endorse the value of exploring the relationship between personality traits-related measures and Self-efficacy. The present findings are consistent with research findings of Ogoemeka (2011) whose findings indicated that the Bigfive

variables and self-efficacy, correlated with adjustment and when put together, were effective in predicting adjustment and social problem-solving. Similarly, Sabine, Hanke, and Greetje van der (2017) study revealed that personality characteristics and self-efficacy had a significant predictive impact on the students' perceived academic achievement. The findings go on to show that factors in favour of students' academic achievement may not really be different from factors in favour the students' social adjustment.

Although personality traits and self-efficacy have often been presented as expressions of rival views about personality functioning in literature, above findings attest that both are fundamental to account for secondary school students' social adjustment. In reality, as observed in the current study, self-efficacy may have shown more positive correlations to students social adjustment, individual differences in both the personality traits and self-efficacy beliefs have proved to play a unique and distinctive role in contributing to students' social adjustment across different stages of schooling like seen this study among those in SS 1 and those in SS 2 classes.

Based on the interpretation of the results, one would conclude from the present study that personality traits of the students have little to do with their social adjustment. Nevertheless, results from joint analysis suggest the opposite, students with substantially mix of different profiles of personality and self-efficacy would likely be more adjusted than those with just one single

personality trait. These groups would include students with lower neuroticism, higher extraversion, agreeableness, conscientiousness, openness and believe in their ability to achieve or overcome challenges. The second, “less adjusted” group would comprised of students who reported elevated levels of neuroticism and lower self-efficacy (i.e., lower levels of emotional awareness, and higher levels of lack of emotional clarity, nonacceptance of emotional responses, impulse control difficulties, difficulties engaging in goal-directed behaviour and lack of believe in ones ability) along with lower levels of extraversion. In keeping with these results, the researcher thus argues that it might be better to understand the predictive role of personality traits and self-efficacy considering them collectively rather than individually.

Conclusions

Based on the findings of the study, the study concludes that personality traits of extraversion, neuroticism, openness to experience, agreeableness and self-efficacy are significant predictors of secondary school students’ social adjustment in Anambra state while the personality trait of conscientiousness is not a significant predictor of social adjustment among secondary school students in Anambra state. The study also concludes that secondary school students’ big five personality traits jointly are not significant predictors of their social adjustment while the Bigfive personality traits and Self-efficacy jointly are significant predictors of secondary school students social adjustment in

Anambra State. Manifestations of personality traits and self-efficacy may be the means by which students maintain their social adjustment goals in schools.

Implication of the Study

Based on the findings of this study, the following implications are noted:

Education authorities could see the need for school guidance counsellors to be equipped with necessary tools both material and intellectual to enable them render useful counselling services that would go a long way in helping to build the self-efficacy of students with neurotic personality trait so that students with the neurotic personality trait can make up in areas where they need help to adjust socially. This suggests that school guidance counsellors have a duty to give quality time to students on issues regarding their social adjustment during counselling sessions.

Similarly, School guidance counsellors would understand personality traits that contribute to social adjustment. The understanding of these personality traits will help school guidance counsellors to apply counselling strategies and skills that can help maintain and possibly improve the social adjustment of secondary school students.

Furthermore, since self-efficacy contributes to the social adjustment of students, school management need to work towards building the self-efficacy of secondary school students in Anambra state by organising seminars and workshops geared towards helping students maintain high self-efficacy.

Through the findings of this study, teachers would probably understand the need for them to be more concerned with social adjustment of students in school. Similarly, teachers need to work closely with the school guidance counsellors to ensure that measures such as organizing seminars and workshops are taken to improve students' social adjustment.

Recommendations

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

1. School guidance counsellors should be equipped with necessary tools both material and intellectual to enable them render counselling services that is directed towards social adjustment of students which would go a long way in helping to build the self-efficacy of students with neurotic personality trait so that students with the neurotic personality trait can make up in areas where they need help to adjust socially.
2. 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.
3. School guidance counsellors should work towards ensuring that the high self-efficacy of secondary school students in Anambra state is maintained.
4. School administrators should work towards organizing programmes for the students in the schools to get them acquainted with social skills.

