

CHAPTER ONE

INTRODUCTION

Background to the Study

Adolescence is the stage of human life during which the adolescents are confronted with diverse challenges that are capable of preventing them from developing essential life-survival skills and competencies, if they are left uncared for. Deviant behaviours (emotional and social) become more noticeable at this stage. Wang 2012 observed that adolescence is a period of intense psychological and emotional changes for these adolescents that creates in them heightened emotional arousals and social conflicts with parents. Again, adolescence is generally viewed as a rebellious period, but it can be an exciting time of life, if the socializing agencies (home, school and society) play their roles adequately and effectively Okudo (2013).

In the context of this work, adolescence refers to the second decade of life in human development and the young developing ones within that age bracket (10-21years) are the adolescents. Often, crisis erupts at this period as adolescents battle with choices to make. For example, adolescents have to make choices such as; dependence of their life on rigid family/parental control or along the desires of their peers. In their search for social identity and their attempts to adjust to the bodily changes that are occurring within them, these adolescents experience a lot of stress and conflicts. Among the various challenges adolescents encounter are: establishing personal identity; managing new emotions and developing academic skills and competences. Existence of these challenges entail that there is great need for adolescents be given focused attention and guidance in order to

prevent their becoming liabilities and nuisance in the future for parents and the general public.

It is not uncommon today to see many adolescents wandering about aimlessly and purposelessly, lacking focus and without vision and motivation. Agulauna (2014) noted the increased prevalence of deviant behaviours among Nigerian adolescents in terms of recorded delinquents cases and number of adolescents involved. It is note-worthy that adolescents are the hope of the nation, the future work force for national development. This fact, no doubt, underscores the desire of this nation and indeed every other nation to have well adjusted adolescents who will promote the desired virtues of good citizenship both at home and in the wider society. Unfortunately today, one can say that this dream seems yet far fetched in this country.

It is an undeniable fact that today in this nation, adolescents, manifest unwholesome behaviours such as truancy, cultism, exam malpractice, bullying etc in schools and outside the schools. This tends to dent our educational system with the suggestion that maladjusted individuals are being churned out of our educational system instead of well adjusted, individual's which the stipulated lofty national educational goals and objectives, were designed to produce.

As these adolescents climb the formal education ladder, starting from the primary schools to the secondary and tertiary levels, their distinctive personalities become manifest. Allport (1948) gave his own conception of personality after an evaluation of 49 definitions of the term personality by eminent scholars, thus, "Personality is a dynamic organization within the individual of those psychosocial systems that determine his unique adjustments to his environment (Weiten & Lloyd, 1997 p.28). Another eminent psychologist, Eysenck

1972(as cited in Adegoke, 2013) defined it as the more or less stable and enduring organization of a person's character, temperament, intellect and physique which determine his unique adjustment to the environment.

From these definitions the following characterization of personality emerge: that an individual's personality is unique, distinctive and specific; it is not static but rather dynamic and ever in the process of change and modification. Every personality is determined by the interaction between the individual's hereditary and the forces of the environment. Both the hereditary endowments and environment where the individual lives, combine to shape what the entire person has about him, all that constitute his behaviour patterns. Several psychologists have propounded theories of personality, from different perspectives: Psychodynamics; Behavioural, Humanistic and Biological. Among these psychologists, the debate on how many types or dimensions are necessary to describe an individual's personality has been going on for decades. However most psychologists seem to accept the five-factor model of personality types according to Weither and Lloyd 1997 (as cited in Adesoji, 2010). These five are: Neuroticism, Extraversion, Openness to experience, Agreeableness and Conscientiousness.

The interest of the present researcher is on Introversion and Extroversion. This type or dimension was first identified by Jung in his analytical theory (1921). According to Weeith and Lloyd, Jung divided all human personality into basically two distinctive types: Introverts and Extroverts according to the social participation of individuals and interests they take in social activities. Introverts, he said, tend to be occupied with the internal world of their own thoughts, feelings and experiences; they are generally contemplative and aloof. In contrast, extroverts tend to be interested in the external world of people and

things. They are more out-going, talkative and tend to be interested in the external world of people and things. They are more out-going, talkative and friendly instead of reclusive.

Another renowned psychologist, Eynseck (as cited in Aihie, 2006) developed his own description on introversiion-extrovertion types, but from a Biological perspective instead of from psychodynamic viewpoint of Jung. Eynseck also developed a scale for measuring personality (introversiion-extrovertion types) which the present study has adopted.

Many recent researchers have also researched on introversiion-extrovertion personality types. According to Jeronimus, Riese, Sanderman, and Ormel (2014), Introverts are energized by the inner world of reflection, thought, and contemplation. They need space and time alone. Introverts like reading, lectures, and written work. Therefore, they generally do well in traditional classroom settings. Introverts may hesitate to speak up in class but may benefit from one-on-one conversations with a professor or written feedback. Online courses may work well for introverts as many of them often engage more in chat rooms or via email than contributing orally to a class discussion. Introverts may need time alone to reflect, process, and re-energize before joining a group or study group. Some psychologists like Komarraju, Karau, Schmeck, and Audic (2011) have characterized introverts as people whose energy tend to expand through reflection and dwindle during interaction. Freyd (2012) claimed that the introvert is an individual in whom exists an exaggeration of the thought processes in relation to directly observable social behaviour with an accompanying tendency to withdraw from social contacts.

Introverts often take pleasure in solitary activities such as reading, writing, using computers, hiking and fishing. An introvert is likely to enjoy time spent alone and finds

less reward in time spent with large groups of people, though introverts may enjoy interactions with close friends. Introverts are typically more reserved or reflective; trust is usually an issue of significance to them. A virtue of utmost importance to introverts is choosing a worthy companion. (Cobb-Clark & Schurer, 2012; Nasir & Lin, 2012). On the whole introversion is the state of or tendency toward being wholly or predominantly concerned with and interested in one's own mental life. The adolescent introverts prefer to concentrate on a single activity at a time and like to observe situations before they participate. Introverts are easily overwhelmed by too much stimulation from social gatherings and engagements. Introversion has even been defined by some in terms of a preference for a quiet, more minimally stimulating external environment (Lauries, 2008).

Extroverts are energized by interaction with others. They are people of action. Extrovert's are pulled into social life and find it difficult to settle down, read, or concentrate on homework. They may find college tasks, such as reading, research, and writing challenging. They learn best by talking and by physically engaging in activities in the environment. Extroverts learn better in small classroom settings where students can actively engage in conversations with peers and teachers as opposed to large lecture style classrooms where listening is the primary activity. Extroverts enjoy oral feedback from teachers, as well conversations before/after class or during office hours. Additionally, extroverts benefit from study groups where they can learn through speaking with others. Extroverts tend to enjoy human interactions and to be enthusiastic, talkative, assertive, and gregarious.

Extroverts are energized and thrive in being around other people (Ali, 2015); Freyd, (2012). An Extrovert is an individual in whom exists a diminution of the thought

processes in relation to directly observable social behaviour with an accompanying tendency to make social contact (Fleeson, Malanos, & Achille, 2002; Gosling, 2008). This group of people (the extroverts) take pleasure in activities that involve large social gatherings, such as parties, community activities, public demonstration, and business or political group. They also tend to work in groups. Fleeson (2011) avers that an extroverted person is likely to enjoy time spent with people and find less reward in time spent alone. These persons tend to be energized when around other people and are more prone to boredom when they are by themselves.

Human life has been characterized as a continuous chain of struggle for existence and survival. Individuals strive to have their needs met or satisfied. For this to happen, individuals must of necessity, make adjustments that is, change the goals they may have been pursuing or else the procedures they may have been using, when they find that the goals or procedure have remained unachievable or else ineffective, as the case may be. Besides the demands to satisfy one's basic needs, society also demands a particular mode of behaviour from her members.

Consequently, definitions of the term adjustment emphasize one aspect or another. For example Shaffer (as cited in Osah-Edoh & Iyamu, 2012) defined adjustment as the process by which living organisms maintain a balance between their needs and the circumstances that influence the satisfaction of these needs. Gates and Jerslid (in Angela, 2014) defined it as a continual process by which a person varies his behaviour to produce a harmonious relationship between himself and environment. Yet other researchers like Vonhaller in (Ezejiogwu, 2015), and Okoye (as cited in Owuh 2011) defined adjustment respectively as: "the psychological survival in much the same way as a biologist uses the

term adaptation to describe physiological survival” Vonhaller p.426 (as cited in Aloka and Olaniyi, 2015) and as a process of activities geared towards survival in a given environment Okoye (as cited in Owuh 2011).

From these definitions, the term adjustment is seen to be a process that can take an individual to a happy and contented life; it helps the individual to keep balance between his pursuit of meeting the needs and his capacity to doing so; it persuades the individual to change his ways or procedures to meeting the need and it gives the individual the ability to bring desirable changes in the conditions of his environment. Adegoke (2013). In the context of this work, the term adjustment is defined as the processes through which the adolescent manages or copes with the various demands and challenges of adolescence, to grow and develop into a wholesome personality capable of carrying out his civic responsibilities at home and society.

According to Charles in Santrock (2012) the better adjusted an individual is, the higher the quality of that individual’s life. Consequently it can be inferred that those persons who have been properly socialized would have better adjustment and invariably better quality of life.

Social adjustment is concerned with ones social adjustment to his surroundings. It starts with ones adjustment with his social set up which begins with his parents, home and family, then extending to the community where the individual lives and then spreading to the wider society and the entire world. Social aspects of adjustment include such variables as social relations, interpersonal relations, social status etc (Agubosi 2010).

An adolescent who has proper cordial relationships and behavioural adjustments with the members of his family and is cooperative would invariably get satisfaction of his

personal needs because in the family, there will be mutual sharing, loving and peaceful environment for him to work in for his progress and even for the welfare of other family members. Such family environment provides a reasonable insurance for the total adjustment and well being of all family members (Mangal 2013). The social circle of an adolescent's include his friends and is linked with the social home environment of the adolescent, to exert positive or negative influences on him based on his choices. An adolescent would get satisfaction if he has good, cordial and harmonious relations with well behaved peers but if the contrary is the case, he would become maladjusted.

Gender is one of the factors that can impact on the life adjustments of individuals. In Nigeria, females (girls) and males (boys) are not expected to behave in the same ways or play the same roles. Adolescent boys and girls are made to learn what roles and responsibilities the society expects of them to play through the socialization processes.

Anuka (in George & Ukpong, 2012) observed that Nigeria cultural system assigns traditional sex roles that are mutually exclusive to males and females. Aduloju stated that some activities are branded abnormal for females but normal for males and vice versa. From the literature, there appears to be no consensus on adolescent introversion-extroversion personality types and social adjustments relate to gender. For example, in a study by Soheila, Seyed and Alireza (2015) on the relationship between self concepts, social adjustment with academic achievement of students, they found a significant relationship between self concept and adjustment generally as well as significant gender difference. But in the study of Shakiba, Shahrokh (2015) that examined the impact of extroversion and introversion on Iranian EFL learners writing ability, they found no significant gender differences between extroverts-introverts on their writing proficiency.

Again, while the study by Ko and Buskem (2013) on the dynamics of adolescent friendships found that tendency towards network closure was strong for females than for males in mixed gender classes, another study by Aloka (2015) on gender differences on adjustment to loss and grief among Kenyan orphaned secondary school students, found no statistically significant gender difference on the adjustment to loss and grief. The present researcher did not see studies on gender as it relates to introversion- extroversion gender differences, hence the interest on gender as a variable in this study.

Counselling is a helping Profession; it is a vital tool that can be used for adolescents social adjustment and for effective and adaptive behaviours and fundamental problem solving strategies. The use of counselling in schools will enable the adolescent to maximize the likelihood of receiving correct treatment from the school counsellor and enhance the ability to cope with their social problem thereby becoming a well adjusted individual. It must be noted therefore that some of these behaviours are permanent and are carried over into adulthood just as many of them spurred from infancy and childhood.

It is the role of the school counsellors to encourage acceptable behaviours by organizing counselling programmes, such as one on one session with client(adolescent) modelling programmes (real and fictional) and creating interactions that will enable the adolescent (students) to cultivate and enhance a well socially adjusted life and equally discourage the excesses of these personalities. It is against this background that this work is conceptualized and designed.

Statement of the Problem

A well adjusted adolescent is characterized as being physically, emotionally and socially adjusted, he/she enjoys wholesome adjustment in terms of physical health and physiological well being. With respect to emotional adjustment, he/she demonstrates well balanced emotions and expresses emotions appropriately according to the needs of the situation and his/his own well being. In terms of social adjustments, he/she is socially mature, relates appropriately with other people; has a repertoire of social skills and competencies for effective functioning in the home and society; knows his/her social environments and is capable of adjusting to the demands of the environment. Such an adolescent invariably tends to have high self concept and self efficiency beliefs that he/she can achieve. Consequently he is strongly motivated and can be expected to engage in learning activities that would enhance his academic achievement.

In contrast, a poorly adjusted adolescent is one that has essentially very poor social adjustments. As asserted by Mangal (2013); environmental or social factors/conditions constitute the greatest, if not the sole contributor in the germination as well as in the perpetuation of cases of maladjustment in most societies. This is because environmental/social factors begin to exert influence on the child right from the time of conception up until death. Where the environmental/social conditions at home, school, community/neighbourhood and larger socially of a growing child are uncondusive, harsh defective, non-surportive, detrimental, frustrating and so on, the likelihood that the child would be drifted towards deviancy is much higher than would be expected of a child that grows up in a home, neighbourhood social environment, where he is supported, cared for and encouraged.

Since it has been established in literature, as discussed earlier in this work that social adjustment of individuals has not only a strong relationship with their personality types (introversion-extroversion) but is also a critical factor in adolescents' eventual academic achievements; the problem that this study is focused on therefore is the relationship that exists between adolescents' social adjustment and their personality types (introversion-extroversion). Put in question form: the problem is: What relationship exists between adolescents introversion-extroversion personality types and their social adjustment? with particular reference to adolescents in Edo South Senatorial District of Edo State of Nigeria?

The adolescents of today are the adult of tomorrow. They are the future workforce of any society; this explains the desire of every society to have well-adjusted adolescents to promote the desired virtues of good citizenship. Unfortunately, this seems yet, far-fetched, as every contemporary society experiences numerous varieties of adolescents' unwholesome behaviours such as gross indiscipline, truancy, cultism, gun/weapon-carrying, violence, bullying other behavioural problems seen in many adolescents. In the context of this work, adolescents refer to students within the age range of 10-21years who are in the secondary school system.

Adolescents in schools face alots of problems which invariably affect their social adjustments. Some of these problems emanate from their home and school environments (external determined) but many arise from within them (internally determined) as a result of their personality types. The personality type of an adolescent affects the way he/she will relates with others and would influence the adolescents' social pattern. When these problems are not effectively handled, these adolescents end up manifesting deviant

behaviours. The schools counsellors are employed to assist students develop wholesomely, with their expert knowledge, skills and competencies. But observations of what goes on in our school show that there is high incidence of maladaptive behaviours amongst the student populace. Since the dividing line between the socially maladjusted adolescent and juvenile delinquent adolescent could be very tenuous one, the former may be considered as unidentified delinquent. The socially maladjusted adolescent is more or less a social evil as the adolescent is likely to carry these problems into adulthood.

Obstruct the development of a wholesome personality. These debilitating traits which include depression, stress, drug abuse, unhappiness, insecurity, truancy, shyness, suicidal tendencies and lack of self-confidence are nevertheless amenable to appropriate counselling interventions.

However, the number of practicing counsellor is inadequate when compared to the number of students to be attended to. Researchers like Lucas (2012) postulated that many externally and internally determined factors have relationship with the social adjustment of adolescent in schools and society. An internal personality factor that has been indicated in the literature to have relationship with students' social adjustment is Extroversion-Introversion which would be a necessary step that could provide basic empirical data vital for curbing the excessive mal-adjusted behaviours common among adolescent students. Hence, this study sets to investigate adolescents' personality types as correlate of their social adjustment. It is against this backdrop that this research asks, what are the relationships between adolescent introversion and extroversion personality types and their social adjustment?

Purpose of the Study

The main purpose of this study was to investigate the adolescents' personality types as correlate of their social adjustment.

Specifically, the study determined:

1. The extroversion and introversion scores of adolescents.
2. The social adjustment scores of adolescents.
3. The relationship between adolescent introversion and social adjustment.
4. The relationship between adolescent extroversion and social adjustment.
5. The relationship between male adolescent introversion and social adjustment.
6. The relationship between female adolescent introversion and social adjustment.
7. The relationship between male adolescent extroversion and social adjustment.
8. The relationship between female adolescent extroversion and social adjustment.

Significance of the Study

The data generated by the study will be of great benefit to school counsellors, psychologists, teachers, parents, school administrators and students.

The data from the study will be of benefit to school counsellors in their counselling duties as these data will form an authentic basis for their managements or counselling duties. The management of these adolescents' introversion-extroversion types and social adjustments will ensue better healthy individuals and by implication provide the school

counsellors with invaluable information on the relation between introversion – extroversion personality types and how they affect the adolescents’ social adjustments in the school environment and their immediate community. Abreast of such information, the counsellors and psychologists deployed to various schools would know the best possible practices or techniques to adopt in counselling the adolescents so affected. It is also practicable that the counsellors could organize seminars, workshops, career day, group counselling, Parent Teacher Association (P.T.A.) where useful topic would be discussed by experts in related fields and engage the adolescents in critical examination of causes of failures, frustrations, depression, anti-social behaviours.

On the part of the teachers, data from the study will go a long way in creating awareness on the possible links between adolescents’ introversion and extroversion and their social adjustment. This will help teachers to appreciate and learn how to manage students/adolescents accordingly either as introverted or extroverted individuals. Adolescents need guidance in the development of healthy social adjustment and for this purpose, the school is the appropriate place where a variety of activities can be organized to foster social adjustment. The import of this is that the teacher should help in organizing social functions that aid in the development of proper social adjustment of the students. The likely effect of these is that the students would come closer to each other and have opportunity to understand each others’ interest and aspiration; and by implication increased performance of the students would be realized. The students can be divided into small groups to discuss their problems informally.

Further, the teacher can arrange excursions and trips which provide students with opportunity for informal conversation and close contact with each other; he can also

organize group games, debate, and seminar to train adolescents to participate in social activities, and provide opportunities for effective use of the social groups for classroom work. For instance, a group could be asked to supervise for the teacher the class manual labour. Peer teaching and group assignments could be exploited to the full. The teacher can also provide lectures on moral, social interaction, sex education, and need for social adjustment. These, therefore, should be functionally taught to guide adolescents in their heterosexual relations, social adjustment and the school should provide guidance and counselling experts to guide these adolescents. The teacher as much as possible should expose adolescents to rich experiences that will enable them gain experiential knowledge. For instance, adolescents would like to watch a court proceeding instead of lecture on the concept of justice, this will make the learning concret and meaningful.

The teacher can teach the adolescents through problem solving approach, such as challenging students' imagination by asking them to imagine that they are made commissioner for Education and then asking them to suggest ways that they can improve teachers' lot in school or the schools' learning environment. The students would enjoy such assignments. The teacher can use guided discovery method for teaching adolescent classes, for example the teacher could teach them through problem-solving method aimed at solving community water project. Most of the thinking should be done by the adolescents. The teacher can equally provide libraries and other opportunities for free discussion and independent work. The findings of this study also may help the teacher in dealing with the individual differences inherent in different students in the classroom. This may help them become better classroom managers amidst the varied social maladjustment behaviours exhibited by students.

The parents also stand to gain from the results of this study. Apart from the facts that they will derive information that will enable them know how best adolescents' introversion and extroversion should be treated and handled at home. This will be done by organizing seminars and workshops where such issues will be discussed. In such workshops, it is expected that parents will be well informed that adolescents' are best prepared for their becoming independent and well adjusted young adults when parents use democratic practices with frequent explanations of their rules of conduct and expectations. Through this exposure, parents would know why they should allow the adolescents to take more and more responsibility while at the same time continuing to assure them of their underlying support.

The findings will further help parents to know some reasons behind adolescents' actions since personality type affects adolescents' adjustments. As a result, parents could be given tips on proper upbringing of their children since environment affects adolescent development and the need why parents should not isolate their children from playing/interacting with other children of their age or lock them up or keep them indoor for whatever reason. Parents will be taught not to always at all times spoon-feed their adolescents by way of having their work planned for them, neither should they be scolded for little misbehaviours, rather they should be treated in more adult manner and thus encouraged to show adult behaviours in their actions.

The study will be of great benefit to the school administrators who having attended seminars, workshops on adolescents' personality types (introversion and extroversion) and their social adjustment, have now become abreast of the right information to use to guide or supervise the activities within the school and of teachers to ensure that the right thing is

done; and also encourage the teachers to allow students make choices that will help them develop responsible behaviours and to face the consequences of their choices. In consequence, awareness programme on adolescents' personality types and their social adjustment implications could be organized by school managers in schools where all stakeholders (staff of Ministry of Education), school educators, counsellors, psychologists, students and parents would be in attendance for discussions. These will also help map out specific school programmes that will help adolescents develop interest and positive personality responses towards social adjustment.

The findings will be of great benefit to the students. Having attended the workshop, seminars and other programmes on adolescents' personality types and social adjustments organized by the school; these adolescents who usually want autonomy, freedom from parental restrictions; who desire to become self-directing persons and having difficulty for accepting adult directions may now understand why they should take responsibility for their actions. It will also highlight for them, the positive and negative consequences of choosing to conform to their peer group, accepting them, seeking to gain acceptance by them, complying with their distinct styles of dressing; hair cuts, walking, talking, using their language slangs and mannerisms; placing importance on being popular and friendly with them rather than relying on parents, and obeying their instructions.

Also the findings of the study may help the adolescents cope with the challenges of adapting to the numerous social demands of their current status as students and adolescents. Moreover, the findings of this study may provide them the opportunity to realize how important it is for them to learn to yield and make adjustments in accord with societal

decorum rather than be overwhelmed by it and rebel against parental authorities and societal norms.