Limitations of the Study

The study was conducted among secondary school students in Anambra State, Nigeria; it may therefore be limited in its generalisation to primary or secondary school students in other states.

Suggestion for Further Studies

Based on the findings of the study, the following suggestions are made for further studies. A number of areas related to this study could be carried out as follows:

1. The study can be replicated on secondary school students in other states.
2. Personality traits and self-efficacy as predictors of marital satisfaction among married public servants in Anambra State.
3. Personality traits and self-efficacy as predictors of sports participation and performance among secondary school students.
4. Personality traits and self-efficacy as predictors of entrepreneurial interest among secondary school students.

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LIST OF APPENDICES

APPENDIX I

Letter of Transmittal

Dear Respondents,

I am a Postgraduate student at Nnamdi Azikiwe University, Awka. I am conducting an academic study on the relationship between personality traits, self-efficacy and social adjustment of secondary school students in Anambra State. You have been randomly selected to participate in this study. Your answers will remain strictly confidential and they will be used only for the research purposes. Your sincere assistance will help fulfil the objectives of this study. Information given will be used only for the purpose of this research and will be accorded utmost confidentiality. Thanks for your time and assistance.

Esther Ejichukwu,

The researcher.

APPENDIX II

Research Instrument: Personality Traits Assessment Questionnaire (PTAQ)

Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), Strongly Disagree

S/N	Personality Traits Assessment Scale Questionnaire (PTAQ)	SA	A	UD	D	SD
1	I am the life of the party (always lively)					
2	I do not talk a lot					
3	I feel comfortable having people around me					
4	I have control over people under me.					
5	I initiate conversations					
6	I have little to say					
7	I talk to a lot of different people at social gathering					
8	I don't like to draw attention to myself					
9	I don't mind being the centre of attention					
10	I keep quiet when i am around strangers					
11	I feel little concern for others					
12	I am interested in others					
13	I insult people always					
14	I sympathize with other's feelings					
15	I am not interested in other people's problems					
16	I have a soft heart					
17	I am not really interested in others					
18	I make out time for others					
19	I feel others' emotions					
20	I make people feel at ease					
21	I am always prepared to carry out any duty assigned to me					
22	I leave my belongings scattered around					
23	I pay attention to details					
24	I make mess of things					
25	I get chores done right away					
26	I often forget to put things back in their proper place.					
27	I like orderliness					
28	I shirk my duties					
29	I follow a schedule					

30	I always accomplish a task at a given time					
31	I get stressed easily					
32	I am relaxed most of the time					
33	I worry too much about things					
34	I do not get stressed easily					
35	I am easily disturbed					
36	I get upset easily					
37	I change my mood a lot					
38	I have frequent mood swings					
39	I get irritated easily					
40	I often feel depressed without any reason					
41	I have a rich vocabulary					
42	I have difficulty understanding abstract ideas					
43	I have clear view about things					
44	I am not interested in abstract ideas					
45	I have excellent ideas					
46	I do not have good imagination					
47	I am quick to understand things					
48	I use difficult words					
49	I spend more time reflecting on things					
50	I am full of ideas					

General Self Efficacy Questionnaire

Below are ten statements about you which may or may not be true. Using the 1-4 scale of Not at all true, Hardly true, Moderately true and Exactly true below, please indicate your agreement with each item by placing the ticking (✓) on the appropriate response option for each item. Please be open and honest in your responding.

S/N		RESPONSE OPTION			
		Not at all true	Hardly true	Moderately true	Exactly true
1	I can always manage to solve difficult problems if I try hard enough				
2	If someone opposes me, I can find the means and ways to get what I want.				
3	It is easy for me to stick to my aims and accomplish my goals.				
4	I am confident that I could deal efficiently with unexpected events.				
5	Thanks to my resourcefulness, I know how to handle unforeseen situations.				
6	I can solve most problems if I invest the necessary effort				
7	I can remain calm when facing difficulties because I can rely on my coping abilities				
8	When I am confronted with a problem, I can usually find several solutions.				
9	If I am in trouble, I can usually think of a solution				
10	I can usually handle whatever comes my way.				

Social Adjustment Questionnaire

This questionnaire asks about how you have been during the last two weeks at work, spare time activities and in family life – please read each statement and then put a tick (✓) in the box to the right to indicate how much the statement has applied to you.

- Not at all – 1
- Occasionally – 2
- About half the time 3
- Most of the time – 4
- All the time - 5

	ITEMS	1	2	3	4	5
1.	You do the necessary housework each day					
2.	You feel ashamed of how I have been doing the housework					
3.	You do get angry with or argued with my brothers/relatives/friends					
4.	You do feel upset, worried or uncomfortable while doing the housework					
5.	You do find the housework boring, unpleasant or a drudge					
6.	You have been in touch with any of your friends					
7.	You have been able to talk about your feelings openly with your friends					
8.	You have done things socially with your friends (e.g. visiting, entertaining, and going out together)					
9.	You spent your available time on hobbies or spare time interests					
10.	You have gotten angry with or argued with your friends					
11.	You have been offended or had your feelings hurt by your friends					
12.	You feel ill at ease, tense or shy when with people					
13.	You feel lonely and wished for companionship					
14.	You feel bored in your free time					
15.	You get angry with or argued with any of your relatives					
16.	You made an effort to keep in touch with your relatives					
17.	You have been able to talk about your feelings openly with you relatives					
18.	You have depended on your relatives for help, advice or friendship					
19.	You have been feeling that you have let your relatives down at some time.					
20.	You have been feeling that your relatives have let you down at some time.					
21.	You have been worrying more than necessary about things happening to your family.					
22.	You have been feeling that you have let your immediate family down at all.					
23.	You have been feeling that your immediate family has let you down at some point.					
24.	You are satisfied with extracurricular activities in school					
25.	You are very involved with the social activities in school					
26.	You are pleased about decision to attend this school					
27.	I have difficulty feeling at ease with others at this school					
28.	There are several people at the school you trust to help solve your problems.					

APPENDIX III

SPSS DATA ANALYSIS OUTPUT

Frequencies

		Statistics	
		EXTRAVERSIO	
		N	Range of Scores
N	Valid	2369	2369
	Missing	0	0
Mean		33.2313	1.6973
Median		33.0000	2.0000
Mode		34.00	2.00
Std. Deviation		5.73099	.45951

Frequency Table

EXTRAVERSION					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15.00	10	.4	.4	.4
	19.00	10	.4	.4	.8
	20.00	29	1.2	1.2	2.1
	21.00	20	.8	.8	2.9
	22.00	48	2.0	2.0	4.9
	23.00	29	1.2	1.2	6.2
	24.00	58	2.4	2.4	8.6
	26.00	49	2.1	2.1	10.7
	27.00	96	4.1	4.1	14.7
	28.00	87	3.7	3.7	18.4
	29.00	87	3.7	3.7	22.1
	30.00	194	8.2	8.2	30.3
	31.00	77	3.3	3.3	33.5
	32.00	156	6.6	6.6	40.1
	33.00	242	10.2	10.2	50.3
	34.00	288	12.2	12.2	62.5
	35.00	157	6.6	6.6	69.1
	36.00	95	4.0	4.0	73.1
	37.00	154	6.5	6.5	79.6
	38.00	85	3.6	3.6	83.2

39.00	66	2.8	2.8	86.0
40.00	115	4.9	4.9	90.8
41.00	68	2.9	2.9	93.7
42.00	29	1.2	1.2	94.9
43.00	10	.4	.4	95.4
44.00	54	2.3	2.3	97.6
45.00	10	.4	.4	98.1
46.00	9	.4	.4	98.4
47.00	10	.4	.4	98.9
48.00	18	.8	.8	99.6
49.00	9	.4	.4	100.0
Total	2369	100.0	100.0	

Range of Scores

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	717	30.3	30.3	30.3
2.00	1652	69.7	69.7	100.0
Total	2369	100.0	100.0	

Frequencies**Statistics**

	AGREEABLENE	
	SS	Range of Scores
N Valid	2369	2369
Missing	0	0
Mean	33.5192	1.7674
Median	33.0000	2.0000
Mode	31.00	2.00
Std. Deviation	4.55176	.42257