In terms of theory, the findings of the study will extend the frontiers of knowledge in the areas of adolescent's personality types and social adjustment, with empirical data emanating from the Nigeria environment. Moreover the data from this research would lend support or otherwise contradict research findings from other parts of the world on the assumptions of Jung's theory.

Scope of the Study

This study is delimited to the adolescents' personality types (Extroversion and Introversion) and their relationship to their social adjustment in Edo South Senatorial District. The study made use of junior secondary school students in JSS 1 and JSS 2. The variable of gender as it relates to introversion and extroversion personality type was also examined. Junior secondary students were chosen for the study because they face varied social adjustment challenges as they move away from their familiar home environments and friends; to new environments and need associates to interact and work with. Moreover, they have other adjustment problems that accrue from pubertal changes taking place in their bodies' emotional upheavals and fear.

Even though most psychologists accept the 5 factor model (Big five) of personality type, the present researcher is adopting Jung's Introversion-Extroversion personality types because they appear to be most rampant personality types observable among adolescents in the school.

Research Questions

The following research questions guided the study:

1. What are the extroversion and introversion scores of adolescents?
2. What are the social adjustment scores of adolescents?
3. What is the relationship between adolescent introversion and social adjustment?
4. What is the relationship between male adolescent extroversion and social adjustment?
5. What is relationship between male adolescent introversion and social adjustment?
6. What is the relationship between female adolescent introversion and social adjustment?
7. What is the relationship between male adolescent extroversion and social adjustment?
8. What is the relationship between female adolescent extroversion and social adjustment?

Hypotheses

The following null hypotheses were formaluated and tested at 0.05 level of significance.

1. There is no significant relationship between adolescent introversion and social adjustment.
2. There is no significant relationship between adolescent extroversion and social adjustment.
3. There is no significant relationship between male adolescent introversion and social adjustment.
4. There is no significant relationship between female adolescent introversion and social adjustment.

5. There is no significant relationship between male adolescent extroversion and social adjustment.
6. There is no significant relationship between female adolescent extroversion and social adjustment.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter focuses on the review of literature that is related to the study. The review is done under the following subheadings:

Conceptual Framework

Adolescent

Personality types

Extroversion

Introversion

Adjustment

Social Adjustment

Gender

Theoretical Framework

Theories of Adolescence

Carl Jung Introversion and Extroversion Personality theory

Bandura Theory of Social learning

Theoretical Studies

Adolescents and Social Adjustment

Personality types and Adolescents' Social Adjustment

Factors Affecting Social Adjustment of Individuals

Related Empirical Framework

Studies on Adolescent Personality Types

Studies on Adolescent Social Adjustments

Relationships between the Personality types of Introversion and Extroversion of Adolescents and their Social Interaction and Adjustment

Adolescents' Introversion and Extroversion Personality types and Social adjustment relative to gender

Summary of Review of Related Literature

Conceptual Framework

The Concept of Adolescent

Adolescence starts with rapid physical changes, including gains in height and weight and the development of sexual functions. In adolescence, adolescents more intensely pursue independence and seek their own identity. Their thoughts become more abstract and idealistic. In addition to being a period of the pursuance of higher education, it is a period of relatively physical and psychological stress during which the individual adjusts to the major changes in the body and the development of new emotions and desires and acquires more advanced life skills to meet the challenges of adulthood (Aihie, 2006 UNICEF, 2011).

Adolescence is the transition period between childhood and adulthood. It is during this period that patterns of behaviour with life long consequences are formed by the adolescents. Steinberg 2001 (as cited in Schaller, 2011) noted that three fundamental changes that occur in adolescents during adolescence: biological, cognitive and social and these contribute substantially to their well being. Therefore, whatever happens around this time either good or bad determines how these adolescents live their lives as men and women not only in reproduction life but also in social, emotional and economic life. Adolescent form attitudes towards themselves on the basis of what they are told about themselves.

In adolescence, adolescents' behaviours are under extreme turbulence and so what the adolescents do and how they act are totally dependent on the environment they find themselves in. This is because adolescents have developed intellectually and have begun to question some of the values they were taught earlier. Also, they are now seeking for identification and facing the possibility of role confusion which can make them psychosocially maladjusted so that they begin to behave in unacceptable manner.

Adolescents are the growing ones in the period in human growth and development that occurs after childhood and before adulthood, from ages 10-19 (W.H.O., 2013) Ayodele and Nwose (2011).

According to Asika, (2008) the highest stage of mental development, which is formal operation, is entered into sometimes during or after the outset of puberty, that is, about eleven to twelve years of age. However, the social adjustments of these advanced cognitive abilities are not sudden, but gradually there are also marks of differences among the adolescent in the time they arrive at the period of formal operational thought. Furthermore, there are significant differences in the degree to which the adolescent will attain the ability to manipulate ideas on abstract, complex patterns. These differences in cognitive abilities are frequently at the centre of problems, which adolescents experience in social interaction with peers and adjustment. Alutu (2002) proposed a theory of cognitive development which assumed that among others, that cognitive skills have their origin in social relations and are embedded in a socio-cultural backdrop.

Ericksons (as cited in Aihie, 2006; Adegoke, 2013), in their assertion of psychological stages of development described the adolescent stage as a period of identity versus role confusion. This is a period in which the individual wants to establish a sense of

personal identity as a part of the social group. The adolescent may become confused about who they are and what the adolescents wants to do in later life. If the adolescents fail to achieve identity, either due to incapability or frustration, the adolescents' personality and social development will be affected negatively. Adolescent learn from parents of both sexes, teachers and significant others. Adolescence is a period of immense, behavioural, psychological and social changes and challenges. By way of definition, adolescents are male and females who are in the period of life from puberty to maturity; boys and girls ranging from 10-22 years old, whose sexual organs are fully developed and can become clearly distinguishable as sexual beings. Adolescence as opined by Ukpong, (2014) is a stage of human life that comes with various challenges which if not attended to early enough, can affect the development of important life skills. It is the stage of development the deviant behaviours, emotional, social and academic problems are more noticeable.

Concept of Personality Type

Personality is the dynamic organization within the individual of those psychological systems which establish his typical behaviour, thought, and actions. From this definition it is inevitable that personality will be an important determinant of adolescent social adjustment. One of the best predictors of adolescent social adjustment is personality type of introversion and extroversion. Empirical data have demonstrated this clearly as Hills (2015) proposition of a theoretical basis for introversion has also reported extensive findings that give empirical support to that theory (Berry, 2010).

Personality usually refers to that, which is unique about a person, the characteristics that distinguish people. It is one's unique or characteristic pattern of behavior and all the

positive and negative traits of the individual, whether consistent or non-consistent which are observable and can be measured in the individual. Therefore, thoughts, emotions, and behaviours as such do not constitute personality type, but rather, the dispositions that underlie these elements.

According to Murkherjee (2002), the word personality refers to the integrated and dynamic organization of the physical, mental and social qualities of the individual as that manifest itself to other people in social interaction. One of the most acceptable attempts at defining personality is that by Eysenek (in Owuh, 2011) which says “personality is the relatively state organization of a person’s motivational disposition arising from the interaction between biological drives and the social and physical environment. The term usually refers chiefly to the effective co- native traits, sentiments, attitudes, complexes and unconscious mechanisms, interests and ideal characteristics of distinctive behavioural thought. This stresses not only the content of personality but also that personality is stable which means that people do not change from day to day. It is also organized in the sense that its attributes are inter-related and is formed as a result of interaction between innate biological mechanisms and the environment and that it is distinctive because each person is unique.

Personality is defined in Poropat (2009) as more or less stable internal factors that make one person’s behaviour consistent from one time to another and different from the behaviour other people would manifest in comparable situations. The key words here are stable, internal, consistent and different. It begins with the assumption that personality is more or less stable. Secondly personality is internal. It is located inside in the individual. It is not available for direct observation but can be measured indirectly by making

observations of that which is available externally. Consistency refers to the similarity between a person's behaviour on two different occasions. Finally, personality makes a person's behaviour different from the behaviour of other people which they would manifest in comparable situation.

Allport (as cited in Soheila, Seyed & Alireza, 2015) sees personality as the dynamic organization within the individual of those psychophysical systems that determine his characteristics behaviour and thought. This suggests in simple language that personality is the whole of a person's outstanding characteristic, his physiology, drives, and levels of aspirations, emotional and social traits, interest, attitudes and the like. This definition implies that personality is an important aspect of social behaviour and ultimately will influence scholastic success, the life of the adolescents and their social adjustment. It is clear that dynamic organization indicates that the elements of personality are patterned or organized in a very unique way that directs the individual activities. It is psychological because the mind and body function together to produce the individual's personal behaviours and apply only to that person alone.

Extroversion

Singh (2012) claims that extroversion is the act, state, or habit of being mainly concerned with obtaining gratification from what is outside the self. Extroverts tend to enjoy human interactions, are sociable, dominant in nature, thereby dominating their peers and tend to be enthusiastic, talkative, assertive, and gregarious. They take pleasure in activities that involve large social gatherings, such as parties, community activities, public demonstration, and business or political group. They also tend to work in groups. An extroverted person is likely to enjoy time spent with people and find less reward in time

spent alone. They tend to be energized when they are around other people, and they are more prone to boredom when they are by themselves. Extrovert's characters tend to be gregarious, while the introverted tend to be private. The activity of the extrovert is seen as directed towards the external world and that of the introvert inward upon one's self. Extroverts are sociable, like parties, have many friends and need excitement in everything they do; they are sensation-seekers and are lively and active.

Little (2008) describes the typical extrovert as sociable, likes parties, has many friends, needs to have people to talk to, and does not like reading or studying by himself. The extroverts crave for excitement, take chances, often stick their neck out, act on the spur of the moment and are generally impulsive individuals. The extroverts are fond of practical jokes, these persons like jesting, always have a ready answer and generally like change. The extroverts are care-free, easy-going, optimistic, and like to laugh and be merry. Researchers, such as Narges and Abodollah (2012) lend support to this, noting that extroverts are easily distracted from studying, partly as a result of their gregariousness and partly because of their weak ability to concentrate for long periods. Extroverts tend to enjoy human interactions and to be enthusiastic, talkative, assertive, and gregarious. In other words, extroverts are motivated from without and their attention is directed outward. They are people who appear relaxed, confident, and have trouble understanding life until they have lived it. When they feel bad, low in energy, or stressed, they are likely to look outside themselves for relief. They get energized from the outside world, and they look for meaning outside of themselves.

Gosling (2008) maintained that extroversion can also be referred to as social stability. Extroversion is a trait characterized by a keen interest in other people and

external events, and venturing forth with confidence into the unknown. Bice (2014) said that Extroverts feel an increase of perceived energy when interacting with a large group of people but a decrease of energy when left alone. Rentfrow and Gosling (2003) said that Extroverts are likely to prefer more up beat, conventional and energetic music than introverts, maintained that personality influences how people arrange their work areas. Extroverts decorate their rooms more, keep their doors open, keep extra chairs near by and are more likely to put ashes of candy on their desks in order to invite peers and encourage interaction, and they tend to wear more decorative clothing, than introvert.

The extrovert is care-free, easy-going, optimistic, and likes to " laugh and merry". He prefers to keep moving and doing things, tend to be aggressive, and to lose his temper quickly. His feelings are kept under his tight control, and he is not always a reliable person. On the other hand, he defines the typical introvert as a quiet, retiring sort of person, introspective, fond of books rather than people; he is reserved and distant except to intimate friends. He tends to plan ahead, "looks before he leaps" and distrusts the impulse of the moment. He does not like excitement, takes matters of everyday life with proper seriousness, and likes a well-ordered mode of life. He keeps his feeling under close control, seldom behaves in an aggressive manner, and does not lose his temper easily. He is reliable, somewhat pessimistic, and places great value on ethical standards Burger (2011).

Introversion

Introversion is the state of or tendency toward being wholly or mainly concerned with and interested in one's own mental life. Introverts feel an increase of energy when alone, but a decrease of energy when surrounded by a large group of people. Eysenck in

Camp and Hawley (2010) described extroversion-introversion as the degree to which a person is outgoing and interactive with other people. These behavioural differences are presumed to be the result of underlying differences in brain physiology. Introverts prefer practical, comfortable clothes, introverts tend to be more reserved and less out-spoken in large groups. They often take pleasure in solitary activities such as reading, writing, music, and drawing, playing video games, watching movies and plays, and using computers; along with some more reserved outdoor activities such as fishing.

An introvert is likely to enjoy time spent alone and find less reward in time spent with large groups of people, though introverts may enjoy interactions with close friends. Introverts are easily overwhelmed by too much stimulation from social gatherings and engagement and are more analytical before speaking. Laney and Oslen (2002) said that introversion is not the same as shyness or the social outcast. Introverts choose solitary over social activities by preference; where as shy people avoid social encounters out of fear.

Kuppen (2008) avers that introverts are quiet, prefer reading rather than meeting people and talking to others, have few but close friends and usually avoid excitement. Introverts are motivated from within and they are oriented towards the inner realm of ideas, imagery, and reflection. These persons' get their energy from within rather than from the outside world. An introvert values quiet time alone for thinking while an extrovert wants time with others for action. When an introvert is tired, stressed or feels bad he is likely to withdraw to a quiet place and engage in reflective activity that only involves himself. Introverts look to the inner world for energy and meaning.

Foreman (2007) avers that introverts have lower social engagement and energy levels than extroverts. They tend to be quiet, low key, deliberate, and less involved in the social world. Their lack of social involvement should not be interpreted as shyness or depression instead they are more independent of their social world than extroverts. Introverts need less stimulation than extroverts and more time alone. This does not mean that introverts are unfriendly or antisocial; rather, these persons are reserved in social situation adjustment.

Fat (2005) define the typical introvert as a quiet, retiring sort of person, introspective, fond of books rather than people; introverts is reserved and distant except with intimate friends. Introvert tend to plan ahead, “looks before he leaps” and distrusts the impulse of the moment. This person does not like excitement, takes matters of everyday life with proper seriousness, and likes a well-ordered mode of life. An introvert keep his feeling under close control, seldom behaves in an aggressive manner, and does not lose his temper easily. An introvert is reliable, somewhat pessimistic, and places great value on ethical standards. The introvert’s main focus is within his/her head, in the internal world of ideas and concepts; the extrovert’s primary focus is on the external world of people and activities Maqsud (2012). Such preferences or personality types impact many other elements such as perception, learning style, judgments, and sociological preferences (Cain, 2010; Ormel, Jeronimus & Riese, 2013).

Adjustment

The word adjustment connotes changes on the part of an individual in order to cope, fit and perform successfully in an environment where he belongs. Adjustment

commences when one is born into this world, it cannot be averted. Man does not exist in a vacuum. He exists alongside others. According to Child in Eweniyi and Ogunsanya (2006), adjustment is a necessary phenomenon that preludes peace and peaceful co-existence in human co-habitation. Dhanajay and Indrajeet (2014) liken adjustment to over size or undersized new clothes that necessarily require adjustment before achieving correct shape and usage. Adjustment focuses on understanding one's environment, understanding others, living in harmony with ourselves and with others. Adjustment is an individual's general adaptation to his/her environment and demands of life. Life is a continuous process of adjustment. Each day adolescents make countless adjustments, most of them apparently insignificant and many of them carried out more or less automatically without thought and often without awareness. Adjustment can be made in different areas of life such as education, career, social and so on depending on what one wants, to achieve in life or one's expectations.

The adolescent cannot exist alone because he cannot live in isolation, he co-exists and co-habits with other human beings. Adjustment is a behavioural process by which a person maintains balance among various needs that one encounters at a given point of time. Each and every situation of life demands that the person concerned should be able to effectively perform in accordance with some guiding Principles and should be able to strike a balance among various forces. Adjustment is defined as a process wherein one builds variations in the behaviour to achieve harmony with oneself, others or the environment with an aim to maintain the state of equilibrium between the individual and the environment. Adjustment is the outcome of the individual's attempts to deal with the

stress and meet his needs: also his efforts to maintain harmonious relationships with the environment. DeGraff, (2011).

Adjustment is an important component of man's existence as we strive all through our daily living to make one form of adjustment or the other. Adjustment refers to the process of adaptation in which one tries to strike a balance between the environment and his needs. Adjustment is behavioural process by which adolescents maintain a balance between their needs and the obstacles of their environment.

The work of Hormuth, (2010), Widiger, and Costa (2002) and Huitt (2004) reveal that the adjusted individual is that person who is able to fit easily into the normal patterns of the community he finds himself. This struggle to meet the challenges of life is central to everyone's existence (the adolescent inclusive). These challenges could be emotional or psychological or physical or social. Ikenyin, (2003), avers that the path of remediation varies from the philosophical, through the psychological, theological, emotional and social to systematic and scientific approaches. Adjustment requires harmony between what people believe in, and their actual conduct and environmental realities. In effect, adjustment is a selective feeling about people and not what people think about others. As a selective feeling, adjustment requires a selective response to different situations which we find ourselves (Wilbum & Smith, 2005, Nirmala, 2011).

According to Dhingra & Colleagues (2005), despite adjustive failure in some persons (adolescents inclusive), many people still live a well adjusted life. Psychologically, adjustment goes beyond problem-solving. Ray & Elliot (2006) say that effective adjustment skills are basic requirements for full human functioning. Adherence to the demands of adjustment would enable others to their world and is a social adjustment

plague (Mottus, Johnson & Derya, 2012). This social adjustment plague affects most of the adolescents today.

Social Adjustment

Dhingra and Colleagues, (2005) assert that social adjustment is a continuous process through which one changes to be in proper adjustment with his environment, others, and himself. The basic objective of adjustment is to set a balance between one's wishes and social expectations that affect all aspects of one's life. As a result, the person can respond properly to all environmental stimuli to acquire his favourable stimuli and reinforcement. Social adjustment is an effort made by an individual to cope with standards, values and needs of a society in order to be accepted. It can be defined as a psychological process that involves coping with new standards and values. In the technical language of psychology, getting along with the members of society as best, as one can is called adjustment. Social adjustment is a general process in which the individual changes response pattern as the social environment changes. It is the ability to adapt to the environment along with other human beings.

Adolescents face many social adjustments challenges every where people are found, hence the need for adjustment. From year to year, there are changes in teachers, classrooms, school, class rules and procedures, performance, expectations, difficulty of the work and peers. Adler's theory in Gray (2011) says that human beings strive to achieve in higher state of perfection to be constructive and to interact in a healthy way with others. Hartup and Rubin, (2013), Harms, (2012) and Mahdokht and Mina, (2009) suggest that as adolescents enter into their puberty, the various social adjustment, norms, values and standards of the contemporary societies where these adolescents are growing up can be

brought to their notice. Social adjustment is adaptation of the adolescents to the social environment. Adjustment may take place by adapting the self to the environment or by changing the environment. Social adjustment is an effort made by an individual to cope with standards, values and needs of a society in order to be accepted. It can be defined as a psychological process; it involves coping with new standard and value. This individual has to make special efforts to adjust with other unique organizations within the society. The social adjustment focus attention on the role of the environment in the social adjustment processes. Since social adjustment has earlier been noted to be affected by both external and internal factors, this cannot be over emphasized in the process of social adjustment.

Social adjustment is the process of the adolescent adapting into his social environment with some far reaching implications in his overall development (Musek & Janet, 2007; Spencer, James, Anthony & Charles, 2004). In other words, the social adjustment pattern of the adolescent affects all other areas of their development including mental, physical, moral, and emotional. Social adjustment enhances the acquisition of social acceptable behaviours. In this, some people are regarded as non- social, unsocial or antisocial. On this basis, social adolescents are those whose behaviour reflects success in the process of socialization. As a result, they can fit into any group with little or no problem of adjustment. The non social, unsocial and antisocial find it difficult to interact and mix up with others. Therefore, social adjustment becomes paramount so that adolescents can develop behaviours that are socially accepted to ensure that they fit easily into any group.

Jennifer, (2010) avert that social adjustment helps in the acquisition of positive social attitudes, which are essential in the development of a wholesome personality, through the acquisition of positive social attitudes, the individual adjust to reasonable behaviour patterns that are of great importance to social situations and groups. Some of these social settings groups include sense of cooperation, healthy rivalry, generosity, sympathy, empathy, dependence, friendliness, selfishness and imitation, all of which are necessary in living with others in the society. Through social adjustment, the individual develops an effective communication skill to interact with others. Other social skills, effective communication skilled developed through socialization reduce stage fright and enhance good oratory and socialization speeches.(Hartup & Rubin, 2013; Rebecca, Jessica, Emily & Nicole, 2013).

Gender

Gender could be seeing as the social forming of the biological sex, it is built on biological difference and transfuses those biological differences in the areas where it is completely baseless. World Health Organization(as cited in Dunapo, 2013) see gender as the characteristics roles and responsibilities of a women and men, boys and girls which are socially constructed. Gender is related to how people not acceptable are perceived and expected to think and act as women and men because of the way society is organized, not because of biological differences.

Joshua and William, (2008) opined that gender refers to the array of socially constructed roles and relationships, personality types, attitudes, behaviours, values, relative power and influence that society ascribes to the two sexes on differential basis. Gender is relational-gender roles and characteristics do not exist in isolation, but are defined in

relation to one another and through the relationships between women and men, girls and boys. Gender is the property that distinguishes organism on the basis of their reproductive roles as female or male (Diprete and Jennings 2013). Studies have it that there is erroneous belief that males have better personality types than females (Nuthanap, (2007). Gender relates to either male or female and how this quality affects their dispositions and perception toward adjusting socially in all facets of life.