Frequency Table**AGREEABLENESS**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 15.00	10	.4	.4	.4
21.00	9	.4	.4	.8
23.00	28	1.2	1.2	2.0

24.00	20	.8	.8	2.8
25.00	20	.8	.8	3.7
26.00	38	1.6	1.6	5.3
27.00	48	2.0	2.0	7.3
28.00	95	4.0	4.0	11.3
29.00	97	4.1	4.1	15.4
30.00	186	7.9	7.9	23.3
31.00	244	10.3	10.3	33.6
32.00	224	9.5	9.5	43.0
33.00	173	7.3	7.3	50.3
34.00	224	9.5	9.5	59.8
35.00	173	7.3	7.3	67.1
36.00	134	5.7	5.7	72.7
37.00	184	7.8	7.8	80.5
38.00	190	8.0	8.0	88.5
39.00	113	4.8	4.8	93.3
40.00	56	2.4	2.4	95.7
41.00	39	1.6	1.6	97.3
43.00	9	.4	.4	97.7
44.00	28	1.2	1.2	98.9
45.00	9	.4	.4	99.2
47.00	9	.4	.4	99.6
50.00	9	.4	.4	100.0
Total	2369	100.0	100.0	

Range of Scores

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	551	23.3	23.3	23.3
2.00	1818	76.7	76.7	100.0
Total	2369	100.0	100.0	

Frequencies

Statistics			
		CONSCIENTIOUSNESS	Range of Scores
N	Valid	2369	2369
	Missing	0	0
Mean		33.8666	1.8155
Median		34.0000	2.0000
Mode		34.00	2.00
Std. Deviation		4.37427	.38795

Frequency Table

CONSCIENTIOUSNESS					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15.00	10	.4	.4	.4
	22.00	10	.4	.4	.8
	23.00	10	.4	.4	1.3
	24.00	48	2.0	2.0	3.3
	26.00	18	.8	.8	4.1
	27.00	39	1.6	1.6	5.7
	28.00	89	3.8	3.8	9.5
	29.00	86	3.6	3.6	13.1
	30.00	127	5.4	5.4	18.4
	31.00	239	10.1	10.1	28.5
	32.00	186	7.9	7.9	36.4
	33.00	209	8.8	8.8	45.2
	34.00	308	13.0	13.0	58.2
	35.00	223	9.4	9.4	67.6
	36.00	124	5.2	5.2	72.9
	37.00	126	5.3	5.3	78.2
	38.00	200	8.4	8.4	86.6
	39.00	134	5.7	5.7	92.3
	40.00	50	2.1	2.1	94.4
	41.00	57	2.4	2.4	96.8
	42.00	19	.8	.8	97.6
	43.00	28	1.2	1.2	98.8

45.00	19	.8	.8	99.6
48.00	10	.4	.4	100.0
Total	2369	100.0	100.0	

Range of Scores

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	437	18.4	18.4	18.4
2.00	1932	81.6	81.6	100.0
Total	2369	100.0	100.0	

Frequencies

NEUROTICISM

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 16.00	10	.4	.4	.4
17.00	20	.8	.8	1.3
18.00	47	2.0	2.0	3.3
19.00	39	1.6	1.6	4.9
20.00	65	2.7	2.7	7.6
21.00	59	2.5	2.5	10.1
22.00	68	2.9	2.9	13.0
23.00	66	2.8	2.8	15.8
24.00	58	2.4	2.4	18.2
25.00	80	3.4	3.4	21.6
26.00	105	4.4	4.4	26.0
27.00	128	5.4	5.4	31.4
28.00	96	4.1	4.1	35.5
29.00	164	6.9	6.9	42.4
30.00	125	5.3	5.3	47.7
31.00	38	1.6	1.6	49.3
32.00	203	8.6	8.6	57.9
33.00	182	7.7	7.7	65.6
34.00	145	6.1	6.1	71.7
35.00	94	4.0	4.0	75.6

36.00	59	2.5	2.5	78.1
37.00	107	4.5	4.5	82.7
38.00	46	1.9	1.9	84.6
39.00	30	1.3	1.3	85.9
40.00	39	1.6	1.6	87.5
41.00	76	3.2	3.2	90.7
42.00	77	3.3	3.3	94.0
43.00	39	1.6	1.6	95.6
44.00	29	1.2	1.2	96.8
45.00	47	2.0	2.0	98.8
46.00	18	.8	.8	99.6
48.00	10	.4	.4	100.0
Total	2369	100.0	100.0	

Range of Scores

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	1130	47.7	47.7	47.7
2.00	1239	52.3	52.3	100.0
Total	2369	100.0	100.0	

Frequencies

OPENNESS TO EXPERIENCE

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 15.00	10	.4	.4	.4
19.00	9	.4	.4	.8
22.00	9	.4	.4	1.2
24.00	20	.8	.8	2.0
25.00	38	1.6	1.6	3.6
26.00	58	2.4	2.4	6.1
27.00	38	1.6	1.6	7.7
28.00	85	3.6	3.6	11.3
29.00	119	5.0	5.0	16.3
30.00	182	7.7	7.7	24.0
31.00	137	5.8	5.8	29.8
32.00	165	7.0	7.0	36.7

33.00	164	6.9	6.9	43.6
34.00	182	7.7	7.7	51.3
35.00	148	6.2	6.2	57.6
36.00	144	6.1	6.1	63.7
37.00	213	9.0	9.0	72.6
38.00	179	7.6	7.6	80.2
39.00	135	5.7	5.7	85.9
40.00	76	3.2	3.2	89.1
41.00	77	3.3	3.3	92.4
42.00	56	2.4	2.4	94.7
43.00	28	1.2	1.2	95.9
44.00	39	1.6	1.6	97.6
45.00	20	.8	.8	98.4
46.00	9	.4	.4	98.8
47.00	20	.8	.8	99.6
56.00	9	.4	.4	100.0
Total	2369	100.0	100.0	

Range of Scores

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	568	24.0	24.1	24.1
2.00	1801	76.0	75.9	100.0
Total	2360	100.0	100.0	

Frequencies

Statistics

	SELF-EFFICACY	Range of Scores
N Valid	2369	2369
Missing	0	0
Mean	30.4892	1.9350
Median	32.0000	2.0000
Mode	37.00	2.00
Std. Deviation	6.07178	.24659

SELF-EFFICACY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10.00	10	.4	.4	.4
	13.00	9	.4	.4	.8
	14.00	9	.4	.4	1.2
	15.00	29	1.2	1.2	2.4
	16.00	29	1.2	1.2	3.6
	17.00	10	.4	.4	4.1
	18.00	39	1.6	1.6	5.7
	19.00	19	.8	.8	6.5
	20.00	28	1.2	1.2	7.7
	21.00	47	2.0	2.0	9.7
	22.00	40	1.7	1.7	11.4
	23.00	57	2.4	2.4	13.8
	24.00	66	2.8	2.8	16.5
	25.00	77	3.3	3.3	19.8
	26.00	86	3.6	3.6	23.4
	27.00	76	3.2	3.2	26.6
	28.00	137	5.8	5.8	32.4
	29.00	96	4.1	4.1	36.5
	30.00	117	4.9	4.9	41.4
	31.00	175	7.4	7.4	48.8
	32.00	154	6.5	6.5	55.3
	33.00	191	8.1	8.1	63.4
	34.00	172	7.3	7.3	70.6
	35.00	144	6.1	6.1	76.7
	36.00	137	5.8	5.8	82.5
	37.00	231	9.8	9.8	92.2
	38.00	128	5.4	5.4	97.6
	39.00	38	1.6	1.6	99.2
	40.00	18	.8	.8	100.0
	Total	2369	100.0	100.0	