There are differences in gender as it affects adolescents' personality types and their social adjustment (Okoh 2012; Robert & Mroczek 2008). This has necessitated the need to find out if there is any significant difference between male and female introverts and male and female extroverts in their personality types and social adjustment. Adolescents are males or females who are in the period of life from puberty to maturity; boys and girls whose sexual organs are fully grown and can become clearly distinguishable as sexuality beings. It is the view of this researcher that when the variables are taken together, a better understanding of the relationship of male and female introvert and male and female extrovert would be of considerable help in developing a more effective and practical counselling techniques for adolescents introversion and extroversion personality types and their social adjustment.

Costa, Terracciano, and McCrae (2005) believe that gender is the range of characteristics pertaining to masculinity and femininity and also see gender as having positive and negative influence on adolescents. The World Health Organization (as cited in Deone, Cathleen and Charles, 2013) defines gender as the socially constructed roles, behaviour, activities and attributes that a particular society considers for male and female. To Weiss (2007), gender usually refers to as traits and behaviours that a particular culture

judges to be appropriate for males and females. Gender differences in personality traits are often characterized in terms of male and female, which could be introvert or extrovert in personality types which can be rated as high, average or low traits.

This means that the females on the average are more nurturing, tenderly-minded, and altruistic more often and to a greater extent than males. The way a male will behave will surely be different from how a female will handle situations. A female is soft and tender but a male is strong and vigorous. This tends to influence their reaction and the way the male handles life which will cause behavioural differences because there exists anatomical and physiological differences. A female's interest, ability, aspiration, belief, attitudes and other personality traits will be different from that of the male counterpart.

Deyoung, Quilty and Peterson (2007) also reveal that gender differences in terms of personality types of adolescent is different, the patterns of behaviour in males and females on average differ, with the understanding that both males and females do not exhibit the same personality types and social behaviours which in turn affect their social adjustment. Gender differences do not imply that males and females only experience states on opposing ends of the trait spectrum; on the contrary, significant differences can exist along with a high degree of overlap between the distributions of social adjustment of personality types of males and females. Gender in this study refers to male and female adolescents' introverts and extroverts.

Theoretical Framework

This subsection examines relevant theoretical framework: theories that best explain the variables.

Theories of Adolescence

The importance attached to adolescence had led some philosophers and psychologists into scientific study of the adolescent period. Notable in this field are Hall, and Rousseau. Their studies have been put together in what is called 'Theories of Adolescence' (Eillm, 2015; Jennifer, 2010).

Hall's Theory (1904). At the beginning of the 20th century, scientific interest in the study of adolescence arose. The first psychologist to devote most of his time to the observational and experimental study of adolescent period was G.S.Hall. Hall (1904), considers adolescence a unique period in human development and the period between eight and twelve years of human life. At this period the adolescent experience a marvelous new birth. The personality and character of the individual take shape at this stage. Sexual organ is awoken with social instinct let loosed. Because of the new world the adolescent finds himself, he experiences stress with wreckage of body, mind and moral. Hall's effort must be praised for being the systematic approach to the study of the adolescence. No wonder then it influenced many educationists of his time. But from recent studies a few defects can be detected in his theory.

The first of these is that hall did not take into account the social rapport among adolescents and the relationship between them and their social environment that may help adolescents to be socially adjusted. Next, he seems to be unaware of individual difference, hence he considers all adolescents as one unit. Consequently, no peculiar deviation from

the group. This explains why he believes that acquired characteristics at this stage are definitely carried over to the next stage. This is also a serious weakness in the theory.

Rousseau's View: Rousseau's basic premise is that each condition and age of human life has its own maturity and perfection. His second premise is that each stage of human development corresponds with the growth of the individual and the history of human race. On these two premises, Rousseau based his school curriculum.

The first two years of life is an animal life in which the infant is unable to differentiate between feelings. The second is between two to twelve years of age which Rousseau called savage period. During this period, the individual operates on the animal level with neither reasoning nor sound judgment in his actions. The third stage is a short period, and it is between twelve to fifteen years of age. Although there is increase in physical strength, the adolescents live relatively self-sufficient lives with personal interest in their actions.

The fourth and final stage is a period of sex awakening which falls between fifteen and twenty-five years of age. It is a period of rebirth where many concepts: such as truth, beauty, goodness acquires a new meaning. The conscience then rules one's life and his actions can then be judged either wrong or right. The major criticism against this theory is that it is highly philosophical. It has neither observational basis nor experimental backing. The fact that Rousseau was neither a successful teacher nor a devoted parent compounded the whole situation thereby making the theory unacceptable scientifically.

Theory of Personality

Carl Jung Introversion and Extroversion Personality theory

Carl Jung (1923) was an early exponent of introversion-extroversion personality theory. Jung employed the term as psychological constructs for discriminating individuals into two main psychological types, introvert and extroverts. He identified four mental functions of consciousness alongside the attitudes of extroversion and introversion for which he is well known. Jung (1964) succinctly defines the four functions as corresponding to the obvious means by which consciousness obtains its orientation to experience. Sensation tells one that something exists, thinking tells one what it is, feeling tells one whether it is agreeable or not, and intuition tells where it comes from and where it is going.

Jung, (1923) gave a very extensive description of the personality traits which characterize the introvert and the extroverts respectively. According to him, the extrovert emerges as a person who values the outer world, both in its material and in its immaterial aspects (possession, riches, power, prestige); he seeks for social approval and tends to conform to the norms of his society, he is sociable, makes friends easily and trusts other people. He maintained that an extrovert shows outward physical activity, likes new things, new people and new impressions. Erin, (2010), Deone, Cathleen and Charles (2014) said that extroverts tend to be more physically and verbally active and are adventurous, assertive, frank, sociable and talkative.

They also maintained that introverts are independent, reserved, steady and like being alone. They are quiet, shy and unsociable. Jung in Joshua and William (2008) described them as the kind of people who do not wear a coat when it is cold outside, or do

they share the admonition of others for the new tenor. Their behaviour does not correspond in some sense to the objective situation. They are at best a bit odd, idiosyncratic, whimsical, at worst, they are egotistical, bizarre and withdrawn.

The type of extroversion and introversion is a central dimension of human personality theories. The terms introversion and extroversion were popularized by Carl Jung. Jung, (1923), in his theory explored the personality type of the adolescent, he believes that human behaviours or habits are patterns and attempted to understand and explain differences in personality according to those unique and variable patterns. Although he focused primarily on sensing, intuition, thinking, and feeling; introversion and extroversion were important components of his mental or psychological traits theory.

In Carl's view most people utilize elements of both introversion and extroversion in their daily lives. However, there is generally a dominant personality types that reflects how best the adolescent prefers to work or deal with the environment, especially in times of stress. Rouillon (2006) added that the adolescent introvert's main focus is within his/her head, in the internal world of ideas and concepts; while the adolescent extrovert's primary focus is on the external world of people and activities. Mullins, Sweatt and Widiger, (2005); Mroczek, and Spiro, (2003) believe that such preferences or personality types may impact many other elements such as perception, learning style, judgment and sociological preferences.

Furthermore, Jung, whose selection of introversion and extroversion typology was based on his clinical observation, tested the theory on numerous patients that constituted his subjects. He was able to classify each patient as either introvert or extrovert. He then postulated that most people are either predominantly introverted or predominantly

extroverted and that every human has both traits, it's the one that is predominant that is seen. This implies that personality type of introversion and extroversion correlate with social adjustment. On the other hand, the extroverted is realistic, conventional, sociable and generally aggressive. These attributes find expressions in the behaviour patterns of the individual and their social adjustment. Carl strongly emphasised that personality is complex and fluid mental process that each person uniquely possesses, influences the adolescent's cognition, emotion and behaviours. Behaviour connotes attitudes or personal character exhibited to typify a person in terms of his characteristics traits attitudes or qualities in behaviour which sometime leads to adjustment. These unique mental processes help adolescents when dealing with their environment. Adolescents are different from each other because they tend to possess different personality. When psychologists use the term 'personality' they are referring to something more than the role people play. Extroversion and introversion types are personality dimensions identified by Jung, (1923) as cited in McCrae, Terracciano and Antonio, (2005) as way of reacting to outer and inner, experiences. Jung in his classification of personality types classifies individuals into two types, Extroverts and introverts. According to him, each person is both introvert and extrovert with one part being more prominent than other. Some adolescents have been described as more bold, assertive and talkative than others. For almost equally long, these sets of behaviours have been thought to have a biological basis and be socially important. It states that to understand adolescent behaviours, there is the need to probe into the character traits of the adolescent.

Applied to adolescent personality type and their social adjustment, the theory proposed the way of discovering social problems of adolescent introverts and extroverts

and the ways the school counsellors probe into the deep seated character traits of the two personalities that are involved. The counsellor may need to discover the extent to which one can say for such that the present maladaptive behaviours and social problems amongst the student populace and the peculiarities and differences existing between the adolescents concern. To do this fully, Jung views the success or failure of any positive interaction between the adolescent introverts and extroverts as strongly linked to the personality characteristic and adjustments of the persons involved. Hence social adjustment can be achieved by meeting adolescent needs by knowing who they are and their personality types, which are being (introverts or extroverts). The theory therefore, has a place in this study.

Bandura Theory of Social learning

Bandura (1969) proposes, in his social learning theory that all facets of human behaviour are learnt from the environment. We learn or acquire a variety of new responses such as aggression, from a model. This implies therefore, that behaviour responses can be learnt through modeling such as parents, peers, teachers, and others in the environment. He suggested that environment causes behaviour, true; but behaviour causes environment as well. This person-environment behaviour element is highly correlated and represented by this model. In his social learning theory, models are important source for learning new behaviour and for achieving behavioural change in an institutionalized setting (school), that all facets of human behaviour are learnt from the environment by observation and imitation. Adolescents learnt or acquire a variety of new responses such as socially adjusted behaviour, from a model. Bandura meant to emphasize that new behaviour can be observed and learnt in order to change a person's perception or either be changed by them

for when there is a socially maladjusted behaviour in the personality types of adolescent, the introvert or extrovert will be affected.

Applied to adolescent life the theory assumes that, there are certain steps involved in the modeling process which were identified as three basic models of observational learning: live model, verbal instructional model and symbolic model.

1. A live model: which involve an actual individual demonstrating or acting out the behaviour. This is where the actual person demonstrates the desired behaviour to be learnt to the learner (adolescent) in order to observe, watch, see and imitate the desired behaviour in order to bring about desired change in the individual (adolescent).
2. A verbal instructional model, which involves descriptions and explanations of the behaviour. This is where the actual person describes the desired behaviour in detail, and instructs the participant on how to engage in the behaviour. The adolescent can be instructed on how to engage in the behaviour in order to bring about a desired change (adjustment).
3. Symbolic model, which involves real or fictional characters displaying behaviour in books, films, real, television programmes, or online media. An important factor of Bandura's social learning theory is the emphasis on repetition (Reciprocal determinant).

Social learning theory modelling process involves several steps, Attention, Retention, Reproduction and motivation.

Attention:

In order to learn, you need to be paying attention. Anything that distracts your attention is going to have a negative effect on observational learning. For an adolescent who could be introvert or extrovert to observe behaviour and imitate such behaviour(learning) attention is highly needed on the part of the learner(adolescent) to be able to learn all that is required from him/her, the adolescent must pay attention to the model.

Retention:

The ability to store information is also an important part of the learning process. Retention can be affected by a number of factors, but the ability to pull up information later and act on it is vital to observational learning. For an adolescent to store information he/she must pay adequate attention to the observed behaviour, that is the only way the learner(adolescent) would have been said to have learnt.

Reproduction:

Once you have paid attention to the model and retained the information, it is time to actually perform the behaviour you observed. Further practice of the learned behaviour leads to improvement and skill advancement.

Motivation:

Motivation is an important factor in psychological issues; it is channeling or directing behaviour towards satisfying a need. It is a drive or an urge to do something. Every individual has motives driving the forces behind self actions, needs or intentions. Satisfying a need plays an important part in behaviour when need is fulfilled. The adolescent is satisfied, confident and happy, but when not satisfied the result is frustration

leading to be withdrawn. These will determine the behavioural patterns of adolescents; this may include timidity, shyness, fear, worry, isolation, and poor self image. Finally, in order for observational learning to be successful, adolescent(s) either introvert or extrovert has to be motivated to imitate the behaviour that has been modelled.

This means that today, both teachers and parents recognize the importance of modelling appropriately. Other social strategies such as encouraging children and building self-efficacy are also rooted in social learning theory. Social learning has sometimes been called a bridge between behaviourist and cognitive learning theories because it encompasses attention, memory, and motivation. SLT is relevant to this study because it dwells on observational learning i.e. adolescent learning from parents, teachers, psychologists, peers and others, so adolescent retain what they learn which they later reproduce and this eventually leads to improvement in their social activities and social adjustment; hence the relevance of this SLT to this study.

This theory sees behaviour as a function of individual inherent attitudes and their environment. Adjustment according to the social learning theory is a product of interaction between the individual and his social environment. Ali (2008) argues that environmental circumstances can modify human behaviour. That is to say that person, environment and behaviour are three interrelated variables. Teachers and counsellors should make effort to provide conducive environment for learners. Obe (2009) Maintained that human behaviour in general is a perfect function of the person concerned plus the environment.

Agbana (2003) posits that people agree on the fact that most human behaviours are learned and can be unlearned, changed and modified if such behaviours are not

inconformity with the societal norms and values. This means that such behaviours can be modified and sustained over time; the attitudes and feelings of the people concerned shall also be changed in order to be consistent with the current behaviour.

Indeed, when two individuals interact, they become part of each other's environment, and the behaviour of each partly determines the behaviour of the other. When adolescents are not adjusted in behaviour the older's adults are liable to be blamed for the unadjusted (maladjusted) behaviour. Socially maladjusted adolescents are found almost in every classroom, home and even in the streets; the irony about the socially unadjusted adolescents is that, the school curriculum does not make special or adequate provision for their training. The consequence is that, the special attention which they need most is never given to them. Worse still is the fact that they are labeled differently even by interest groups. At home, they are referred to as stubborn children, if they break the law, and the judge calls them delinquent. The social worker and counsellor see them as withdrawn and introverted; and the teacher labels them as "incurable" Santrock, (2012). With these different labels, they are treated differently by various significant others depending on how they are perceived. Often times the teachers are confused on what to do with such adolescents and other non-conforming. Thus they are either neglected, or every misbehaviour on their part is promptly punished. From the psychological point of view, the use of punishment does not help to foster social adjustment among such adolescents.

The path of remediation when adolescents are faced with severe social adjustment problems is extensive. When the casual factor is a deep-seated psychological factor, appropriate must be used. It is pertinent to note that at adolescence, adolescents start to organize and harmonise their social feelings. Their limited life experiences and dependence

on significant others do not make it a smooth process for them. The result is that instead of becoming stable and socially well adjusted individuals, many adolescents often display primitive instincts without control. As the adolescents attempt to cope with the demand of everyday living, they experience a number of social adjustment problems which include depression, lying, bullying, shyness, truancy, and deviancy. In attempt to solve these social adjustment problems, some turn to drug use. Since, older adults parent, teachers and school counsellor each of them neglect their roles contribute immensely to generating social problem at hand.

This point must be seen as most significant in Nigeria as the school counsellor is therefore expected under this frame work to ensure that older adults live up to expectation, knowing that adolescents learn by observations, imitations. Indeed, the greatest implication of this theory for effective school group counselling in any setting is the light which the theory appears to give us understanding clearly that, often when adolescents display any form of deviant behaviour the root cause may not be found within the adolescent but rather, may be found to come from the outside, that is the environment, such as can come from peers, neighbour, family, parents, teachers and others alike.

Similarly, the right of adolescents are not respected and suppressed due to culture and religion. Thus adolescent are not given chance to adjust socially. Even when given chance, some of these learned behaviours as exhibited by adolescents may run counter to each leading to gross maladjustment, because behaviour influence adjustments too. The inability to socially adjust positively inadvertently affects adolescents in every sphere of his life. It is for this essence that this study is anchored on this theory. These theories (Carl Jung personality and Bandura social learning theories), more than any other else explain

the study better and hence provide an anchor for the study, first the Carl Jung theory explains adolescents' personality types, describes the introversion and extroversion traits. Secondly, Bandura social learning explains how the adolescents can observe, imitate the desired behaviour and learn it by adjusting to the behaviour.

Theoretical Studies

Studies on Adolescents

Abhinav, Rajdeep, Shahila and Zaved (2014) after carrying out extensive research arrived at what he called development task for the adolescent. The adolescent, he says must accept his physique, relate more maturely with peers of both sexes, develop either feminine or masculine role, prepares for marital life and achieve emotional independent from both his parents and elders. Other tasks which the adolescent must strive to accomplish include economic independent and choice of a career, acquisition of ethical responsible behaviour and intellectual skills. What these amount to is that adolescence is a seat of many activities (Cattell, & Mead, 2014; Zafar & Meenakshi, 2012) which an individual engages in. Although many of such activities have their roots in infancy and childhood, this stage of human development in rate of counts a lot for a particular individual and unless he or she takes great care, this person's may become emotionally unadjusted.

Bringman and Campbell (2003) found that among adolescents, there are differences in rate of maturation and consequently, differential adjustment rate and level. Before puberty, both males and females are equal in their strength. However, maturation rate in female is faster than in male. This explains why growth spurt in female adolescents is two years earlier than that of male adolescents. Once growth spurt had been completed sexual

maturation follows. On the average, Chahau (2012) finds that females reach puberty at twelve and a half years while males reach it in their fourteenth year of existence. Even within adolescents of the same sex, some complete their development before others start (Joshua, 2008 & Kaplan, 2004). On what impact these differences have on the adolescents, (Spencer, James, Anothy & Charles, 2004) opine that earlier maturing boys are more popular and well adjusted emotionally than slow-maturing boys who are smaller and weaker. As these differences affect their social behaviour and personality, so they affect their academic performance and cognitive development and psychological wellbeing.

Studies by Rothmann, (2013) and Shiner, Caspi (2003) reveal further differences between fast-maturing and late-maturing adolescents. According to them, fast-maturing males are always self-confident, high in self-esteem and could be chosen as leaders by fellow peers. The slow-maturing boys do not only lack self-confidence, they seek attention and engage in bossy activities which ultimately make them unpopular among peers. On the part of the females, early-maturing girls are at least a step ahead of their fellow girls who are late-maturers in social outlook and adjustment. On the contrary, late-maturing girls are confident and outgoing, but encounter difficulties in stressful situations as adults. What these findings amount to is that the adolescent experience has lasting impact on the individual concerned. As an adolescent, such an experience determines his or her attitude to situations and circumstances. Adolescents' adjustment behaviour could therefore be understood as an attempt to regain lost balance or stability (UNICEF 2012). This move is an attempt at consolidation which sometimes leads to prolong adolescence, a stage which Owaa, Raburu and Aloka (2015), Obe (2009) Tamir (2009) prefer to call youthfulness in contradistinction from adolescence and adulthood. The rapport between parents and their

adolescent siblings had given psychologists and psychiatrists some concern for quite some time (Rentfrow and Gosling, 2003). Both groups, on separate studies, had attempted to validate the generation gap hypothesis. The hypothesis states that there exists a conflict between parents and their children at adolescence. This conflict is the inability of parents to recognize the relatively independence of teenagers at adolescence, their peculiar reasoning and horizon.

Fleeson and Gallagher (2009) finding reveals that generation gap between parents and their adolescents occur only in exceptional cases. Depending on the stage of adolescence, adolescents may argue with their parent about clothes about, hair and car. Rebellion in male adolescents reaches climax at twelve and thirteen, a period which falls between the last year of early adolescence and the first year of middle adolescence. That late adolescents are not as rebellious, because is a sign of maturity and their willingness to accommodate other people's view. It is, however, debatable whether offer's conclusion that parent-child conflict may be the exception rather than the rule is valid since he deliberately chosen 'normal' subjects as samples. While it could be argued that his captive sample is a form of control for an extraneous variable (psychological or mental disorder) it can also be argued that his choice of subjects may have influenced his results. In order to remove this doubt, other studies were carried out by Ganesh (2012) and Fairweather (2012) that the generation gap hypothesis is not tenable. In fact, parents significantly influence adolescents' behaviour (Robert, Mroczek, Caspi, Shiner, Caspi & Goldberg , 2013). Specifically, parents influence their adolescents' plan while peers influence their actions about immediate identity (Widiger and Costa, 2010). In adolescences, emotionality may be manifested in forms of fear, anxiety, guilt, depression, stress, insecurity, happiness,

love and affection. In some cases, childhood fears are carried over to adolescence; while some fears are created in adolescence. Investigations have revealed that fear come from events within the environment which overpower the child; and females are more fearful than males (Ybrandt, 2008, Young and Bradley, 2008).

Clark (2014) find that good adjustment to situation, feeling of superiority, release of pent-up energy and perception of comic elements in situation cause happiness in adolescence. Modern adolescents seem to be happier than adolescents of the past because they seem to be more aware of their home and school environments. In a study consisting of 100 subjects, Diener, Oishi & Lucas (2012), Elliot (2000) made comparison of the adjustment problem of adolescent from double-parent home. Findings indicate no significant difference between general anxiety level and examination anxiety level of those from single-parent and those from double-parent homes.

Theoretical Studies on Adolescent personality types (introvert and extrovert)

The individual acts consistently in terms of the kind of self he or she is made up of, he or she could be lovable or unattractive, bright or stupid, capable or clumsy, and so on. Personality could be seen as the unique pattern or organization of the individual's adjustment habits, that is to say, the persistent tendencies in his mental life as developed through his capabilities interacting with a complex social environment. Thus, a leading spokesman for this point of view, Allport (1961, as cited in Block, 2010) postulates that the element of personality cannot be meaningfully analyzed because they already have become fused in the very process of personality formation. For him personality exists only

when the common features of human nature already interacted with one another and produced unique self-continuing, and evolving systems.

Cheng and Furnham (2012) asserts that Introverts get their energy from themselves and are drained by people; extroverts get their energy from other people and are drained by being alone. Matthew, Deary and Whiteman (2003) see introverts as belonging to two distinct groups: Group A: Self-sufficient, confident, hardworking, with firm goals, self-actualizing, reserved, preferring activities that involve inner experience and introspection; and Group B: Shy, timid, withdrawn with low self-concept, lacking in communication skills, demonstrating fear of people, dread of doing things in front of others, who prefer being left alone. One can only conjecture whether or not some of the elements in Group B are a result of being constantly criticized for not being more social or more outgoing.

Since most individuals belong to the extrovert category (three to one), being introverted commonly means being misunderstood, just like giftedness! This is not to say however that introversion cannot be a problem. It is similar to perfectionism in that a little is beneficial and too much is harmful. Some things to look for: When the individual has no friends and spends all their time alone but not by choice. When the individual is depressed about having no friends. When the individual refuses to work with others for any reason. When the individual demonstrates marked behaviour changes (marked weight loss or gain, sleeps much more or less, physical distress, withdrawal, and so on). All of these warrant immediate attention by a school counsellor or another appropriate caregiver. Commonly, it is not the introversion that causes these but it may be a general inability to make and keep friends that does it. Social skills can be learned and such training is appropriate even for gifted individuals.

According to Kaplan (2012), Kate and Monisha (2009) the characteristics of the introverts are reflected in their presence for and on their greater satisfaction with the world around them. They retreat to their world when difficulties arise, perhaps in order to avoid conflict. Their actions are cautious, and they do not like situations where they are in danger of losing control of themselves and where they may become the centre of interest. On the other hand, he sees the extroverts as those who prefer the world outside themselves and are constantly looking out for new links with people and things. They seem so full of life and their company is enjoyed by others and this group of persons is attraction.

Furthermore Judge, Livingston and Hurst (2012), in his study identifies the extreme introverts as well as extreme extroverts (Ambivert). According to him, the extreme introverted is liable to melancholy and deep depression. He is the type most likely to commit suicide. The extreme extroverted is the outgoing, friendly or aggressive type always keen on an argument or looking for a fight. However, the vast majority of people seek either the quiet life of the moderate introvert or the eventful life of the moderate extrovert. The extremes are observed by Harrison as exceptional.

Carivez and Allen (2005) noted that Jung's introversion and extroversion traits had been investigated by psychologists in much the same way as Freud's concept of personality. Lynn is of the view that introversion and extroversion traits are not regarded as separate traits as sometimes was implied by introversion and extroversion.

Odebunmi (1990) re-stated Jung's formulated ways of distinguishing between the introverts and the extroverts. According to him, the introvert would leave in a dream world, plan for the future, and values his standards and sentiments. He would be interested in the underlying invisible forces and laws of nature. He is intuitive and imaginative. He

prefers thought and planning and hesitates in reaching a final decision. On the other hand the extrovert would be in the present and value his possession. He would be interested in visible tangible world. He is very practical and likes action. He makes decisions quickly and easily. In his work titled descriptive Personality Measurement Techniques for Nigerian Counsellors, Odebunmi (1986, 1990) designed ten socio-psychological test items for classifying respondents into introverts and extroverts. Brandbury (2008) expanded this test to cover twenty items known as the introversion and extroversion scales. He further noted that in classifying people into introverts and extroverts, many individuals are observed to fall within the middle of the two extremes. This group is referred to as ambiverts, these adolescents also need the help of school counsellors to assist them, to develop wholesomely and be well adjusted.

Introverts are the exact opposites of extroverts in many ways. They are shy, quieter people of the world. They often have trouble remembering names and faces of people they have met. They prefer to work alone lost in their own thought rather than working with other people on a project. Introverts are often seen as the 'loners' of society. In general, there are at least three basic characteristics of extroversion that make it important to study. First, extroversion has emerged as one of the fundamental dimensions of personality (Kuppens, 2008; Musek & Janet, 2007). As such, extroversion has the potential to explain the covariation of a wide variety of behaviours, which is one of the central concerns for the Identity of personality (Diener, Oishi & Lucas, 2003). Second, extroversion predicts active functioning and well-being across a wide variety of domains (DeFeyter, Claudia, & Dries, 2012) from cognitive performance and social endeavors (Fat, 2005) to social economic status (Roberts, Kuncel, Shiner, Caspi, & Goldberg, 2007).

Third, extroversion predicts risk and also resilience for different forms of psychopathology (Robert & Mroczek, 2008). It is very difficult for an extrovert to understand an introvert. Therefore the teacher may see the introverted student as someone with a problem, not as simply someone with a different personality type.

This may lead to attempts to get them to be 'friendlier,' to work in larger groups, to talk more often and more spontaneously, and to be more outgoing and interactive. There is nothing wrong with being an introvert. It does not need to be cured. It simply needs to be understood and accepted. Of course teachers need to be able to tell when the introversion (or extroversion) is dysfunctional, but introverted students do not need to be changed to match other students. If social skills are lacking, teach them. Instruction for the introvert should differ from that provided for the extrovert (Eysenck, K.H.J & Eysenck, S.B.G., 2008).

Researches have shown that introverts are different from extroverts and this difference is very difficult for the extrovert to understand because they do not operate in the same fashion. And because they do not understand it, the school counsellor can observe and pay attention to the introvert student(s) by continually trying to help the introvert become more social, more gregarious, more outgoing, and have more fun from the extrovert perspective. This can be done by introducing/presenting the learner (adolescents) with a live model. The school counsellor or teacher can observe the behaviour in the adolescents and introduce a live model to remove/change the undesired behaviour in the personality type of the introvert.

The counsellor/teacher can equally counsel the adolescent concerned to remove undesired behaviour and to bring about a desired behaviour which is socially adjusted. The

use of symbols can be introduced, with the use of symbols or learnings material, learning can be made easy, for easy comprehension and retention teaching aids or symbols is required. This brings about adolescents' personality types and their social adjustment. Adding the intensity and sensitivity of the gifted to the needs of the introvert makes this a situation that needs to be actively addressed by educators and parents. These are just some examples of introverted individuals. These aren't simply shy people, although certainly many are shy. They also are not simply depressed individuals, although introverts just as extroverts can be depressed (Ilesanmi, 2005; Lewis 2001).

Fairweather (2012) postulates environments which extroverts may find boring. Career counsellors often use personality traits, along with other factors such as skill and interest, to advise their clients. Research shows that behavioural immune system may influence gregariousness. Although extroversion is associated with many positive outcomes like higher levels of happiness, those extroverted people are also likely to be exposed to interpersonally transmitted infectious diseases as they tend to contact more people. When individuals are more vulnerable to infection, the cost of being sociable will be relatively greater. Therefore, people are less extroversive when they feel vulnerable and vice versa. Although neither introversion nor extroversion is pathological, psychotherapists can take temperament into account when treating clients. Clients may respond better to different types of treatment depending on where they fall on the introversion/extroversion spectrum. Teachers can also consider temperament when dealing with their students, for example acknowledging that introverted adolescent need more encouragement to speak in class while extroverted adolescents may grow restless during long periods of quiet study.

The personality type of every adolescent is not the same. There is a lot of variability and dispersion. The variability cannot be attributed to a single factor, but it is the outcome of number of factors as home environment, family, inborn, self-concept, school, peers, neighbourhood and the adolescents' position in the family, all these with gender of the adolescents also are influencing factor on personality traits (behaviour).

Klimstra (2012) revealed that introversion is the state of/or tendency toward being wholly or predominantly concerned with and interested in one's own mental life. Introverts are typically more reserved or reflective. Some popular psychologists have characterized introverts as people whose energy tends to expand through reflection and dwindle during interaction. Introverts often take pleasure in solitary activities such as reading, writing, using computers, hiking and fishing. The archetypal artist, writer, sculptor, engineer, composer and inventor are all highly introverted.

Theoretical Studies on Adolescent Social Adjustment

Diener (2003) reported two studies both concerned with personality correlates of adolescents social adjustment. In the first, three groups of students completed the Eysenck personality Questionnaire and adolescent social scale. The regression analysis for each group, and the total group, indicated that extroversion and neuroticism were the strongest predictors of adolescent. In the second, three samples were given the socio scale and personality scale. The total as well as sub scale scores on both measures were significantly positively correlated with adolescents, indicating a close relationship between measures.

Matthew and Laure (2015) worked on personality correlates of social adjustment of adolescents explaining interactive effects of extroversion and arousal on performance. Two experiments on the effects of extroversion and personality trait.(measure by

questionnaire) on creativity index were reported. He found that in general, extroversion was independent of arousal and data from the second experiment suggested that there was no marked of interaction and socialization on the part of introvert adolescents.

However, every individual is unique and has a unique way of behaving towards the environment. This uniqueness determines the degree of adjustment of every person. Personality is not only concerned with the total individual but also with the individual differences recognizing that people are similar in some ways. Personality theories attempt to understand behaviour by examining the complex relationships among the different aspect of an individual's functioning including such aspects as learning, perception and motivation.

Ahmadi (2015) said that personality traits are expressed in interactions, which are in turn – reflected in social behaviour which eventually produces behavioural patterns. According to Adesoji (2010) personality refers to the interacted and dynamic organization of the physical, mental and special qualities of an individual as it manifests itself in his interactions in the environment. This means that an adolescent's personality is a trait or characteristic that is peculiar to each adolescents and which grows out of their social experiences in life. It follows therefore that no two persons will have exactly the same personality, since a person acquires his personality characteristics from his social experiences through the process of socialization and since social learning adjustment, is a continuous process; it means that a person's personality is always undergoing some dynamic changes in order to accommodate new social behaviour acquired. Therefore an adolescent's personality grows out of his socializing adjustment.

Moreover, Eriba, (2012), Erin (2010) asserted that introverts interaction in the school environment shows that school is not a positive experience for many gifted introverts. It can be loud, crowded, superficial, boring, over stimulating, and focused on action, not reflection. Think about the school environment for a moment. Where can a student be alone or at least with only a few others sometimes during the regular day? Why the request to work alone commonly is denied? How much of a day do you believe is dedicated to private reflection or enforced quiet? Modern schools seem to be designed for extroverts. From the beginning of the day (especially if the person's have to ride the bus), the day is full of large groups and large areas, large classes, lunch in a common area, physical education in a large group and in a large gym, locker rooms, assemblies, home room, and so on.

All of these are ideal for the adolescents who like to be with others, who talks easily and loudly to anyone who will listen, who tolerates crowds and noise, who gets restless without involvement with other people, and who prefers to focus towards activity and action. The culture and environment benefit the extroverts because these person's match their needs and social differences. Lunch time in a school cafeteria is an excellent example of what can be overwhelming to an introvert. And it is not just students who are impacted by this design. Introverted teachers and administrators, if they are to survive, have to develop coping strategies so that they, too, can maintain their equilibrium. They have to learn to deal with classrooms full of extroverts, noise, organized chaos, and crowds, just like the adolescents.

It is very difficult for an extrovert to understand an introvert. Therefore the teacher may see the introverted student as someone with a problem, not as simply someone with a

different personality type. This may lead to attempts to get them to be friendlier, to work in larger groups, to talk more often and more spontaneously, and to be more outgoing and interactive. There is nothing wrong with being an introvert. It does not need to be cured. It simply needs to be understood and accepted. Of course teachers need to be able to tell when the introversion (or extroversion) is dysfunctional, but introverted students do not need to be changed to match other students. If social skills are lacking, teach them. Instruction for the introvert should differ from that provided for the extrovert.

Theoretical studies on Gender

According to Soto and John, (2009) Gender could be seen as the social forming of the biological sex, it is built on biological difference and transfuses those biological differences in the areas where it is completely groundless. Gender differences are in personality types, knowing that individuals behave and socialize differently. However, the Big Five do not exhaust all of the important distinctions among personality types. Traits are hierarchically organized such that more specific traits that vary together are grouped within higher-order factors. In the study of gender differences, therefore, one can investigate gender differences in personality types at multiple levels of resolution.

W.H.O., (1998) see gender as the characteristics roles and responsibilities of a woman and men, boys and girls which are socially constructed. Gender is related to how we are perceived and expected to think and act as women and men because of the way society is organized, not because of biological differences.

Shiner, (2003) opined that gender refers to the array of socially constructed roles and relationships, personality traits, attitudes, behaviours, values, relative power and influence that society ascribes to the two sexes on differential basis. Gender is relational-

gender roles and characteristics do not exist in isolation, but are defined in relation to one another and through the relationships between women and men, girls and boys. Gender is the property that distinguishes organism on the basis of their reproductive role as female or male. Bouchard (2013). Studies have shows that there ae erroneous belief that males have better personality types than female. Nuthanap, (2007). Gender relates to either male or female and how this quality affects their dispositions and perception toward adjusting socially in all facets of life. The difference in gender as it affects adolescents' personality type and their social adjustment (Okoh 2012; Robert and mroczek 2008). This has necessitated the need to find out if there is any significant difference between male and female introverts and male and female extroverts in their personality types and social adjustment. Adolescents are males or female who are in the period of life from puberty to maturity; boys and girls whose sexual organs are fully grown and can become clearly distinguishable as sexual beings. It is the view of the researcher that when the variables are taken together, a better understanding of the relationship of male and extrovert would be of considerable help in developing a more effective and practical counselling techniques for adolescents introversion and extrovision personality types and their social adjustment.

DeFeyter, Ralf, Claudia, and Dries (2012) believe that gender is the range of characteristics pertaining to masculinity and femininity and also see gender has having positive and negative influence on adolescents. The World Health Organization defines genders as the socially constructed roles, behaviours, activities and attributes that a particular society considers for male and female. To Robins and Tracy (2007), gender usually is refers to as traits and behaviour that a particular culture judges to be appropriate for male and female. Gender differences in personality types are often characterized in

terms of male and female, which could be introverts or extroverts in personality types which can be rated as high average or low traits.

This means that the female on the average are more nurturing, tenderly-minded and altruistic more often and to a greater extent than males. The way a male will behave will surely be different from how a female will handle situation. A female is soft and tender but a male is strong and vigorous. This tends to influence their reaction and the way the male handle life which will cause behavioural differences because there exists anatomical and physiological differences. A female's interest, ability, aspiration, belief, attitudes and other personality types will be different from that of the male counterpart.

Deyoung, Quilty and Peterson (2007), Rogers (1959; 2008) also reveal that gender differences in terms of personality types of adolescent is, therefore different, the patterns of behaviours in male and female on average differ with the understanding that both males and females do not exhibit the same personality types and social behaviours which in turn affect the adolescent social adjustment. Gender differences do not imply that males and females only experience states on opposing ends of the trait spectrum; on the contrary, significant differences can exist along with a high degree of overlap between the distributions of social adjustment of personality types of males and females. Gender in this study refers to male and female adolescents' introverts and extroverts.

Factors Affecting Social Adjustment of Individuals

A number of Factors affect the personality and social adjustment of the individual. These factors will be viewed from two perspectives. These are:

- (a) External or environmental factors
- (b) Internal or personal factors

The factors that are considered as external or environmental in the social adjustment of individuals include: the family, religious groups, the school, peer group, the larger community and the mass media. The internal factors on the other hand include inherited potentials, individual physique, maturational level, intellectual ability and personality traits.

Environmental Factors

The environmental conditions that an adolescent finds himself/herself will dictate how such adolescent will behave. A decent and creative environment will enhance reasonable behaviour but you may not be able to predict the likely outcome of an adolescent under a poor conditioned environment. Environmental factors such as furniture, architectural style (interior decoration), lighting conditions, colour, temperature, noise and music affect the behaviour of individuals during interaction. The two environmental stressors in form of temperature overcrowding can lead to unadjusted behaviours. The environment has a significant influence on the development of the adolescent and on his/her subsequent behaviours and attitudes. For normal behaviour, there must be a good environment; a bad environment will adversely affect normal behaviour. Personality is not born out of only hereditary factors. Heredity gives only the blue print in conditions of chromosomes and genes. But the actual action on those genes is dependent on the availability of environment conducive for that. Ilesanmi (2008). The following environment can be identified:

Physical/Home environment: these may consist of geographical factors like climate, physical features, and an urban or rural environment.

These affect the development of the adolescents. They affect personality, character and outlook. They affect ways of talking, ways of dressing and even ways of walking. They also affect behaviour and attitudes of adolescents. The kind of environment that exists in the family, also affects children personality a great deal especially the adolescents. Families which enjoy strong emotional tie among siblings and parents are supportive and encouraging to their children. Adolescents from such families are self-confident, proactive, emotionally stable, and socially well adjusted. Umezulike and Njumogu, (2015)

Social environment:

This is provided mainly by the people around the person. The voices the person hears and the food the person takes or drinks influence the way the adolescent behaves. Good life styles will make a person feel that he/she belongs somewhere and is secured. A poor social environment, on the other hand, contributes to maladjustment in a person's behaviour (Egbule, 2009; Oyeyemi, 2012). This family is the most violent group in our community and home, the most violent setting exhibiting such acts as beating, rapping, slapping, maiming burying, and stabbing with such hostile social environment, adolescents are likely to have symptoms of anxiety, depression and development of psycho-pathetic personality. The family functions of rising the youth (adolescent) in a healthy manner is gradually disappearing, since the parents are more engaged in search of money or as a result of marital conflicts. It is the parent's role to provide the adolescent with a safe, secure, nurturing, loving and supportive environment that allows the adolescent to develop knowledge, value, attitudes and the social behaviours necessary to become a well adjusted person, making a productive contribution to self, family and the society.

Akinboye, (2015) agree that the society has become multicomplex and the adolescent roles is very diffuse and confuse, with knowledge explosion, material wealth pursuit, plurality of the society and estrangement from extended family system, the hypocrisy of adult standards, the fallacy of physical maturity along side with economic independence. The agencies that assist the adolescent in making the transition from childhood into adulthood constitute of the family, and close-knit community. Adolescents themselves have cultural capital to acquire to become successful adults with full societal recognition; it is the wish and aspiration of every home and family to nurture honest, trustworthy, physically skilled, intellectually capable adolescents.

All civilized culture and societies from time immemorial have considered the upbringing of the adolescent with utmost importance and it is a responsibility that must be carried out. In specific terms, character and intellectual training from the corner tone typical African tradition of upbringing of an adolescent was a communal joint effort with each and every member of the community and these ideals are shared by all and sundry. Adolescents benefit from the community training and experience which gives meaning to learning and performance at school and help adolescent to be well developed and socially adjusted.

Akinade, (2013), In Nigeria and all over the world, students' militancy in the schools has come to be recognized as one of the most visible perennial problems of significance. Crises among students are proving to be the most ubiquitous single factor describing the members of the society.

Parents

The principal agent responsible for the transmission of worth-while value on the growing child is the family (that is parents). The adolescent is a product of a family; no child is constituted at birth that it must inevitably be law abiding. Hence it is the duty of the parents to give a functional, stable and adequate parental care and affection to their children especially the adolescent. It is impossible to envisage any form of social organization without the types. The adolescent who gained real satisfaction in the period of infancy through the love and direction of parents will be a healthier child emotionally and socially adjusted. According to Abububakar (2007), parents have significant impact on the lives of their children while some are good role models for their; the reverse is the case in some instances. In some families the social behaviours of parents negate good upbringing of adolescents.

Markley, Markley, Ericksen and Tinsley (2010), found out that most researcher have it that adolescent were found to have been introduced knowingly to wrong social life by their parents. Adult person ought to be significant order in the lives of adolescents. However, some parents have failed to portray themselves as model of good behaviours to their adolescents, by smoking, drinking of alcohol and use of drugs as well keeping late nights outside the home; parents teach their adolescents wrong social values. Parental influence was identified as critical factor in adolescent drinking, that is, adolescent that drink regularly also does other thing that can put them or those around them at risk for harm. Such behaviours includes illegal drug, fighting, disobedient to constituted authorities, carrying weapons and having unsafe sex.

In line with this Tamir (2009), has it that children are great imitator and most of the things they learn to do are through watching and mimicking significant adults in their

environment and that his begins in the home where the adolescent interact with members of nuclear family for fairly time before the adolescent has contact with other people in the society. The example set by parents and older sibling in their attitudes, speech and reactions towards others may foster similar conducts and attitudes in the adolescents. Behaviour problems prevalent in homes with wrong social include drinking, smoking, drug addition, prostitution and armed robbery. The family being the first socialization agency has direct influence on the adolescent. Adults and young people who engaged in criminal/delinquent behaviours have been exposed to dysfunctional or unstable family lives during their formative years.

(Umezulike & Njumogu, 2015), opined that good family types inhabited by loving parents and characterized by cordial parent-children relationships, warmth, good communication, affection and problem solving generally appear to have some resistance to deviant behaviours. It also said that parents create their children psychologically as well as physically. The adolescents energy and willingness to master his environment, his self control and sociability buoyancy are set, not only by genetic type but also by the regime stimulation and kind of contact provided by their parents, the inadequacies of the adolescents are due to parental unavailability. The relationships between parents and their adolescent have certain characteristic that exert tremendous and permanent impart on one another. The prents is the most important and earliest source of the adolescent intellectual competence that can assit in the mastery of academic work in school, thus the adolescent education not only in providing support for what goes on in formal schools but how these adolescent can interact socially and be well adjusted in life.

Umezulike & Njumogu, (2015), opined that today, it is observed that many parents (both father and mother) in Nigeria especially in the urban areas, are so engaged in search for money to the total neglect of their children. The presence of both parents in the home gives confidence and security to the adolescent and instills discipline into the adolescents. It is therefore devastating and agonizing if there is divorce. Delinquent offences prevail among adolescents from such homes. It is therefore very pertinent for parents to know that because adolescents usually live with their parent and siblings and because their lives are so inextricably bound up with them, any attempt to alter patterns of interactions in families necessitates abnormal behaviours. Family conflict and discord is apparently the key contributor to delinquency problems, the conflict can result to emotional illness, suicide, lack of structure, anger, and financial burden, and juvenile delinquency, spiritual and moral decline.