Range of Scores

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10-19	154	6.5	6.5	6.5

20-40	2215	93.5	93.5	100.0
Total	2369	100.0	100.0	

Frequencies

SOCIAL ADJUSTMENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40.00	9	.4	.4	.4
	42.00	10	.4	.4	.8
	44.00	9	.4	.4	1.2
	45.00	20	.8	.8	2.0
	47.00	19	.8	.8	2.8
	48.00	49	2.1	2.1	4.9
	49.00	29	1.2	1.2	6.1
	50.00	36	1.5	1.5	7.6
	51.00	58	2.4	2.4	10.1
	52.00	28	1.2	1.2	11.3
	53.00	58	2.4	2.4	13.7
	54.00	56	2.4	2.4	16.1
	55.00	77	3.3	3.3	19.3
	56.00	136	5.7	5.7	25.1
	57.00	167	7.0	7.0	32.1
	58.00	89	3.8	3.8	35.9
	59.00	132	5.6	5.6	41.5
	60.00	105	4.4	4.4	45.9
	61.00	105	4.4	4.4	50.3
	62.00	144	6.1	6.1	56.4
	63.00	85	3.6	3.6	60.0
	64.00	122	5.1	5.1	65.1
	65.00	124	5.2	5.2	70.4
	66.00	88	3.7	3.7	74.1
	67.00	105	4.4	4.4	78.5
	68.00	69	2.9	2.9	81.4
	69.00	110	4.6	4.6	86.1
	70.00	49	2.1	2.1	88.1
	71.00	40	1.7	1.7	89.8
	72.00	28	1.2	1.2	91.0

73.00	69	2.9	2.9	93.9
74.00	20	.8	.8	94.8
76.00	29	1.2	1.2	96.0
77.00	9	.4	.4	96.4
78.00	19	.8	.8	97.2
79.00	19	.8	.8	98.0
81.00	10	.4	.4	98.4
82.00	9	.4	.4	98.8
83.00	9	.4	.4	99.2
87.00	10	.4	.4	99.6
92.00	10	.4	.4	100.0
Total	2369	100.0	100.0	

Range of Scores

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	28-69	2039	86.1	86.1	86.1
	70-112	330	13.9	13.9	100.0
	Total	2369	100.0	100.0	

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
SOCIAL ADJUSTMENT	61.6813	8.04733	2369
EXTRAVERSION	33.2313	5.73099	2369

Correlations

		SOCIAL ADJUSTMENT	EXTRAVERSIO N
Pearson Correlation	SOCIAL ADJUSTMENT	1.000	.082
	EXTRAVERSION	.082	1.000
Sig. (1-tailed)	SOCIAL ADJUSTMENT	.	.000
	EXTRAVERSION	.000	.
N	SOCIAL ADJUSTMENT	2369	2369
	EXTRAVERSION	2369	2369

Variables Entered/Removed^a

		Variables	
Model	Variables Entered	Removed	Method
1	EXTRAVERSION ^b	.	Enter

a. Dependent Variable: SOCIAL ADJUSTMENT

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.082 ^a	.007	.006	8.02177	.007	16.112	1	2367	.000

a. Predictors: (Constant), EXTRAVERSION

b. Dependent Variable: SOCIAL ADJUSTMENT

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1036.758	1	1036.758	16.112	.000 ^b
	Residual	152313.624	2367	64.349		
	Total	153350.382	2368			

a. Dependent Variable: SOCIAL ADJUSTMENT

b. Predictors: (Constant), EXTRAVERSION

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	57.845	.970		59.635	.000					
EXTRAVERSION	.115	.029	.082	4.014	.000	.082	.082	.082	1.000	1.000

a. Dependent Variable: SOCIAL ADJUSTMENT

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
SOCIAL ADJUSTMENT	61.6813	8.04733	2369
NEUROTICISM	31.0675	6.97611	2369

Correlations

		SOCIAL ADJUSTMENT	NEUROTICISM
Pearson Correlation	SOCIAL ADJUSTMENT	1.000	-.106
	NEUROTICISM	-.106	1.000
Sig. (1-tailed)	SOCIAL ADJUSTMENT	.	.000
	NEUROTICISM	.000	.
N	SOCIAL ADJUSTMENT	2369	2369
	NEUROTICISM	2369	2369

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	NEUROTICISM ^b	.	Enter

a. Dependent Variable: SOCIAL ADJUSTMENT

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.106 ^a	.011	.011	8.00409	.011	26.650	1	2367	.000

a. Predictors: (Constant), NEUROTICISM

b. Dependent Variable: SOCIAL ADJUSTMENT

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1707.349	1	1707.349	26.650	.000 ^b
	Residual	151643.032	2367	64.065		
	Total	153350.382	2368			

a. Dependent Variable: SOCIAL ADJUSTMENT

b. Predictors: (Constant), NEUROTICISM

Coefficients^a

		Coefficients									
		Unstandardized		Standardized			Correlations			Collinearity	
		Coefficients	Coefficients						Statistics		
			Std.				Zero-				
Model		B	Error	Beta	t	Sig.	order	Partial	Part	Tolerance	VIF
1	(Constant)	65.463	.751		87.197	.000					
	NEUROTICISM	-.122	.024	-.106	-5.162	.000	-.106	-.106	-.106	1.000	1.000

a. Dependent Variable: SOCIAL ADJUSTMENT

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
SOCIAL ADJUSTMENT	61.6813	8.04733	2369
OPENNESS TO EXPERIENCE	34.3774	5.23286	2369

Correlations

		SOCIAL ADJUSTMENT	OPENNESS TO EXPERIENCE
Pearson Correlation	SOCIAL ADJUSTMENT	1.000	.041
	OPENNESS TO EXPERIENCE	.041	1.000
Sig. (1-tailed)	SOCIAL ADJUSTMENT	.	.022
	OPENNESS TO EXPERIENCE	.022	.
N	SOCIAL ADJUSTMENT	2369	2369
	OPENNESS TO EXPERIENCE	2369	2369

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df 1	df2	Sig. F Change
1	.041 ^a	.002	.001	8.04210	.002	4.077	1	2367	.044

a. Predictors: (Constant), OPENNESS TO EXPERIENCE

b. Dependent Variable: SOCIAL ADJUSTMENT

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	263.678	1	263.678	4.077	.044 ^b
	Residual	153086.704	2367	64.675		
	Total	153350.382	2368			

a. Dependent Variable: SOCIAL ADJUSTMENT

b. Predictors: (Constant), OPENNESS TO EXPERIENCE

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Partial	Tolerance	VIF
1 (Constant)	59.489	1.098		54.169	.000					
OPENNESS TO EXPERIENCE	.064	.032	.041	2.019	.044	.041	.041	.041	1.000	1.000

a. Dependent Variable: SOCIAL ADJUSTMENT

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
SOCIAL ADJUSTMENT	61.6813	8.04733	2369
AGREEABLENESS	33.5192	4.55176	2369

Correlations

		SOCIAL ADJUSTMENT	AGREEABLENESS
Pearson Correlation	SOCIAL ADJUSTMENT	1.000	-.048
	AGREEABLENESS	-.048	1.000
Sig. (1-tailed)	SOCIAL ADJUSTMENT	.	.010
	AGREEABLENESS	.010	.
N	SOCIAL ADJUSTMENT	2369	2369
	AGREEABLENESS	2369	2369

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.048 ^a	.002	.002	8.03974	.002	5.473	1	2367	.019

a. Predictors: (Constant), AGREEABLENESS

b. Dependent Variable: SOCIAL ADJUSTMENT

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	353.752	1	353.752	5.473	.019 ^b
	Residual	152996.630	2367	64.637		
	Total	153350.382	2368			

a. Dependent Variable: SOCIAL ADJUSTMENT

b. Predictors: (Constant), AGREEABLENESS

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	64.528	1.228		52.555	.000					
	AGREEABLENESS	-.085	.036	-.048	-2.339	.019	-.048	-.048	-.048	1.000	1.000

a. Dependent Variable: SOCIAL ADJUSTMENT

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
SOCIAL ADJUSTMENT	61.6813	8.04733	2369
CONSCIENTIOUSNESS	33.8666	4.37427	2369

Correlations

		SOCIAL ADJUSTMENT	CONSCIENTIOUSNESS
Pearson Correlation	SOCIAL ADJUSTMENT	1.000	-.012
	CONSCIENTIOUSNESS	-.012	1.000
Sig. (1-tailed)	SOCIAL ADJUSTMENT	.	.274
	CONSCIENTIOUSNESS	.274	.
N	SOCIAL ADJUSTMENT	2369	2369
	CONSCIENTIOUSNESS	2369	2369