Consequently stress becomes inevitable, because of the adolescents inability to meet their daily needs. Stress resulting from the needs and over burden roles lures the adolescent towards side taking either against present or absent parent. (if both are alive) fail, the adolescent is likely to adopt disobedience and apathy towards either of the parent or is transferred to the whole sex or neighbours. The transferred hostility or pathy to neighbours is the beginning of social instability, Nwadinobi and Akujieze, (2015) attribute lack or absent of adequate care, to maladjustment in behaviours and character, as adolescents under such social environment have special stress and adjustments including aggression. This is likely because the background leading to single parenting results from variety of marital conflicts or the crack of marriage which seem to be doing more harm than good to pro-social development of adolescent as the consequences do not augur well

for adolescent social, political and economic well-being, rather it brings about under development in the country as a whole.

The present day society bequeaths violence to the young generations; adults live in a violent society in which many families have incorporated violence as a value, a way of life. They use it as a method of control, including in some cases downright cruelty, and through imitation this kind of behaviour perpetuates itself from one generation to another. Delinquent behaviours that manifest as result of home conflict and discord more others are aggression, bullying, destructive, and fighting, vandalism and cultism. The incidence of behaviour problems among adolescents has frequently been found greater in one-parent families. Separation from a parent by itself causes delinquency. It can leads to anxiety which in turn leads to maladaptive behaviours; the adolescents who find themselves in such situations suffer a lot of neglect from parents and therefore seek the control and comfort outside the home. This is dangerous to the social lives of the adolescents.

Parents are the first persons who enter into interaction with the child; different parents treat their children differently. The parenting styles being used by parents also have tremendous influences on the behaviours of their adolescent and how they react to situation and challenges. The explanation given by parents on the rules and regulations and on the issues affecting the child is gateway to the adolescent social development of self-esteem, self-confidence and independence. Omorogbe, (2016) postulate adolescent of democratic and permissive parents, who explains reasons for their actions, have self-confidence, independent judgement and exhibit autonomy, while adolescent of autocratic parents lack self-confidence and independence in taking decisions.

The over dominated adolescents may be timid and withdraw or over assertive. Adolescents of ignoring and laissez-faire parents have unclear self-concept and delinquent tendencies. The styles are crucial factors and particularly relevant to the adolescent academic performance/achievement, motivation, aspiration and social adjustment. Restrictive autocratic adolescent rearing does not encourage a strong achievement orientation and may heighten passivity and indifference toward scholastic achievement and proper social adjustment.

On the other hand, democratic and permissive styles are likely to augment adolescents desire to achieve scholastically by giving him sense of security and self-confidence with aspect of his ability to be independent. Some are very permissive and indulgent in that they just ignore the mistakes and try to do everything for the child not letting the adolescents fend for themselves. Adolescent of such parents become callous, demanding and exploitative in interpersonal relations. Besides, they lack self-confidence. Whereas parents who are strictly disciplinarian, make their children to be submissive, shy and emotionally unstable, therefore, parents in caring for their children must be a little to the left, and little to the right (maintenance of middle/median position) not too bitter or too sweet. It will help the adolescent to be stable individuals in life (Obe, 2009). Parental support and training is crucial to adolescent; adolescents take their major values in life from their parents.

Adolescents are negatively influenced by their peers, it is more likely because something is lacking in parental involvement. Those that do not have high level of support from there are more likely to become involved in undesirable behaviours. Support and effective communication lessen adolescent's vulnerability to negative peer pressure,

family is the primary institution that socializes the young and provides surveillance over their behaviours. The parents prescribed rules and regulations in conformity with the norms of the community. This therefore implies that pattern of parents's management dictates the behavioural disposition of adolescents of such home. Egbule, (2009)

The society is inundated with unwholesome family conditions which breed negative behaviours in the adolescents, these home situation and reason for which adolescents manifest delinquent behaviours. It therefore becomes very necessary for parents to live together in harmony. They should eschew those characters that bring conflict and discord in the family; besides, since adolescent copy from their parents extensively, there is the need for parents to be good role model by their non-indulgence in behaviours that corrupt the young one (adolescents).

Birth order

Adler was the first psychologist to propagate that ordinal position of a child among his siblings, that is, birth order also affects the method personality is shaped. Adler on the basis of his study posited that first born children are often reclusive and introvert while the youngest or last born have feelings of inferiority, lack of confidence and self-reliance. Single or only child have the trait of dependency and self-centeredness. They are exploitative and demanding also. Middle order children have self-confidence, ego-strength and need for realization Rentfrow, Gosling and Potter (2009).

Religious group

Religion is the sum total of people's belief in the Almighty God. Religion is of different types: Christian religion, Traditional religion Islamic religion and a host of others.

Religion has a significant impact on life adjustment pattern of an adolescent. In fact, religion is a correlate of one's value system, attitudes, life style, behaviour pattern, and adjustment techniques. Egbule (2009) and Efe (2010) maintain that Religion simply implies a system of faith and worship with uppermost goal of ensuring peaceful co-existence and high moral code of conduct through religious practices. Various religions maintain and practice some commandments, which help believers to acquire moral code of conduct, appropriate social interaction and develop personal integrity. It is also known to affect individual knowledge, language use, as well as social personal interactions and the development of personal discipline.

Adolescents and adults alike are taught to behave in a social manner that is morally accepted to the society and more importantly to a supernatural Being (God). On this basis, religious institutions like churches, mosques and other spiritual houses have been known to have a significant impact on the adolescent's social development. In churches, some conscious efforts are made through their worship, devotion, benefits, commandment and practices to ensure that their members or followers develop a high moral standard, which will enable them, adjust in life. The church itself, as a social institution is a very powerful agent of socialization for enhancing the individual's social development. The influence of religion on the individual spiritual background cannot be over emphasized in his overall process of social adjustment. Indeed, religion affects physical development, emotional stability, and social interaction and so on. Virtually, religion affects all aspect of life including (social adjustment).

The school

Education, which is known as a vehicle for social change (social adjustment) is formally received in the school. Hence, the important role of the school as an agent of socialization should not be over looked. The school offers adolescent the first extended relationship with the outside world. The school takes over from the parents after the initial primary socialization in the family. The central function of the school is to impart specific skills, attitude, values and abilities necessary for a functional adult life. Through the school curriculum, the society's cultural values and ideologies are transmitted. Specifically, psychomotor, effective and cognitive skills are developed through relevant school subjects and co-curricular activities. The school is another agent of change; it is guided by rules and regulations irrespective of home and societal influence. The school helps adolescent to acquire: Acceptable moral behaviour, respect for constituted authority and obedience to rules and regulations, appreciate individual differences, survival skills and cultural values.

Alutu, (2002) avow that the school system enhances adolescent culture/society; the setting apart of adolescent in school for an ever-longer period of training has a singular impact on the child. He is "cut off" from the rest of the society, forced inward toward his own age group and made to carry out his whole social life with others of his own age, with his fellows he comes to constitute a small society, one that has most of its important interactions within itself and maintains only a few threads of connection with the outside adult society. After the family, school is the second agent which profoundly affects the shaping of personality. School affects personality in two ways- first; it affects development of personality types. Second it leads to self-confidence and adolescent social adjustment.

The school according to Alutu, (2002), is a place where knowledge or the cultural heritage of the society is transmitted. Ogude, (2009) avow that the school is a place where

learning and acquisition of theoretical and practical skills to equip mankind to utilize the environment effectively for personal success in life as well as for the development of society. Schools provide a social arena, where teachers, peers friend and cliques have a powerful influence on the adolescent's life. Schools are regarded as critical social structure capable of reproducing or redressing inequalities as well as cultivating norms and behaviours need for students to achieve a sense of well being, success and social responsibility. School climate should provide for the accomplishment of adolescents developmental task.

However, when there is mismatch between the developmental needs of the adolescents and the opportunity offered by the school, adolescents many resort to anti-social behaviours. Teacher's personality, classroom environment, discipline system and academic achievement all influence the adolescent. Adolescents learn social traits of cooperation, adjustment and sharing from others as they develop realistic self-concept. Academic achievements, social realization and co-curricular activities at school result in high ego strength. A major factor in attaining success in school is proper adjustment to school environment. In recent times, there has been a growing realization that many school adolescents manifest social skills deficits, which will affect their interaction patterns, especially in the classroom settings. Some of this adolescent's exhibit delinquent behaviours like temper tantrum, fighting, noise making, non-compliance to school rules and regulations. These behaviours are usually disturbing to others and affect learning in the classroom and the social adjustment of the adolescent as well.

Angel (2009) observe that a school with poor "climate" generate problem for the adolescent and the staff. A school where indiscipline thrives would produce undisciplined

set student exhibiting truancy, bullying and fighting, stealing, disturbances, forming of bad gangs, exam malpractice and cultism. Schools where the teachers ridicule underachievers because of their poor performance or give unnecessary corporal punishment would give birth to distress, frustration, denigration and a sense of failure or futility among the adolescents. On the other hand, an efficient school administrator with set of discipline through the school, the social norms of the society are imparted to the adolescent so as to make them able to adjust in the larger society. If the school fails in this task the adolescent shows signs of maladjustment and resentment.

Agubosi (2010) opined that healthy teacher-student interaction will help in realization of expected discipline, good conduct, and social adjustment amongst adolescents. The teacher constitutes a major influence on the adolescent's personality development and social adjustment; adolescents who relate well with their teacher are more confident and progressive. The influence of peer group on social development and personally becomes more glaring as the child become an adolescent.

According to Aduloju (2012), the teacher should serve as role models to provide examples of the behaviours to be emulated in real life situation. This will reduce the incidence of unadjusted (maladjusted) behaviours or anti-social behaviours among the adolescents. They should also engage the adolescents in cognition (covert behaviour), recognizing the negative effects of the maladaptive cognitions and replacing this cognition with more appropriate self-talk, this change strategy directly identifies and challenges self-deating cognition (irrational belief) about delinquency and replacing them with adaptive and rational thinking. When adolescent leaves home for school, he comes to face various forms of social problems. One of such problems has to do with how to meet the academic

aspirations set for him by him, the parents and the teachers alike. When the adolescent fails to meet up with these aspirations, the adolescent finds himself at logger heads with both his/her parent and the teacher. This situation leads the adolescent display sign of low-self concept, apathy and dislike for learning, leading to such negative behavioural manifestations like loitering, truancy, lateness to schools, examination malpractices, stealing, depression, stress and other related offences.

The school as a social institution provides an opportunity for the adolescent social and their moral development, the school itself is an embodiment of discipline, rules and regulations. According to Dunapo (2002), when adolescent go to school, they discover that their conduct or social behaviour is controlled by school rules. The school has a lot of curricular, co-curricular and extracurricular offerings which give moral training that will lead to social adjustment of the introverts and the extroverts. Among these are moral and religious instruction, recreational activities and societal cultural practices. All these are aimed at ensuring an effective positive social development and adjustment of the adolescents.

The school is made up of people from different families and socio-economic background and so on. The socio-economic background of adolescents greatly influences the value they hold. The school environment provides a lot of opportunities for adolescents to form play groups which facilitate their social development, there by leading to the adolescents' social adjustment. Apart from the knowledge acquired from the school, adolescent's social integration with other members of the wider society fosters their process of socialization.

Peer group

Peer groups are essentially playmates of the same age particularly of the same sex with the same educational and social background, peer groups have both positive and negative influences on human development in the area of social interaction, moral conduct, language acquisition as well as personal development and indeed all aspects of human behavior and development. A Peer group simply refers to a group of equals both in age and in level of development. People who constitute this group are usually children or adolescents.

Alutu (2012) and Efe (2010) noted that, the peer groups constitute a powerful agent of socialization of the young both in its own right and even by some social acceptable criteria. Another essential factor that affects the adolescent's social adjustment is their level of socialization and interaction within their peer groups are the ability to conform to the laws, custom and rules of the group. Social interaction influences adolescent social adjustment in a number of ways. Ezeh (2010) avows that in interacting with others, adolescent does not only have the opportunity in learning moral codes, these persons also have the opportunity of emulating other members whose behaviours they have evaluated and accepted to be socially adjusted and a norm. Peer group is an important feature of social world which exerts much influence in adolescent lives, because it has its own rules expectations for behaviours and hierarchies and influence adolescent behaviours and beliefs.

The mass media

In most modern societies adolescents get some form of awareness and social characteristics through such media like the radio, television, newspaper; journals, handset

(phones) internet and magazines. Some of the information provided by these mass media has some significant influence on the social development and social adjustment of the teenagers/adolescents. Additionally, habits of viewing television and use of mobile phones need to be controlled by parents, otherwise teenagers/adolescent can stay with Television (TV) and phones for 24hours without doing any other thing which may greatly affect their personality types and their social adjustment. All forms of social Networks like Internet browsing through handset, Togo, twitter, wapsap and computer, need monitoring. Nowadays, cyber bullying, crime, and setting are the order of the day. All these activities can have adverse effects on personality types of the adolescents and their social behaviours, consequently affecting the social adjustment of the adolescent. Therefore, what adolescent see, read, influence their habits, speeches, beliefs, dressing and other social characteristics, (Fiske, Gilbert, and Lindzey 2010; Foreman, 2007).

Neighbourhood

The neighbourhood which an adolescent lives no doubt influences his behaviour and indeed his process of development morally, mentally, socially and otherwise, for example, the process of language development is dependent on societal forces such that the adolescent more often not acquires the language of the society where they lives and brought up. Same is application to his social and moral conduct, this account for the reason why adolescent brought up in morally loose neighbourhood are sometimes wayward due to the influence of the neighbourhood where they were brought up. The kind of neighbourhood one lives in has a decided impact upon one's personality. Since birds of the same feather flock together, neighbourhood families are not different in their social class, and so on, and give a smooth transition from home to culture.

They share approximately similar values and rearing patterns but expose the child/adolescent to different family styles, and the child/adolescent learns how to deal with the diversity. The characteristics of neighbourhoods, are that, they are more objective than the parents, treat the child/adolescent as a person and so they are both less approving and less critical, and with different emphasis in adolescent behaviour. You might have noticed that often criminals come from social milieu where moral standards and values receive back seat and living circumstances are abysmally low, adolescent from such environments lack discipline, responsibility, sensibility, and self-respect (Egbule, 2009).

Social acceptance

Social acceptance means getting approval and praise from important others. Adolescents' crave for social acceptance from our parents, teachers, friends and the society at large. So in order to gain acceptance from them deliberately mould their behaviour and attitude. People who receive greater social acceptance have qualities of leadership, self-confidence and feelings of superiority while those who receive less social acceptance of them are introvert, low self-esteem and lack of social adjustment Fulmer, Gelfand, Kruglanski, Kim-prieto, Diener, Pierro and Higgins (2011).

Cultural Factors

Culture is a broad term and comprises of all the customs, traditions, folks, fashions, foods, dance, music, fads and mores. We all are part of one or other culture. Its imperative to know that since the family is just a single unit of the society, the societal

behaviours and their cultural norms or practice will influence the adjustment pattern of adolescent who is growing in the society. Most traditional societies, until recently are known to be characterized with high level of adjustment. Adolescents reared in such society, all things being equal, will be well adjusted. However, in a loose adjusted society, where there is high level of adjustment decadence or low standard, adolescents are bound to be negative in the process of their adjustment. This is because some societies or groups have a number of cultural practice, which are universally unaccepted that prompted their unadjusted (maladjusted) behaviour. So cultural effect on personality types is bound to take place, in all cultures the different roles of father-mother-child is definite, When these roles are denies or delegated even to one of the family, the configuration essential for normal living changes, this will result in confusion and chaos.

Cultural effect is most prominently seen in the way we welcome and greet people. This is because in some societies, certain things that will push adolescents into unadjusted condition cannot be the same thing in another society. In India when they meet someone, they fold their hands and say namaskar while, when Japanese meets someone they bows before the person and when an American meets someone they either shakes hand or kisses the other person. Among the Binis/Esan/ Youruba, the individual kneels down or bend ones knees in greeting. This apparent difference in welcoming/greeting is simply learning. Learning is critical to adjustment, social learning as a culture affects development and social adjustment of personality types of the adolescent Fleson, Mlanos, and Achille (2009).

Inherited Innate Potentials

The works of Owuh (2011), Eriba (2005) and Carivez et.al (2005) indicated very strongly that the inherited potentialities affect the individual's social development. The adolescents inherited potentials have significant impact on the adjustment pattern, there are other biological factors or inherited potential include instructive tendencies, blood typology, as well as herited genetic properties. Consequently, adjustment pattern of adolescents varies significantly depending on their blood types as well as their instincts. Note that some adolescent are fearful, others gregarious and other promiscuous, therefore, herited innate potentials, affects the adjustment pattern of these adolescents. Its most likely to vary in accordance with their biological instincts or inherited traits, these innate potentials accordingly affect the individual's intellectual ability, physique, maturational level and personality types, which in turn affect the level and rate of social development and adjustment. Thus, while some other children are known to be very social (adjusted), others are said to be antisocial, (unadjusted or maladjusted).

Economic Factors

The factors that impact on life adjustment are significantly dominant in socio-economic status of an individual. In a motivating study, children/adolescents from low income group and rich families were asked to estimate the size of different circles of light with the size of coins of different denominations. It was found that children/adolescent from poor families over estimate while those from rich families underestimated. Therefore it showed that economic factors affect our gratitude and perception and consequently our personality. Besides, you might have seen that often children/adolescents from low income

groups have low self-confidence, feelings of inferiority and shyness. Economic condition determines access to opportunities to develop personality. (Egbule 2009).

Efe (2010), reported a study that clearly demonstrated the impact of social class on academic achievement, adolescent from different social class backgrounds achieve quite similarly during the year. After the summer vacation, adolescent from poorer families lost much of their achievement. The authors argued that adolescent from poor families were not exposed to a wide variety of learning experiences in and outside their homes during the vacation.

Olanrewaju (2015) hold that the socio-economic status of the family is an important factor in determining how much pressure parents are likely to put on their adolescent to achieve in school. The student's socio-economic status is likely to have a profound impact on their attitude and behaviour in school. Adolescent who had experienced early socio-economic hardship are found to display aggressive and anti-social behaviour later in life. A poor socio-economic home is susceptible to delinquency; many psychologists believe that failure of families to meet adolescent basic need such as food, clothing, shelter results in much misbehavior in the home and classroom.

Also Adedayo (2014) state that the individual at birth and at late stages of development poses a wide variety of physical needs or drives that demand satisfaction, the bodily or tissues needs create a state restlessness or tension in organisms that is only reduced when the appropriate goal or satisfier is reached. The physical needs or drive of the adolescent serve as potent motivators of behaviour. An adolescent, whose basic physical needs are unmet, will not develop or behave normally. In accordance with Maslow

need pyramid, human beings have basic needs that are arranged in hierarchical order. The need for food, physical comfort and safety precedes others. If adolescents are hungry or physically uncomfortable for example, these adolescents will not be able to participate in school and school activities. Presently, the economy of most families in Nigeria does not sustain the easy and adequate provision of the basic needs of the adolescents.

It is worse when every few privileged adolescents live in affluence while majority of others live squalor, these are those whose parents find it difficult to meet their basic needs. Otherwise, these adolescents are likely to behave in unadjusted manners, which may include disruptive behaviour in the classroom. It is believed that sometimes the adolescent must have to get attention, power, and revenge cover up their sense of inadequacy. Wealth gives the adolescent sense of security and confidence whereas lack of it gives negative feelings and rejections. Common adolescent's behaviours problem of the low- socio-economic family include promiscuity and shyness. Others are restlessness, irritability and inattentiveness.

Empirical Studies

Relationship between personality types (Extroversion) and social adjustment

As earlier stated, extroverts are often found to have higher levels of happiness and positive affect than introverts.

Similar results were found in a large longitudinal study by Thompson, (2008) which assessed 14,407 participants from 100 areas of continental United States. Using the abbreviated General Well-Being Schedule, this tapped positive and negative effect on extroversion. Shiner, and Caspi (2008) reported that extroverts experienced greater well-being at two points in time, during which data were collected: first between 1971 and

1975, and later between 1981 and 1984. Furthermore, Young and Bradley (2008) showed that extroverts respond more to positive effect than to negative effect, since they exhibit more positive-effect reactivity to the positive-effect induction, yet they do not react more negatively to the negative-effect induction.

Ali, (2008) examined the reality of adjustment in social, educational, emotional and discipline wise dimensions on the part of An-Najah National University students in Palestine. It also aimed at reaching the difference in the adjustment reality and the interaction amongst its variables, namely, college, gender, major change and lodging in the university environment. To realize the objectives of the study, the researchers have used the adjustment to university questionnaire prepared by Alleil, (1993). The sample of study was 845 students, 346 male and 499 female in the second semester 2007/2008. One finding of the study was that the adjustment reality, across the four dimensions, was positive, first came the social dimension 74.8% and emotional 56.47% third was the discipline factor 54.80% and last, educational/academic study 51.53%. Nair (2009) compared personality variables of pre-degree students of regular and correspondence stream and found that regular students are socially well adjusted than the correspondence students. In another study Nair (1999) compared over and under achievers in science with their social adjustment and found that there exists no significant difference of over achievers and under achievers in science with their social adjustment.

Relationship between personality type (Introversion) and social Adjustment

Boileau (2008) studied the relationship between introversion and extroversion among identical twins and their social interaction. It was carried out in the U.S and it was discovered that extroversion and introversion have a genetic component 39 to 58. The

twins self inventory scale was used, data collected were analysed using t- test. The findings are, there is a significant difference between the influences of extroversion on socialization than on the introversion, adolescents from urban areas tended to be better socially than introvert adolescent in rural area. It was also discovered that no twins behave the same; no matter how identical they are, because their personality type differs.

Relationships between the personality types of Extroversion and social adjustment

Wealth Ogie (2014) carried out a study to investigate the relationship between extroversion and social adjustment in Government secondary schools in Delta State. In order to carry out this research, eight hypotheses were formulated. The research design adopted for the study was descriptive correlational survey method. The sample size consisted of two hundred and eighty students drawn from six schools in Warri North and South Local Government Area. Two questionnaires were used to collect the data for this study. The researcher adopted the Eysenck personality inventory (E.P.I) while the social adjustment questionnaire was adopted. Data were collected and analyzed. The statistical method employed in analyzing the data was Pearson product moment correlation. To test the hypotheses, the significance level of 0.05 level was adopted to reject or accept the hypotheses. The result revealed that there is a significant relationship between extroverted students and social adjustment. It revealed that there is significant relationship between extroverted students and with their peers. It is recommended that extroverted students should be given proper guidance and counseling, so that they do not play down on their study, since it obvious they are socialable, outgoing, enjoy time spent with others They are encouraged to prioritize their studies. This will help them to adjust well in school.

Bose Ovie (2015) investigated the relationship between extroversion and school social adjustment. The study employed modeling responses techniques. The subjects were eighty undergraduate students majoring in education at University of Lagos the University, during the 2000-2011 academic years. Subjects were selected from a larger group of students who had all been tested with EPI. The independent variable in the study consisted of extroversion as identified by the scores on EPI scale. The dependent variable modeling techniques (MT) was assessed by using the Ovie modeling Scale which was a self developed instrument. The research hypotheses were formulated to investigate relationship between extroversion and school social adjustment via a modeling treatment. All hypotheses were tested using a direct observation. The .05 level of significant difference between extroverts, males and females on the pre-observation, post-observation or gain scores of MT. The result of the Observation supported the conclusions that there is no relationship between extroversion personality type and school social adjustment, when personality type is defined by dichotomizing subjects on the extremes of extroversion using the EPI, and MT is observed via short-term modeling. Secondly, treatment gained equally when observed via short-term peers modeling regardless of sex and personality type.

Relationships between the personality types of introversion and social adjustment

Eriba (2014), investigated the outcome of social adjustment on academic achievement introverted adolescents in senior secondary schools of Edo state. Four hundred and eighty (480) samples were randomly drawn from three senior secondary schools. Six research questions and hypotheses were formulated and tested. The research design used for the study was descriptive survey. The instrument used for the study was a

self developed questionnaire on social life adjustment on academic achievement of introverted dolescent was analyzed by Pearson's Product moment correlation statistics and fishers z for gender. Instrument was content validated by experts in faculty of Education, university of Benin and reliability was 0.781. with significant at 0.05 alpha level. The findings showed that social life adjustment influences introverted adolescent students' academic achievement. It was therefore recommended that Stakeholders should educate their introverted students on the need to be focus on their studies and learn to interact with their peers. There is the need also, to organize programmes that will help the introverted adolescent to air their views about their environment and socialize with their peers, and also adjust properly.

Ogunsanya, (2015) investigated the social adjustment of adolescent introverted students in secondary schools in Imo State. Six research questions and eight hypotheses guided the study. The study utilized the ex-post facto research design. The population consisted of 15,980 JSS1 students Imo State. The multistage sampling technique was used for the selection of the samples by first selecting three education zones from which ten schools each were selected. From these thirty schools, a sample size of 500 students was obtained. Two instruments namely; the social Adjustment questionnaire, tagged "SAS", and the teacher report scores of those introverted and social adjustment level formed the sample that were used to collect data for the study. The SAS was validated by two experts, and the reliability was tested using the Cronbach Alpha technique to obtain coefficient of 0.83. The SAS was scored using the 4-point rating scale. The research questions were analyzed using aggregate score while the null hypotheses were analyzed using ANOVA at 0.05 level of significance. The major findings of the study include that the mean score of

introverted adolescents in schools significantly differ, and the mean social adjustment scores of adolescents differ significantly as well. This therefore means that the higher the social adjustment level, the better and well adjusted the introverted. The study also revealed that the social adjustment of male adolescents vary significantly across schools. Consequently, the null hypotheses were rejected. Based on the findings of the study, it was recommended among others that teachers should employ individualized instructional strategies in classroom so that adolescents unique characteristics will be taken into consideration and counsellors should encouraged students to socialize, interact with others in the class and isolation be discouraged and parents be encouraged to allow their children to play with their peers this will help them to be well adjusted.

George bassey (2014) investigated effect of adolescents' introversion and social adjustment on academic performance of secondary school students in Uyo metropolis of Akwa Ibom State of Nigeria. The population was JSS 2 students, students in Uyo metropolis as at 2015/2016 session was 1580. A total of 580 students constituted the sample size of the study. Simple random sampling technique were used in selecting the sample. A researcher designed was used to collect data for the study. A pilot test was conducted and the value was found to be high enough for the research instrument to be used; six research questions and hypotheses guided the study. The data were tested with t-test statistics. The finding revealed that a significant difference exists in the academic performance of introverted adolescent who are socially adjusted male introverted adolescent students exposed to frequent counselling services from that of their counterparts not exposed to frequent counselling. It was recommended that teachers should give more

attention to the females adolescent introverted in class to enable them cope up academically and socially with their male counterparts.

Aghulor-eze, (2010) carried out a study, the relationship between introversion and social adjustment on academic achievement of secondary school students in Ika Local Government Area of Delta State and came up with following findings: There is a significant difference between the influence of introversion and social adjustment on the academic achievement/performance of students. Students who are introverts tend to perform better than those who are extroverts. The emphasis is that, personality is identity as the learner factor that is capable of affecting learning and consequently the academic achievement of the adolescents in schools. The introvert learns faster than the introverts because the extrovert does not feel shy to ask questions on what he does not know unlike an introvert who is shy to ask questions in class. Introverted students from urban schools tended to be better scholars than the extroverted students in rural schools. There is no significant difference between the influence of extroversion and introversion on the academic achievement of students in urban areas. There is a significant difference between the influence of introversion and extroversion on academic achievement of students in rural areas.

UNESCO, (2014) drew attention to the same age trend observed by Eysenck. It found that stable extroversion is related to success in the primary school, changing over to introversion by the age of eighteen. It found that all thirteen relationship obtained with younger children are negative, with extroverts being more successful because of their social life styles. UNESCO's finding indicates abrupt reversal of relationship after age fourteen particularly that between introversion and extroversion personality types

(traits) and their social adjustment. Srivastava, Sanjay, Vallereux & Shawn (2008) tested the hypothesis that academic success at primary school is linked to stable extroversion while success at the university is associated with introversion. His subjects were 170 Black and White school children (aged 14) and 150 Black and White school children (aged 20) brought up in non-western and western cultures respectively.

The extroversion and introversion scores of the students on the Junior Eysenck Personality Inventory were compared to their academic achievement in school or university examination. The results of the study support the hypothesis. This means that extroversion improves academic achievement in primary schools while introversion aids good behaviour and performance in the university. The results of the study support the idea that personality factors have effect on learning and consequently academic achievement.

Maqsd (2012) conducted a study while lecturing in the Faculty of Education, Bayero University, Kano, examined the relationships between personality, intelligence and academic achievement of primary school children in northern Nigeria. He drew his subjects from the primary schools in Kano City. He used 1/60 class seven boys from lower-middle class homes and all of them took the common entrance examinations for admission into secondary schools. The junior Eysenck personality inventory (JEPI) was used to take measure of extroversion and neuroticism, and their academic attainment in English language and arithmetic was assessed by their mark's secured of maximum of fifty in each subject for the common entrance examinations in his analytical procedure analysis of variance were carried out for English and arithmetic scores separately there analysis

yielded significant main effects of extroversion, $F(1,125)=7.28, p<0.01$) for English and $F(1,152)=8.75, p<0.01$) for arithmetic the analysis of variance neither significant main effect for neuroticism nor any significant interaction between the independent variables.

Contrary to finding of the study carried out in western countries, Maqsud's result showed a significant negative association between extroversion and academics scores. In other words, introverts significantly do better than extroverts and no significant relationship was found among Nigerian primary school children. He attributed this result to a type of teaching which stressed serious academic concentration as opposed to approaches in western countries which tend to employ more playful learning activities. Maqsud's result, however, were not in line with the inconsistent pattern in similar studies involving secondary school children across the countries. For example, Rothmann (2013) studying interrelationships of personality factors, mathematic achievements and self-concept of secondary school children in Kano, found that mathematics attainment score yield significant negative correlation with extroversion of the subjects, implying that introverted children were better performers in mathematics for both sexes. For boys alone, also for girls, extroversion and task orientation score revealed negative significant correlation with each other.

Ybrandt (2010) carried out a research on the effect of extroversion and details content on the recall of prose by eleven-years-old children. In his study, one hundred and fifty 11-years-old children from two urban primary schools were given the junior Eysenck personality inventory (Eysenck, 1971) and divided into introvert, ambivert, and extrovert categories. The extroversion divisions were: extroverts range 20-23, mean 22.0., ambiverts, range 16-19, means 17.33., introverts, range 5-15, means 13.04., The subjects in

each extroversion division were randomly divided into two groups. All the subjects listened to the prose passage and then one hour later one group from each division, free recall the details while the other group read the recall test questions in the same order in which the details occurred in the passage and wrote down their answers. A four-way analysis of variances with repeated measures on details content was performed. The result shows that while extroversion did not have a significant main effect on recall, the interaction between extroversion and detail content was highly significant. There was a significant interaction between extroversion and recall test type. On the interaction between extroversion and detail content type, the overall recall performance of each category indicates that relative to the performance of other extroversion divisions, extrovert did best in abstractions. For action details the difference between the groups was fairly small. Ambiverts were superior on time intervals and quantity.

Appearance performance was similar for all groups, and introverts were highest on directional details. The planned comparison tests showed that abstraction and action and appearance details interacted significantly with categories of time interval and quality ($p < 0.05$). Time interval and quality interacted with one another significantly ($p < 0.01$), and the interaction between direction details and each of the other categories was highly significant ($p < 0.001$). A possible explanation of the findings as stated by Riding is that they reflected difference in the way in which information is represented in memory as extroversion, or arousal, increases. He identified three basic forms of representing information in memory. These are verbal interaction which arouses the introvert. The efficiency of the model varies with arousal so that at low arousal (Introvert) the verbal model is superior, at

moderate arousal (ambiverts) the social performance is best and at high arousal (extroverts) the most efficient.

Consequently, the order of performance in the three model by the three extroversion group are: extroverts, best in be verbal, next in the introverts and ambiverts best in interaction and verbal. A secondary finding of the study was that of a significant interaction ($p < 0.05$) between extroversion and recall test type in their effect on recall. Free recall by extroverts and introverts was fairly similar while ambiverts were slightly superior. On question recall, all did better but the increase was greatest. Among the recent studies we have Campbell and Hawley (2010) who studied social adjustment and Eysenck's theory of Extroversion and introversion in which they tested the predictions. Derived from Eysenck's theory of personality in two samples by relating extroversion scores to individual, adolescent's traits and social adjustment. Elliot (2009) found in two consecutive studies that people with more sensitive BIS reported higher levels of average negative affect, while people with more sensitive BAS reported higher levels of positive affect. Also Lucas, Kimdy & Portia (2008) found that people with more sensitive BAS reported more positive motions during the positive mood induction, while people with more sensitive BIS reported more negative emotions during the negative mood induction (Judge, Lwngston, & Hurst, 2012).

A study was jointly carried out by Crookes, et al., (2001) to examine the relationship between extroversion and achievement in Raven's Matrices in 15-16 year old children. To test this, Raven progressive Matrice and the Junior Eysenck personality Inventory (Eysenck, 1965) were administered to 802 (314 male, 488 female) fifth year student age 15-16, in twenty one secondary schools in Essex, Nottinghamshire and

Yorkshire. The results were analysed using the EPI. The correlations with extroversion are positive and the same for boys and girls. For the total group the correlation is significant at the 0.01 level of significance. When the relationship was examined for adolescents' interaction and their social adjustment, the findings of Cookes and Fleeson were similar to those obtained with 15-22 year old adolescents by Gosling, (2008).

In another study, Berry (2010) found that students who were neither introverted nor extroverted tended to score on the criterion measure. The secondary findings were that introverts in the learning group learned notably but not significantly more than the other groups. Berry studied the relationships among social facilitation, extroversion-introversion and their effect upon learning in any elementary classroom situation. The theoretical framework for the study was based on assumptions that social facilitation is a result of anticipation's of social reinforcements when the subject is in the company of other individuals. Another assumption is that extroversion-introversion personality dimension reflects at least partly an individual's history of social reinforcement, and individuals with history of social reinforcement in the classroom situation (assumed to be more extroverted) will learn more when other individuals are present and less when others are not present. The observed reasoning for introverts led to an aptitude treatment interaction hypothesis.

Berry scored ninety-five fifth grade students on the junior Eysenck Personality Inventory (JEPT). A median split of the JEPT scores provided the basis for division of the subjects as either introverted or extroverted. Subjects were then randomly assigned to either a group or an isolated learning condition resulting in a 2x2 design. Subjects were shown an instructional film (Indian university constellation), and tested for recall of materials presented in the film. Four groups of subjects resulted, the extrovert subjects viewing and

recalling in an isolated environment, introvert in the isolated environment, and introverts in the group environment.

Applying factorial analysis of covariances, using science achievement test scores as the covariate, the result produced no significant main effects for either the extroverted-introverted condition or the group isolated condition. The interaction effect was also not significant. The major finding of interest in the above study by Berry (2010) was a moderate curvilinear trend in the group viewing condition (using multiple regression procedure) where those who were neither extremely introverted nor extroverted tend to score higher on the criterion measure. In addition, the introverts in the group learning condition learned notably but not significantly more than the other three groups. The findings were consistent with existing American literature in this field of study. Lavin (2007) after reviewing American literature in this area of study concludes that on balance, the stable (adjusted) student is likely to be more successful.

Owuh (2011) carried out a study to investigate the relationship between extroversion –introversion, neuroticism and school adjustment in Government secondary schools in Anambra State. In order to carry out this research, eight hypotheses were formulated. The research design adopted for the study was descriptive correlational survey method. The sample size consisted of two hundred and sixty students drawn from six schools in Ihiala Local Government Area. Two questionnaires were used to collect the data for this study. The researcher adopted the Eysenck personality inventory (E.P.I) while the school adjustment questionnaire was self designed. Data were collected and analyzed. The statistical method employed in analyzing the data was Pearson product moment correlation. To test the hypotheses, the significance level of 0.01 was adopted to reject or

accept the hypotheses. The result revealed that there is a significant relationship between extroverted –introverted students and relationship with their peers, attitude to class work and school activities. It revealed that there is no significant relationship between extroverted –introverted students and relationship with their teachers. The study also revealed that there is no significant relationship between neurotic students and their peers, teachers and attitude to class work. It only revealed that significant relationship exists between neurotic students and the relationship with school activities. It is recommended that students despite their personality traits should be given proper guidance and counselling. This will help them to adjust well in school.

Bice (2014) investigated the relationship between introversion and extroversion and learning empathic understanding. The study employed videotaped standard clients and videotaped modeling responses. The subjects were twenty undergraduate students majoring in education at the University of Missouri-Columbia, during the 2004-2009 academic years. Subjects were selected from a larger group of students who had all been tested with EPI. The independent variable in the study consisted of introversion and extroversion as identified by the scores on EPI scale. The dependent variable of communication of empathic understanding (EU) was assessed by using the Carkhuff Empathic Understanding Scale. The research hypotheses were formulated to investigate relationship between personality type of the subjects and ability to learn empathic responding via a modeling treatment. All hypotheses were tested using a two way analysis of variance. The .05 level of significant difference between introverts, extroverts, males and females on the pre-training, post-training or gain scores of EU. The result of the investigation supported the conclusions that there is no relationship between personality

type and learning empathic understanding when personality type is defined by dichotomizing subjects on the extremes of introversion and extroversion using the EPI, and EU is taught via short-term Videotaped modeling. Secondly, subjects gained equally when taught EU via short-term videotape modeling regardless of sex and personality type.

Relationships between the personality types of introversion and extroversion of adolescents and their social interaction and adjustment

Osa-Edoh & Iyamu (2012), investigated the effect of social life adjustment on academic achievement of adolescents in senior secondary schools of Edo state. Two hundred and forty (240) samples were randomly drawn from three senior secondary schools. Two research questions and hypotheses were formulated and tested. The research design used for the study was descriptive survey. The instrument used for the study was a self developed questionnaire on social life adjustment on academic achievement was analyzed by Pearson's Product moment correlation statistics and fishers z for gender. Instrument was content validated by experts in faculty of Education, university of Benin and reliability was 0.78. with significant at 0.05 alpha level. The findings showed that social life adjustment influences students' academic achievement. It was therefore recommended that Stakeholders should educate the students on the need to be focus on their studies. There is the need also, to organize programmes that will help the adolescent to air their views about their environment.

Nwikpo, (2015) investigated the influence of maternal educational attainment level on the psychosocial adjustment and academic achievement of adolescents in secondary schools in Anambra State. Six research questions and eight hypotheses guided the study.

The study utilized the ex-post facto research design. The population consisted of 17,560 SS2 students Anambra State. The multistage sampling technique was used for the selection of the samples by first selecting three education zones from which ten schools each were selected. From these thirty schools, a sample size of 900 students was obtained. Two instruments namely; the psychosocial Adjustment questionnaire, tagged “PAQ”, and the first term English Language and Mathematics achievement scores of those that formed the sample were used to collect data for the study. The PAQ was validated by two experts, and the reliability was tested using the Cronbach Alpha technique to obtain coefficient of 0.85. The PAQ was scored using the 4-point rating scale. The research questions were analyzed using means while the null hypotheses were analyzed using ANOVA at 0.05 level of significance. The major findings of the study include that the mean psychosocial Adjustment scores of adolescents from mothers of different educational attainment levels significantly differ, and the mean academic achievement scores of adolescents differ significantly as well. This therefore means that the higher the maternal educational attainment level, the better and higher the psychosocial adjustment and academic level, the better and higher the psychosocial adjustment and academic achievement of adolescents, respectively. The study also revealed that the psychosocial adjustment of male adolescents vary significantly across mothers educational level. Consequently, the null hypotheses were rejected. Based on the findings of the study, it was recommended among others that teachers should employ individualized instructional strategies in classroom so that adolescents unique characteristics will be taken into consideration.

George and Ukpong (2012) investigated adolescents’ social adjustment problems and academic performance of secondary school students in Uyo metropolis of Akwa Ibom

State of Nigeria. The population was JSS 2 students, students in Uyo metropolis as at 2009/2010 session was 1016. A total of 500 students constituted the sample size of the study. Simple random sampling technique were used in selecting the sample. A researcher designed was used to collect data for the study. A pilot test was conducted and the value was found to be high enough for the research instrument to be used; two research questions and hypotheses guided the study. The data were tested with t-test statistics. The finding revealed that a significant difference exists in the academic performance of socially adjusted male students exposed to family counselling services from that of their counterparts not exposed to family counselling. It was recommended that teachers should give more attention to the females in class to enable them cope up academically with their male counterparts.

Carl, (2009) examined the relationship among achievement, personality and social adjustment of 54 girls at a secondary school in India. The subject completed achievement tests (experiments) in physics, using programmed learning material, Hindu version of the Maudsley Personality Inventory, and Adolescent Adjustment Scale. The overall achievement of subjects was not significantly correlated with personality (introversion-introversion), with adjustment, or with adjustment toward home, school, peers or teacher.

Aihie, (2006) carried out a study on efficacy of peer group counselling in enhancing the self –concept of secondary school adolescents in Benin City. The design of the study is experiemental, 68 senior secondary school, 11 students of three public secondary school in Benin City. Boys' school, Girls school and co-educational were the participants of the study. The adolescents participated in peer counselling in groups, 40 item adolescent self-concept scales adapted. Adolescent personal Data inventory was used. A correlation

coefficient $r = 0.67$, 7 hypotheses were formulated for the study and tested and tested at 0.05 level of significance. Data were analyzed using t-test and analysis of variance (ANOVA). Result showed that peer group counselling had a significant positive effect on the self-concept of the adolescents involved in the study.

Amadi & Ogide (2015), carried a study the relationship between school climate, advertisement and adolescent social adjustment behaviour in public schools in Ogba/Egbem/Ndoni local government area of River State. The sample size was 408 adolescent whose age from 13-16 years. Four Research questions and hypotheses guided the study. Purposive sampling technique from a population of 5,244, female 2650 and male 2594. Two measuring instruments; addiction behaviour checklist and reason for drug taking inventory. Data were analyzed using Pearson correlation coefficient and regression analysis. Reveal positive significant relationship between school climate, advertisement and adolescent social adjustment behaviour.

Narges & Abdollah (2012) This study investigated the association between personal Characters (extroversion and introversion) and emotional intelligence with choose type of sport,(team and individually) in adolescent girls in Qom Province in Iran.100 adolescents athletes (50 individually athlete, 50 team athlete) were used in the study. Four research questions and hypotheses guided the study. The methodology used were schutte emotional intelligence and Eysenck personality questionnaire, the independent t-test and pearson correlation test was used for data analyses. The showed that team athletes are more extroverted than individually athletes. Also the study revealed that there is no significant differences between individual athletes in emotional intelligence and is sub-scale (emotional adjustment, emotional assessment and expression, use of emotional and social

skills) The result also showed that there is no significant relationship between extroversion, introversion and emotional intelligence and sub-scales.

Lane, and Olsen (2009) examined intelligence abilities; attainment in Irish taught as a second language; personality trait of neuroticism (N), and extroversion; and attitude towards learning foreign language of 600 primary (10-11 years) and 599 secondary school adolescents. The measures included Eysenck's personality Questionnaire. It was found that females had a significantly higher N score and a significantly more positive attitude towards learning second language, while males had a significantly higher P score.