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.012 ^a	.000	.000	8.04841	.000	.360	1	2367	.549

a. Predictors: (Constant), CONSCIENTIOUSNESS

b. Dependent Variable: SOCIAL ADJUSTMENT

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23.310	1	23.310	.360	.549 ^b
	Residual	153327.071	2367	64.777		
	Total	153350.382	2368			

a. Dependent Variable: SOCIAL ADJUSTMENT

b. Predictors: (Constant), CONSCIENTIOUSNESS

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficient	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	62.449	1.291		48.367	.000					
CONSCIENTIOUSNESS	-.023	.038	-.012	-.600	.549	-.012	.012		1.000	1.000

a. Dependent Variable: SOCIAL ADJUSTMENT

Multiple Regressions

Descriptive Statistics

	Mean	Std. Deviation	N
SOCIAL ADJUSTMENT	61.6813	8.04733	2369
BigFive_Traits	166.06	14.926	2369

Correlations

		SOCIAL ADJUSTMENT	BigFive_Traits
Pearson Correlation	SOCIAL ADJUSTMENT	1.000	-.021
	BigFive_Traits	-.021	1.000
Sig. (1-tailed)	SOCIAL ADJUSTMENT	.	.148
	BigFive_Traits	.148	.
N	SOCIAL ADJUSTMENT	2369	2369
	BigFive_Traits	2369	2369

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.021 ^a	.000	.000	8.04717	.000	1.091	1	2367	.296

a. Predictors: (Constant), BigFive_Traits

b. Dependent Variable: SOCIAL ADJUSTMENT

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	70.678	1	70.678	1.091	.296 ^b
	Residual	153279.703	2367	64.757		
	Total	153350.382	2368			

a. Dependent Variable: SOCIAL ADJUSTMENT

b. Predictors: (Constant), BigFive_Traits

Coefficients^a

		Coefficients									
		Unstandardized		Standardized			95.0% Confidence		Correlations		
		Coefficients	Coefficients	Interval for B							
Model		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero- order	Partial	Part
1	(Constant)	63.603	1.847		34.431	.000	59.981	67.226			
	BigFive_Traits	-.012	.011	-.021	-1.045	.296	-.033	.010	-.021	-.021	-.021

a. Dependent Variable: SOCIAL ADJUSTMENT

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
SOCIAL ADJUSTMENT	61.6813	8.04733	2369
BigFive_Traits	166.06	14.926	2369
SELF-EFFICACY	30.4892	6.07178	2369

Correlations

		SOCIAL ADJUSTMENT	BigFive_Traits	SELF-EFFICACY
Pearson Correlation	SOCIAL ADJUSTMENT	1.000	-.021	.224
	BigFive_Traits	-.021	1.000	-.025
	SELF-EFFICACY	.224	-.025	1.000
Sig. (1-tailed)	SOCIAL ADJUSTMENT	.	.148	.000
	BigFive_Traits	.148	.	.108
	SELF-EFFICACY	.000	.108	.
N	SOCIAL ADJUSTMENT	2369	2369	2369
	BigFive_Traits	2369	2369	2369
	SELF-EFFICACY	2369	2369	2369

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.224 ^a	.050	.049	7.84570	.050	62.636	2	2366	.000

a. Predictors: (Constant), SELF-EFFICACY, BigFive_Traits

b. Dependent Variable: SOCIAL ADJUSTMENT

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7711.069	2	3855.535	62.636	.000 ^b
	Residual	145639.312	2366	61.555		
	Total	153350.382	2368			

a. Dependent Variable: SOCIAL ADJUSTMENT

b. Predictors: (Constant), SELF-EFFICACY, BigFive_Traits

Coefficients^a

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	Correlations
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	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero- order	Partial	Part
1 (Constant)	54.071	1.994		27.118	.000	50.161	57.981			
BigFive_Traits	-.009	.011	-.016	-.787	.431	-.030	.013	-.021	-.016	-.016
SELF-EFFICACY	.296	.027	.223	11.141	.000	.244	.348	.224	.223	.223

a. Dependent Variable: SOCIAL ADJUSTMENT