The personality measured strongly related to the cognitive measures. There were low but positive correlation between attitude towards foreign learning and the total score obtained in the Irish test. Attitude towards learning foreign languages also had a low but significant correlation with cognitive tests. Matthew (2015) observed that there exist several problems about research on extroversion and creativity test performance and that reported linear association between extroversion and creativity are inconsistent with each other. He observed that interactive effect of extroversion and stressors on creativity is inconsistent with data obtained using other tests. Given these anomalous interactions he believed that, it is possible that arousal theory assumptions are invalid for creative tests. Matthew and Laure (2015) worked on personality correlates of social adjustment of adolescents explaining interactive effects of extroversion and arousal on performance. Two experiments on the effects of extroversion and personality trait (measure by questionnaire) on creativity index were reported that he found that in general, extroversion was independent of arousal and data from the second experiment suggested that there was no marked difference in interaction and socialization on the part of introvert adolescents.

Cattell and Mead (2009) investigated the relationship between expression of positive interactions, personality variables namely extroversion and introversion and anxiety. Eighty eight undergraduates completed the extroversion and introversion scale and the positive assertiveness sub scale of the College self-expression Scale (CSES). A positive relationship was found between extroversion and positive assertiveness and a negative relationship was found between social trait and assertiveness. Diener (2003) reported two studies both concerned with personality correlates of adolescents social adjustment. In the first, three groups of students completed the Eysenck personality Questionnaire and adolescent social scale. The regression analysis for each group, and the total group, indicated that extroversion and neuroticism were the strongest predictors of adolescent. In the second, three samples were given the socio scale and personality scale. The total sub scale scores on both measures were significantly positively correlated with adolescents, indicating a close relationship between measures.

Nirmala (2011) carried out a study of adjustment of students in relation to personality and achievement motivation in Haryana, India. The study conducted by the investigator was a sincere attempt to understand the problems of adjustment faced by adolescents in areas like Emotional, Social, Educational and General/Total sphere. Educational personnel can review and plan for reforms in school educational programmes accordingly it would help in developing social and emotional maturity among the learning youth. The sample consisted of 699 students studying in high school classes in the state of Haryana. To study student's adjustment in the educational, social and emotional areas in relation to their personality and achievement motivation three tests-Adjustment inventory for school students. Five research and hypotheses guided the study, t-test was used to

analyzed the data. It was found that achievement motivation has no effect on the adjustment, Extroversion has positive effect on social, educational and general adjustments and Neuroticism has negative effect on the emotional, social, educational and general adjustments. Effect of other secondary aspects on adjustment like sex and school location are also analysed and found that rural students proved better than the urban students on social, Educational and General/Total adjustment.

Adolescents' introversion and extroversion personality types and social adjustment relative to gender

Soheila, Seyed & Alireza (2015) carried out a study on Relationship between Self-Concept, Social Adjustment with Academic Achievement of Students.(Iran, Islamshahr) four hypotheses were formulated to guide the study. The population size 234 students (122 male and 112 female students). Research design adopted for the study was multi-stage cluster sampling, Rogers' self-concept scale and student adjustment questionnaire. Using SPSS software for data analyzing, the result of the study are; that there is a significant difference between boys and girls academic achievement, there is also significant differences in overall of adjustment between this two group, but there is no significant between their self-concept. To study the relationship between self-concept and social adjustment with academic achievement of the male and female and its dimensions the correlation matrix of the students' scores of research variables calculated. The result indicates a significant relationship between self-concept and adjustment. There is a significant between achievement and social adjustment, but there is no significant

relationship between self-concept and academic achievement. In General, the result indicated that the better adjustment people are, the more they will make progress in life.

Shakiba, Shahrokh & Morteza (2014) examined the impact of extroversion and introversion on Iranian EFL learners' writing ability. The study compared extroverts and 40 introverts with their writing performance on a composition test. Four hypotheses were formulated to guide the study, the collected data were analyzed by statistical package for social sciences (SPSS). Distribution of test was conducted for evaluating extroverts and introverts' writing with respect to their gender differences. The main finding was extroversion vs. introversion has no significant impact on writing ability. Moreover, there was no significant effect of gender differences' extroverts/introverts on their writing proficiency. The results revealed that both extroverts and introverts have the capability to be proficient in writing skill.

Ko and Buskeni, (2013) carried out a study titled the dynamic of adolescent friendship: interplay between structure and gender in Netheland. The study investigates the network characteristics and gender. Two competing hypotheses for closure and openness are derived and tested. However, openness can also be beneficial because it facilitates establishing multi-layered identities and finding novel ideas for school tasks. The hypothesis for interaction between types and gender is derived from the argument that gender influences the criteria for seeking and making friends during adolescence. SIENA is used to estimate in effects of network and individual characteristics on friendships formation. The data consists of longitudinal friendship nominations of 410 Taiwanese adolescents. The findings reveals find that adolescents have a tendency to establish

friendships that will increase network closure. This tendency is stronger for male than for female adolescents in single-gender classes.

On the contrary, the tendency towards network closure is stronger for female than for male adolescents in mixed classes.

Obiekea, Ovri and Chukwuma (2013) carried out a study on the importance of sexuality education as an intervention and social adjustment programme for adolescents in secondary education in Nigeria. For this purpose, the study sought to find out using three research questions; the importance of sexuality education in secondary education. extent to which sexuality education served as an intervention and social adjustment programme for adolescents in secondary education; and the extent to which sexuality education was taught in the curriculum of secondary education. The study being a survey research adopted the descriptive survey research design in order to collect data. A multiple statistical sampling procedure was used in selection of 10% of 5, 926 teachers and 261 public secondary schools within the six education zone in Anambra State. However, the sample of the study constituted 593 teachers from 26 public secondary schools. A questionnaire titled: Sexuality Education Questionnaire for Teachers (SEQT), containing 44 items and drawn on a modified Likert type of 4-point scale was used by the researchers to conduct the study. Validity of the research instrument was carried out by three experts and reliability established using the split half method which yielded a coefficient value of 0.75 using the Pearson Product Moment Correlation Coefficient after the results were collated. Data was analyzed using frequency distribution and the mean at 2.50 rating. Through the findings of the study, recommendations were proffered and among such included: proper enhancement of sexuality education in secondary education curriculum

through the provision of effective policy directives; including constant and continuous teachers training, organizing seminars and workshops for teachers in the light of sexuality education.

Okoh A. A (2015) carried out a study on Sex Differences and social Adjustment of secondary school students. The study was informed by withdrawn of some students. Mixed method research approach was used and with it, concurrent triangulation design was adopted. The target population consisted of 1247 school, Sample sizes of 453 students from 15 secondary schools were sampled for the study using stratified random sampling technique. Reliability of the instruments was ascertained through a pilot study of 9% of the population that did not participate in the final study. Internal consistency was also used to determine the reliability of questionnaires and coefficient values of $r=0.782$, was reported. Face validity of the instruments was ascertained by pilot testing the questionnaires and also by seeking expert judgment by school teachers. Data was collected by use of questionnaires, in-depth interviews. Quantitative data was analyzed using both descriptive and inferential statistics. Qualitative data was analyzed using thematic framework. Trustworthiness of qualitative data was ensured by analyzing the framework as fronted by Lincoln & Guba. The study findings revealed that there were no statistically significant gender difference on adjustment to loss and grief. The study recommend that schools should introduce adapting-parenting model among teachers to take care of the adolescent students.

Osagie (2014) examined the impact of sex on social adjustment of adolescent students. The study compared both sexes with their social adjustment. six hypotheses were formulated to guide the study, the collected data were analyzed by statistical package for

gender (sex) and social adjustment (SPSS). Distribution of test was conducted for evaluating both sexes with respect to their social differences. The main finding was sex has no significant impact on social adjustment. Moreover, there was no significant effect of gender differences' on socialization. The results revealed that both sexes have the capability to be socially adjusted if the environment raised was socially all right.

Summary of Review of Related Literatures

This chapter reviewed available and relevant studies under the subheadings: Conceptual, basic issues on theoretical framework, theoretical studies and empirical studies.

Various authors have tried to highlight the concept of Adolescence based on personal convictions that adolescence involves the transition from childhood to adulthood. It is a period; rapid development takes place and the place to which the adolescent belongs ceases to regard him or her as a child. Worse still, the society at the same time does not accord him full adult status, roles and functions.

These adolescents need to be guided using counselling as a tool so as to help them sail smoothly through this phase of life, when left on their own it become a moment of stress leading to rebellious way of life, when these adolescents are not guided they become unadjusted and end up manifesting unacceptable behaviour

The researcher also reviewed some theoretical framework that explained adolescent's personality types as they relate to the adolescent social adjustment. Adjustment has been discovered as an indispensable factor in life situation. From time to time, the adolescent faces situations in life, in the school and in the wider society that

needs adjustment. Adolescent that is not properly shaped and socially adjusted, the consequences will spill over to their adult life turning him/her to be deviant, an unadjusted individual.

Carl Jung (assumed that the psychological construct for discriminating individuals into two main psychological types, which are introvert and extrovert. He postulated everyone is extroverted or introverted to some degree, but not in the same degree and that most people are either predominantly introverted or extroverted and that every human has both traits, it is the one that is predominant that is seen. Extrovert characters tend to be gregarious, while the introvert main focus is within his or herself, withdrawn and unsocialable while extrovert primary focus is on the external world of people and activities.

The researcher further reviewed different types and theories of adjustment. It was also discovered that failure to adjust properly could as well mean failure in life and this may lead to unproductivity, anti social, non social, withdrawn, deviancy. Bandura (1969) social learning theory assumed that all facets of human behaviour are learnt from the environment by observation and imitation. In his social learning, models are important source for learning new behaviour and for achieving behavioural change in an institutionalized setting (school) and that environment causes behaviour and behaviour also cause environment.

The researcher reviewed some theoretical studies on adolescents, adolescent personality types (introvert and extrovert), adolescent social adjustment, and gender. Also some factors that could affect social adjustment of individual (adolescents) were equally looked at. The researcher also reviewed some empirical studies on relationship between

personality types (Extroversion and introversion) and achievement of adolescents; relationship between the personality types of introversion and extroversion of adolescents and their social interaction and adjustment, adolescents' introversion and extroversion personality types and social adjustment relative to gender. Although some research works have been carried out on adolescents and their emotional adjustment, adolescent and social adjustment, but none was known or seen by this researcher to have dealt with adolescents' personality types as correlate of their social adjustment in Edo South Senatorial District, in Edo State. Hence the work is undertaken to fill this gap in knowledge.

CHAPTER THREE

METHOD

This chapter presents the procedures that were used in this study. It is organized under the following sub-headings: research design; area of the study; population of the study; sample and sampling technique; instrument for data collection; validation of the instrument; reliability of the instrument; method of data collection, and method of data analysis.

Research Design

The design of the study was correlational design. The correlation research design according to Nworgu (2015) is one which seeks to establish what relationship exists between two or more variables. The study sought to ascertain the relationship between adolescents' personality types (introversion and extroversion) and their social adjustment. Therefore, the design was considered appropriate for this study which chose a sample of adolescent students from population of the JSS 1 and JSS 2 in Edo South Senatorial District of Edo State to investigate the relationship between adolescents' introversion and extroversion personality types with their social adjustment.

Area of the Study

The area for the study is Edo South Senatorial District which consists of seven Local Government Areas namely: Egor, Oredo, Ikpoba-Okha, Ovia north East, Ovia South West, Orhionmwon and Uhumwode. The State is bounded in the North by Kogi, in the west by Ondo, in the South and East by Delta. The people of this area are mainly civil servants, business men, and farmers. They are also renowned for various farm produce like

garri, plantain, pineapple, yams, rice, plam wine and bush meats. The study covered both private and public co-educational secondary schools in all the seven Local government Areas.

The choice of Edo south senatorial district of Edo State as area for the study is based on its central location in terms of the old Mid West state in Nigeria. Edo State is also endowed with a large number of education institutions and has a lot of post primary institutions. The state is noted for its education activities.

Population of the Study

The population of the study consisted of all public/private junior secondary school students in Edo South Senatorial District of Edo State. The population of students in 2015, in junior secondary schools in the area is 48,867 located in 118 schools made up of 87 public schools (Ministry of Education, Edo state, Department of Planning, Research and Statistics 2016)

Sample and Sampling Technique

The sample size of the study comprised 720 adolescents in junior secondary schools obtained through multi-stage, disproportionate stratified random sampling. Consequently, a strata of public secondary schools in Edo South Senatorial district was first formed, followed by a strata of co-educational and single sex public secondary schools. The co-educational schools were then stratified according to their local government from which three (3) local government areas were purposively chosen. In the local governments, three schools were purposively selected. In the nine (9) schools selected, eighty (80) junior secondary school students in classes 1 and 2 were chosen using random sampling techniques.

Instruments for data collection

The instrument used for the study is two categories of questionnaire:

- (i) Eysenck personality questionnaire and (ii) Social Adjustment Scale.

Eysenck personality questionnaire (EPQ)

The EPQ (Junior) was developed by Eysenck, H.J. and Eysenck, S.B.G. in 1975 to measure Personality types. It was revalidated for Nigeria use by Dike 1999, it was adopted for this study. In this study, only extroversion-introversion items of the instruments were used. (Appendix A).

Social Adjustment Scale (SAS)

This consisted of forty item questionnaire structured on a five point semantic scale designed by Weissman in 1999, used by Osa-Edoh and Iyamu (2012) to collect information on the students' social adjustment. This comprised forty items also of relevant statements to measure the traits (See Appendix B).

Validation of the Instruments

The EPQ instrument is a standardized instrument that has been validated while the SAS was validated by two experts, one in Guidance and Counselling Department, and the other in Educational Foundations (measurement and evaluation expert) both from Nnamdi Azikiwe University, Awka. They were given draft copies of questionnaire together with the title of the study, purpose of study, scope of study, research questions and hypotheses for a guide. They were required to critically examine the instruments to ensure that it was suitable for the study in terms of clarity of expression and appropriateness of the items to the content of the work. Their recommendations helped the researcher to reorganize and modify some of the items in the questionnaire.

Reliability of the Instruments

Eysenck and Eysenck provided the test-retest reliability coefficients and alpha coefficients of EPQ (Junior) using a time interval of 6 months. The Alpha coefficients for the extroversion-introversion is 0.72 for boys and 0.75 for girls. The test-retest coefficient is 0.60 for both boys and girls. Eysenck and Eysenck (1975) also reported the validity between the EPQ and progressive matrix intelligence test is low and not significant for Extroversion-introversion at 0.00 P-value. The reliability and validity of the SAS is 0.78

Norm and Interpretation

The original norm for Nigerian samples was provided by Dike (1999) for EPQ (Junior). The interpretation in the case of the Extroversion –introversion scale is that a score higher than the norm (Boys – 15.58, Girls – 13.75) indicates introversion, while a score higher than the norm (Boys - 15.59, Girls – 13.76) indicates extroversion.

The norm for social adjustment was provided by Osa-Edoh (2012). The interpretation in the case of the social adjustment scale is that a score higher than the norm 66.00-120.00 indicates unadjustment or maladjustment.

Method of Data Collection

Data for the study were collected from the students in various schools delimited for the study. This was done by the researcher and research assistants, they were selected based on familiarity with the study area. The researcher with the assistance of three trained assistants (one in each Local Government Area) embarked on the distribution and retrieval of the instruments. The instruments were administered to the sample secondary school and

collection was made on the spot after their completion. The essence is to ensure that the entire questionnaire administered and completed were collected. To ease the administration and collection of data, the researcher and research assistants visited the different schools prior to the administration of the questionnaire to acquaint the school authorities and staff with the purpose of the study. Permission was sought for and obtained from the various heads of the sampled schools. Thereafter, a period of one week was used for the administration of the instruments.

Method of Data Analysis

Data collected from the study were analyzed using aggregate scores, to answer the research questions one and two and Pearson product moment correlation to answer research questions three to eight. The hypotheses were tested using Pearson Product Moment Correlation of significance where the indices of correlation were compared with critical values in statistical tables for the appropriate decisions on the hypothesis test. The scores from the data collected from the field work were judged using the following criterion; in the case of the Extroversion-introversion scale, a score higher than the norm (Boy -15-58, Girls – 13. 75) indicates extroversion-introversion. These criterion norm values were also adopted for data analyses in this study.

For research question 1 and 2 scores are judged as representing unadjusted, adjusted for adolescent's introverts and extroverts respectively as follows:

66.00-120.00 Unadjusted/maladjusted

121.00-200.00 Adjusted

Pearson r was used to answer research questions 3-8 while hypotheses 1-6 were tested using product moment correlation of significance where the indices of correlation were

compared with critical values in statistical tables for the appropriate decisions on the hypotheses test.

The decision rules for the hypotheses are when the calculated r is greater than the critical r then reject H_0 ; otherwise conclude in favour of alternative hypothesis (H_a). Also, when the calculated r is less than the critical r then accept null hypothesis (H_0). otherwise conclude in favour of H_0 .

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter presents the analysis of data gathered from the student through the instruments. The results of the analysis are presented in tables and in line with the researcher questions and hypotheses, with the interpretation of the results following immediately after the tables.

Research Question 1

What are the introversion and extroversion scores of adolescents?

Answer to this research question is presented in table 1.

Table 1
Range of scores on adolescent introversion and extroversion

Gender	Range of scores	N	%	Remarks
Males	8.00 – 15.58	32	14.75	Introverted
	15.59 – 23.00	185	85.25	Extroverted
Females	8.00 – 13.75	113	23.40	Introverted
	13.76 – 23.00	370	76.60	Extroverted

Table 1 shows that 32 (14.75%) of the male adolescent students with the scores ranging from 8.00 – 15.58 have personality type of introversion, while 185 (85.25%) of them who scored between 15.91 – 23.00 are extroverted, where 113 (23.40%) of the female adolescent students with the scores ranging from 8.00 – 13.75 are introverted, while 370 (76.60%) others who scored between 13.76 – 23.00 have the personality types extroversion.

Research Question 2

What are social adjustment score of adolescents?

Table 2
Range of scores on adolescent social adjustment (SA)

Gender	Personality types	Range of scores	N	%	Remarks
Males	Introversion	66.00 – 120.00	20	62.50	Maladjustment
		121.00 – 200.00	12	37.50	Adjustment
	Extroversion	66.00 – 120.00	86	46.49	Maladjustment
		121.00 – 200.00	99	53.51	Adjustment
Females	Introversion	66.00 – 120.00	49	43.36	Maladjustment
		121.00 – 200.00	64	56.64	Adjustment
	Extroversion	66.00 – 120.00	179	48.38	Maladjustment
		121.00 – 200.00	191	51.62	Adjustment

Table 2 shows that 20 (62.50%) of the introverted male adolescent students with the scores ranging from 66.00 – 120.00 are maladjusted, while 12 (37.50%) of them who scored between 121.00 – 200.00 are adjusted, where 86 (46.49%) of them who are extroverted are maladjusted, while 99 (53.51%) others are well or properly adjusted. Also, 49 (43.36%) of the introverted female adolescent students with the scores ranging from 66.00 – 120.00 are maladjusted (SA), while 64(56.64%) of them who scored between 121.00 – 200.00 adjusted, where 179 (48.38%) of them who are extroverted are maladjusted, while 191 (51.62%) others are adjusted.

Research Question 3

What is the relationship between adolescent introversion and their social adjustment?

Answer to this research question is presented in table 3.

Table 3
Pearson r on adolescent introversion scores and their social adjustment

Source of Variation	N	Introversion r	Social adjustment r	Remark
Introversion	145	1.00	0.008	Low Positive
Social adjustment	145	0.008	1.00	Relationship

Table 3 shows that there is low positive relationship of $r= 0.008$ existing between the adolescent introversion and their social adjustment.

Research Question 4

What is the relationship between adolescent extroversion and their social adjustment?

Answer to this research question is presented in table 4.

Table 4
Pearson r on adolescent extroversion scores and their social adjustment

Source of Variation	N	Extroversion r	Social adjustment r	Remark
Introversion	555	1.00	-0.12	Low negative
Social adjustment	555	-0.12	1.00	Relationship

Table 4 shows that there is low negative relationship of $r= -0.12$ existing between the adolescent extroversion and their social adjustment.

Research Question 5

What is the relationship between male adolescent introversion and social adjustment?

Answer to this research question is presented in table 5.

Table 5
Pearson r on male adolescent introversion scores and their social adjustment

Source of Variation	N	Introversion r	Social adjustment r	Remark
Male Introversion	32	1.00	-0.21	Low negative
Social adjustment	32	-0.21	1.00	Relationship

Table 5 shows that there is low negative relationship of $r = -0.21$ existing between the male adolescent introversion and their social adjustment.

Research Question 6

What is relationship between female adolescent introversion and social adjustment?

Answer to this research question is presented in table 6.

Table 6
Pearson r on female adolescent introversion scores and their social adjustment

Source of Variation	N	Introversion r	Social adjustment r	Remark
Female Introversion	113	1.00	0.98	Low positive
Social adjustment	113	0.98	1.00	Relationship

Table 6 shows that there is low positive relationship of $r = 0.98$ existing between the female adolescent introversion and their social adjustment.

Research Question 7

What is the relationship between male adolescent extroversion and social adjustment?

Answer to this research question is presented in table 7.

Table 7
Pearson r on male adolescent extroversion scores and their social adjustment

Source of Variation	N	Extroversion r	Social adjustment r	Remark
Male Extroversion	185	1.00	-0.14	Low negative
Social adjustment	185	-0.14	1.00	Relationship

Table 7 shows that there is low negative relationship of $r = -0.14$ existing between the male adolescent extroversion and their social adjustment.

Research Question 8

What is the relationship between female adolescent extroversion and social adjustment?

Answer to this research question is presented in table 8

Table 8
Pearson r on female adolescent extroversion scores and their social adjustment

Source of Variation	N	Extroversion r	Social adjustment r	Remark
Female Extroversion	370	1.00	0.046	Low positive
Social adjustment	370	0.046	1.00	Relationship

Table 8 shows that there is low positive relationship of $r = 0.046$ existing between the female adolescent extroversion and their social adjustment.

Satistical test of hypotheses

Hypothesis 1

There is no significant relationship between adolescent introversion and their social adjustment.

Answer to this hypothesis 1 is presented in table 9.

Table 9
Significance of Pearson r on adolescent introversion and their social adjustment

N	Cal r.	Df	Crit. r	Remarks
145	0.008	143	0.139	Accept Ho

NS = Not Significant

Table 9 indicates that at 0.05 level of significance and 143 degree of freedom, the calculated r 0.008 is lesser than the critical r = 0.195. Therefore, the first null hypothesis is not rejected. There is no significant relationship between adolescent introversion and their social adjustment.

Hypothesis 2

There is no significant relationship between adolescent extroversion and their social adjustment.

Answer to this hypothesis 2 is presented in table 10

Table 10
Significance of Pearson r on adolescent extroversion and their social adjustment

N	Cal r.	Df	Crit. r	Remarks
555	0.123	553	0.062	Reject Ho

S = Significant

Table 10 indicates that at 0.05 level of significance and 553 degree of freedom, the calculated r 0.123 is greater than the critical r=0.062. Therefore, the second null hypothesis is rejected. There is significant relationship between adolescent extroversion and their social adjustment.

Hypothesis 3

There is no significant relationship between male adolescent introversion and their social adjustment.

Answer to this hypothesis 3 is presented in table 11

Table 11
Significance of Pearson r on male adolescent introversion and their social adjustment

N	Cal r.	Df	Crit. r	Remarks
32	0.211	30	0.361	Accept Ho

NS = Not Significant

Table 11 indicates that at 0.05 level of significance and 30 degree of freedom, the calculated r 0.211 is less than the critical r = 0.361. Therefore, the third null hypothesis is not rejected. There is no significant relationship between male adolescent introversion and their social adjustment.

Hypothesis 4

There is no significant relationship between female adolescent introversion and their social adjustment.

Answer to this hypothesis 4 is presented in table 12

Table 12
Significance of Pearson r on female adolescent introversion and their social adjustment

N	Cal r.	Df	Crit. r	Remarks
113	0.098	111	0.197	Accept Ho

NS = Not Significant

Table 12 indicates that at 0.05 level of significance and 111 degree of freedom, the calculated r 0.098 is less than the critical $r = 0.197$. Therefore, the fourth null hypothesis is not rejected. There is no significant relationship between female adolescent introversion and their social adjustment.

Hypothesis 5

There is no significant relationship between male adolescent extraversion and their social adjustment.

Answer to this hypothesis 5 is presented in table 13

Table 13

Significance of Pearson r on male adolescent extroversion and their social adjustment

N	Cal r.	Df	Crit. r	Remarks
185	0.142	183	0.139	Reect Ho

S = Significant

Table 13 indicates that at 0.05 level of significance and 183 degree of freedom, the calculated r 0.142 is greater than the critical $r = 0.139$. Therefore, the fifth null hypothesis is rejected. There is significant relationship between male adolescent extroversion and their social adjustment.

Hypothesis 6

There is no significant relationship between female adolescent extroversion and their social adjustment.

Answer to this hypothesis 6 is presented in table 14

Table 14**Significance of Pearson r on female adolescent extroversion and their social adjustment**

N	Cal r.	Df	Crit. r	Remarks
370	0.046	368	0.098	Accept Ho

NS = Not Significant

Table 14 indicates that at 0.05 level of significance and 368 degree of freedom, the calculated r 0.1046 is less than the critical r =0.098. Therefore, the sixth null hypothesis is not rejected. There is no significant relationship between female adolescent extraversion and their social adjustment.

Summary of Findings

From the analysis the following findings were made;

1. The female adolescent introverts (113) and extroverts (370) are more in number compared to male's adolescent introverts (32) and extroverts (185).
2. The male adolescent introverts (20) are maladjusted while (12) are adjusted. Also, the male adolescent extroverts (86) have maladjustment while extroverts (99) are well adjusted. Whereas the female adolescent introverts (49) have maladjustment while (64) socially adjusted. The remaining female adolescent extroverts (179) are socially maladjusted while extroverts (191) socially adjusted.
3. That there is low positive relationship ($r= 0.008$) existing between the adolescent introversion and their social adjustment. The calculated r 0.008 is less than the critical r 0.195. Therefore, the hypothesis is not rejected. There is no significant relationship between adolescent introversion and their social adjustment.

4. There is low negative relationship ($r=-0.12$) existing between the adolescent extroversion and their social adjustment. There is significant relationship between adolescent extroversion and their social adjustment. The calculated r 0.123 is greater than the critical r 0.062. Therefore, the hypothesis is rejected.
5. There is low negative relationship ($r= -0.21$) existing between the male adolescent introversion and their social adjustment. The calculated r 0.211 is less than the critical r 0.361. Therefore, the hypothesis is not rejected. There is no significant relationship between male adolescent introversion and their social adjustment.
6. There is low positive relationship ($r= 0.98$) existing between the female adolescent introversion and their social adjustment. The calculated r 0.098 is less than the critical r 0.197. Therefore, the hypothesis is not rejected. There is no significant relationship between female adolescent introversion and their social adjustment.
7. There is very low negative relationship ($r=-0.14$) existing between the male adolescent extroversion and their social adjustment. The calculated r 0.142 is greater than the critical r 0.139. Therefore, the hypothesis is rejected. There is significant relationship between male adolescent extroversion and their social adjustment.
8. There is very low positive relationship ($r=0.046$) existing between the female adolescent extroversion and their social adjustment. That at 0.05 level of significance and 368 degree of freedom, the calculated r 0.1046 is less than the critical r 0.098. Therefore, the hypothesis is not rejected. There is no significant relationship between female adolescent extroversion and their social adjustment.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter presents a discussion of the results from the study, the conclusions from the study, the recommendations made in the light of the findings of the study, educational implications of the study, the suggestions for further studies and summary of the entire study.

Discussion of Findings

The discussion of the findings was carried out under the following sub headings:

- Number of adolescent introversion and extroversion among students.
- Relationship between adolescent introversion and social adjustment.
- Relationship between adolescent Extroversion and social adjustment.
- Relationship between introversion and social adjustment based on gender.
- Relationship between extroversion and social adjustment based on gender.

Number of Adolescent Introversion and Extroversion among Students

The findings of the study reveal large number of females' adolescent introversion and extroversion existing among public junior secondary school students in Edo South Senatorial District of Edo State, (see table 1). The table shows that large number of females' adolescent introversion and extroversion exist among public junior secondary school students in Edo South Senatorial District of Edo State. Considering the number to male's adolescent introversion and extroversion in public junior secondary school in Edo South Senatorial District of Edo State. It shows that the females adolescent are more than the males adolescent in public school. The above finding is in contrast with the findings of (Soheila, Seyed and Alireza, 2015) who reported that from a population size of 234 students, 122 were male while 112 were female. It shows that the number of male were

more than the number of female adolescents and the number of introverted and extroverted adolescents in schools also varies and shows that there is significant difference between the boys and the girls and there is need for proper adjustment between the two groups. This study is in line with the findings of Ali, (2015) who reported that the number of female adolescent is more than the male adolescents. Perhaps one reason for this gap is that female tends to be more in number in the society at large. In a similar study, Lauries, (2010) found out that females adolescents had a significantly higher number and significantly having more positive attitude towards social adjustment than their male counterpart.

Relationship between adolescent introversion and their social adjustment

The results presented in table 3 and 9 reveals that there is very low positive relationship of 0.008 exist between adolescent introversion and their social adjustment. This means that adolescent in the study find it difficult to adjust socially, and that there is significant relationship between adolescent introversion and social adjustment (cal.r = 0.008, Crit.r > 0.195). The finding of this study which indicates very low positive relationship between introverts and their social adjustment can therefore be better explained in the light of the nature of introverts. Since introverts are likely to enjoy time spent alone and find less reward in time spent with large groups of people, feel increase of energy when alone, their level of involvement and social adjustment may be low, though they enjoy interactions with close friends. Introvert often take pleasure in solitary activities such as reading, writing, music, and drawing, playing video games, watching movies and plays and using computers; along with some more reserved outdoor activities such as fishing. Considering the number of adolescent introverts in schools today, it is not

surprising to note that the introverts are reserved and withdrawn, do not partake in social activity. Osa-Edoh and Iyamu (2012) also observed that the social life of adolescents influences their academic adjustment. Furthermore, it shows the social agencies of socialization should fill in the gap of modeling or educating adolescent on the need to be focus and attentive, and the need for relevant agencies of socialization to organize programmes that will help introverted adolescent to air their views so that they can well adjusted. It may go a long way to motivate these adolescents to enhance their overall adjustment in life. In a country like Nigeria where there is a growing social maladjustment, there should be a progressive move by school counsellors and other social organization to help in molding the social behaviours and attitudes of the young ones(adolescent) introverts towards realizing their social adjustment goals in the future especially to make a better choice of a well adjusted life.

In a similar study, Cobb (2012) found out that the personality of the introverts is reflected in their presence for and on their greater satisfaction with the world around them. They retreat to their world when difficulties arise, perhaps in order to avoid conflict. Their actions are cautious, and they do not like situations where they are in danger of losing control of themselves and where they may become the centre of interest.

Moreover, the findings agree with Harrison (2006), study which found that the extreme introverts as well as extreme extroverts (Ambivert) manifest melancholy and deep depression, if left alone or uncared for, this type of personality may most likely to commit suicide. There is need for proper counselling of these adolescents who are introverted especially those in the extreme. Interaction and socialization are necessary tools for learning, it does make learning easy, and without it, learning may be difficult, these can

lead to social adjustment problem. The assertion above is in line with the findings of Matthew et al., (2003) who sees introverts as belonging to two distinct groups: Group A: Self-sufficient, confident, hardworking, with firm goals, self-actualizing, reserved, preferring activities that involve inner experience and introspection; and Group B: Shy, timid, withdrawn with low self-concept, lacking in communication skills, demonstrating fear of people, dread of doing things in front of others, who prefer being left alone. Adolescents introvert, can only conjecture whether or not some of the elements in group B are a result of being constantly criticized for not being more social or more outgoing. It can lead to suicidal tendencies therefore, may not change his/her response pattern to social adjustment.

Relationship between Adolescent Extroversion and their Social Adjustment

The result shows that there is a very negative relationship of -0.12 existing between the adolescent extroversion students and their social adjustment. This means that some adolescent extroversion students encounter social adjustment problems. The result of the study also reveals a significant positive correlation between adolescent extroversion and social adjustment. ($\text{cal.r} = 0.123$, $\text{Crit.r} > 0.062$). The findings of this study however concord with the finding of Owuh (2011) who found that there is a significant relationship between extroverted students and relationship with their peers, attitude to classwork and social activities. The result also lends credence to the findings of George and Ukpong (2012) that provided an excellent review of the literature on the relationship between personality and social adjustment of adolescents and reported a poor interaction of introverts when it comes to social adjustments. It is not surprising that adolescent students who are extroverts tend to perform better than those who are introverts. The emphasis is

that, personality is identified as the learner factor that is capable of affecting learning and consequently enhances the adolescent adjustment in all facets of human life.

Similarly, the study agree with Little, (2008) found out that the typical extrovert as sociable, likes parties, has many friends, needs to have people to talk to, and does not like reading or studying by himself. The extrovert crave for excitement, take chances, often stick their neck out, act on the spur of the moment and are generally an impulsive individuals. The adolescent may have what Bulger (2010), called a prototypical extrovert which Bulger described as “outgoing” impulsive and uninhibited, having many social contacts and frequently taking part in group activities. The typical extrovert is sociable, likes parties, has many friends, and needs to have people to talk to and does not read or study by himself.

Therefore, a place where extroverted adolescent may adjust to social changes in the environment, his/her response pattern to such changes may not favour the social demands at the moment. For instance, where there is a constantly increasing demand that students should adopt individualized learning approach or focus more on self-directed, self-regulated learning or teaching approaches that de-emphasize cooperation among students, extroverted adolescent students may react or respond once they work best in cooperative group. Owuh (2011) maintained that personality traits are expressed in learning styles, which are in turn reflected in learning strategies which eventually produce a certain learning outcome. Ilesanmi (2007) supported this by saying that personality traits serve as directors or blocks for motivation and learning strategies. Adjustment requires harmony between what people believe in than our actual conduct within environmental realities. In effect, adjustment is a selective feeling about people and not what others think about them.

The findings of this study contradict the findings of Norris et al., (2007) who reported a significant relationship between adolescent introverts and social adjustment.

Relationship between male and female adolescent introversion and their social adjustment

The finding indicates that there is very low negative relationship of -0.21 existing between the male adolescent introversion and their social adjustment, also that there is low positive relationship of 0.098 existing between the female adolescent introversion and their social adjustment. This means that male adolescents introversion have difficulty with their social adjustment compared with female adolescent introversion students. The reason for this is obvious, by the biological make up of the two genders, females are easily adjusted than their males. In the same vein, because males adolescents are given to easier control of their mood, they are also likely to adjust better socially. This is not to say that the adolescents males may not decline. The study further indicates that there is no significant relationship between adolescent male introverts and social adjustment, since the calculated $r = 0.211$ is less than the critical $r = 0.361$. Also, the study found that there is no significant relationship between female adolescent introversion and their social adjustment because the calculated $r = 0.098$ is less than the critical $r = 0.197$.

Relationship between male and female adolescent extroversion and their social adjustment

The results shows that there is very low negative relationship of -0.1 existing between the male adolescent extroversion and their social adjustment while, there is very low positive relationship of 0.0 existing between the female adolescent extroversion and

their social adjustment. Therefore, this means that the male adolescent extroversion have problem of social adjustment whereas, the female adolescent extroversion may not have social adjustment problem. However, the study found out that there is significant relationship between adolescent male extroverts and social adjustment because calculated $r=0.142$ is greater than the critical $r=0.139$ but found no significant relationship between adolescent female extroverts and social adjustment where $r=0.1046$ is less than the critical $r=0.098$. The findings of the study showed that female introversion and extroversion correlates more with social adjustment than it was for their male counterparts. The study partly supports the findings of Norris et al., (2007) that male extroversion correlates with social adjustment and achievement. Similarly, Matthew and Laure (2008) worked on personality as correlates of social adjustment of adolescents explaining interactive effects of extroversion and arousal on achievement found that in general, extroversion was independent of arousal and the results suggested that there was no marked difference in interaction and socialization on the part of introvert adolescents.

The finding of this study also supports the findings of Defeyter et al., (2012) and Rentfrow et al., (2008) that some personality of extroverts are social – they need other people in order to demonstrate high energy and noise, communicate with excitement and enthusiasm with almost anyone in the vicinity, draw energy from people; love parties, are lonely and restless when not with people, establish multiple fluid relationships, engage in lots of activities and have many interest areas, have many best friends and talk to them for long periods of time, are interested in external events not internal ones, prefer face-to-face verbal communication rather than written communication, share personal information easily, respond quickly.

This implies that social adjustment correlates positively with their personality types. Lynn in Judge et.al (2012) however reported remarkable gender difference in the personality types among introverted and extroverted students. Fleenon (2009) found out similarly that extroverted girls and introverted boys tended to be more successfully adjusted socially. The results of the present study also support the works of Susan (2003) that found a positive relationship between extroversion and social adjustment of assertiveness

Implications of the Study

The various findings of the study have strong implications for counselling. The high prevalence of maladaptive behaviours amongst student's populace is a reflection of the defectiveness of the adolescent personality type and the social adjustment of the society. These calls for attention and there is urgent need to create awareness on the danger associated with adolescent personality and social adjustment problems.

Adomeh (2010) avow that Counselling is a helping Profession; it is a vital tool that can be used for adolescents social adjustment and for effective and adaptive behaviours and fundamental problem solving strategies. The use of counselling in shools will enable the adolescent to maximize the likelihood of receiving correct treatment from the school counsellor and enhance the ability to cope with their social problem thereby becoming a well adjusted individuals. It must be noted therefore that some of these behaviours are permanent and are carried over into adulthood just as many of them spurred from infancy and childhood.

It is the role of the school counsellors to encourage acceptable behaviours by organizing counselling programmes, such as one on one session with client(adolescent)

modelling programmes (real and fictional) and creating interations that will enable the adolescent (students) to cultivate and enhance a well socially adjusted life and equally discourage the excesses of these personalities. It is against this background that this work is conceptualized and designed.

The findings call for the attention of the counsellors, parents, teachers, and the government to derive major ways of arresting the social adjustment problems amongst the students populace. They should rise up to their duties and not wait till these ugly issues destory adolescents who are affected psychologically, socially and emotionally before they can do something about it. They should find means of identifying these unadjusted behaviours and social adjustment problems among the adolescents and try to put an end to it or reduce it to the barest minimum. They should try to use counselling as a tool to deal with these issues relating to adolescents and their social adjustment. Also, to find out adolescents who are being affected by these social adjustment problems.

The findings of the study revealed that adolescent male extroversion and male introversion correlate negatively to social adjustment in Edo South Senatorial District of Edo State.

The schools are large and the adolescents are exposed to lots of information and misinformation which affect their personality types, which may partly be responsible for the maladaptive behaviours. There should be a progressive move by the school counsellors and other social organizations to help in molding the behaviours of young ones towards realizing their future goals especially to make better social adjustment in life through interaction and socialization with peers and other adults alike. The findings of this study

revealed that adolescent personality types of extroversion negatively correlates to social adjustment and the more extroverts they become, the less they adjust socially.

School counsellors should therefore provide counselling services through provision of information that could affect social development and help introverted adolescents' to learn to adjust to social changes so as to improve their socialization, education and adjusted processes.

Conclusion

The study concluded that since a large number of female adolescent introversion and extroversion exist among public junior secondary school students in Edo South Senatorial District, counsellors should seek way of helping adolescent male and female students' personality types of introversion and extroversion adjust from all form of anti social behaviours in order to maintain a balance, so as to enhance their social adjustment so that adolescents' unique personality will be taken into consideration as the obvious is the fact that they are coming from different homes with different backgrounds and ideologies.

However, there is no significant relationship between adolescents' introversion and their social adjustment, and it was concluded that there is no significant relationship between adolescent male introverts and their social adjustment. Furthermore, the female of both adolescent personality types do not have difficulty in adjusting socially as compared to their male counterparts.

In addition, it was concluded that adolescent male extroverts correlate with their social adjustment. All hand must be on deck in order to resolve the social adjustment problem in Nigerian schools. Any attempt made today towards resolving adolescents social adjustment problems is an investment in reducing future societal problems and waste of human life.

Recommendations

In the light of the findings of the study, the following recommendations are made:

1. School counsellors should provide frequent counselling services for adolescents, information that could improve their social adjustment should be provided and the counsellor should also encourage parents to expose their children especially adolescents to sound formal education as well as training them in right social norms/values.
2. Counsellors should help the adolescent introverts and extroverts adjust from various anti social behaviours so as to enhance their social adjustment.
3. Counsellors should encourage formation of group meeting like Girls Guide, Christian fellowship, Boys scout, drama group and debating society, where the students can interact in semi-controlled ways in order to improve their life styles in schools as way of preventing the development of social adjustment problems.
4. There is need to increase the number of professional workers (school counsellors) in our school system who would be devoted to helping students who display early stages

of social maladjustment. The practice in some secondary schools where guidance counsellors are deployed to classrooms as subject teachers is not helping the situation. Rather than teaching other subjects in the classrooms, the counsellors should help the students to develop and utilize adjustment skills so as to modify social behaviour in order to reduce anti social behaviours and personal inadequacies in schools.

5. Government through the State and Federal Ministry of Education should create counseling units in all public schools; the counseling units/centres should be well equipped with relevant/necessary materials, equipment, adequate man power, for proper counseling and modification of behaviours. They should make it a point of duty to employ school counselors and deploy them to schools in the same way teachers are recruited.
6. The government must therefore give counseling a top priority in the scheme of things, because counseling cuts across all facets of human endeavours. Counseling is for all, the big and small. Public Enlightenment programme should be carried out in schools, market places, ministries, non-ministries, churches, mosques and bodies which are currently in existence, in conjunction with the mass media to give it required publicity through the television, radio, gigs, handbills, posters, Newspapers and one on one method. Seminars and workshops should be organized for teachers, students, parents, politicians, policy makers, school administrators and the general public on the need for counseling services and the importance of counselors in our schools and lives.
7. Civil society organization should organize workshops for adolescents on cultural diversity and the need to harness culture as an instrument for developing socially acceptable behavior and reducing anti social behaviours.

Limitations of the Study

The limitation of this study is that the research was carried out in one senatorial district of a state, while other senatorial districts in the same state were not looked at. The researcher is aware that Nigeria is a vast country made up of 109 senatorial districts. It is possible that adolescents in other senatorial districts of the state and other states in the federal may not be experiencing exactly the same social adjustment problem like adolescents in Edo South Senatorial District of Edo State. It is assumed therefore that a broader research scope may influence the findings in respect of adolescents' social adjustment in relation to their personality types.

Another limitation acknowledged by the researcher is the studying of adolescents within the school setting only; adolescents outside the secondary school system were not studied. Maybe if the adolescents outside the school system were inclusively studied the finding could be different as concluded in this study. An additional limitation of this study is also the use of JSS 1 and 2 only while JSS 3, SS 1 to SS 3 were not looked at; the reason for using only JSS 1 and JSS 2 is that JSS1 have just transitioned from primary school to secondary school while JSS 2 have transitioned from JSS 1 and have spent one academic year therefore it can not be concluded that they have fully adjusted. A further limitation acknowledged by the researcher is the studying of Jung's extroversion and introversion personality types while other personality types (Big five) model were not studied, because they appear to be the most rampant personality types observable among the adolescents.

Suggestions for Further Research

The following suggestions are made for further studies:

1. Studies to be carried out on factors that influence adolescents' social adjustments pattern relative to their personality types and how it affects their academic achievement.
2. Since the findings of the study revealed no significant correlation between adolescents' introversion personality types and social adjustment, other studies could be carried out to find how the introverted students/adolescents could be motivated to adjust successfully to social changes in their environment.

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