



# PERSONALITY FACTORS AND SOCIAL ADJUSTMENT AMONG SECONDARY SCHOOL STUDENTS IN CALABAR EDUCATION ZONE OF CROSS RIVER STATE, NIGERIA

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## ABSTRACT

This study investigated the influence of personality factors (openness to experience, conscientiousness, extraversion, agreeableness and neuroticism) on students' social adjustment in Calabar Education Zone. Literatures related to the variables under study were reviewed accordingly. The study adopted survey research design. The sample for this study comprised 710 senior secondary school three students randomly selected from 50 public secondary schools in Calabar Education Zone out of a population of 7,096 representing 10% of the students' population. The instrument used in collecting data for the study was "Personality Factors and Students' Social Adjustment Questionnaire" (PFSSAQ). The instrument was validated by two experts in Psychology and one expert in Measurement and Evaluation unit and the reliability of the instrument was determined using Cronbach Alpha method which gave coefficients that ranged from .74 and .86. Data collected from 687 out of the 710 students sampled in the study was analyzed using descriptive statistics, One-way Analysis of Variance (ANOVA) and Independent t-test tested at .05 level of significance. The result of the analysis revealed that openness to experience, conscientiousness and agreeableness had significant positive influences on social adjustment among students in Calabar Education Zone while neuroticism has a significant negative influence on social adjustment. It was also revealed that students who are extroverts differ significantly from their counterparts who are introverts on social adjustment. Based on these, it was recommended among others that students should be encouraged to apply any of the personality traits principle dimensions to enable them unravel how it affect social adjustment which is very relevant in determining the degree of academic success.

**KEYWORDS:** Personality factors, openness to experience, conscientiousness, extraversion, agreeableness and neuroticism, social adjustment

## INTRODUCTION

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 which involves coping with new standards and values. In the technical language of psychology, getting along well with the members of society is best described as adjustment. In Plato's words "man is a social animal," meaning we live in a society where we form opinion about others and others about us. We try to behave according to the norms of the society so that we can adjust with others.

But it is not an easy task because the personality of each individual is a unique organization (Ugal, 2002). This organization has to make special efforts to adjust with other unique organization within one self and the society. Social adjustment is the direction in which teachers try to instil adjustment skills in their students. Teachers should emphasize on the adjustment of students in terms of coping with the existing social situations. They should contribute to improving the social environment of the school. Psychologists use the term adjustment to mean varying conditions of social and interpersonal relation to the society.

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Thus, adjustment can be called the reaction to the demand and pressures of the social environment imposed upon the individual. Therefore, students could adjust in relation to some of the best personality factors towards the society and produce a good personal relationship with other people within and outside the school environment (Abid, Shafiq, Naz and Riaz, 2015). Nature makes everyone special and different from the other person. Every man has different style of reasoning, feeling, and behaviour. Therefore, each person could behave uniquely even in the same situation. This confirms the fact that no two persons have the same personality trait. Every personality is unique. Even twins brought up in the same environment have different personalities. Personality traits and characteristics could be maintained uniquely by people through living in the world successfully and building healthy interpersonal relationships. This means that personality characteristics pervade people's behaviour and lives in several ways (Caspi and Shiner, 2006; Roberts, Kuncel, Shiner, Caspi and Goldberg, 2007).

There is robust evidence that early emerging individual differences in personality shape how people experience and respond to a wide variety of developmental tasks, ranging from the cultivation of social relationships to the mastery of educational and work tasks (Caspi and Shiner, 2006). Robert, Kuncel, Shinner, Caspi and Goldberg (2007) opined that personality traits predict mortality, divorce, and occupational attainment as well as, socioeconomic status and cognitive ability. It is surprising, however, that with regard to one central aspect of social functioning, particularly that of parenting, very few studies has been carried out on the personalities of mothers and fathers as a potentially important source of influence.

Personality is the synthetic unit of all the characteristics, reaction and tendencies of a person in their intimate interplay (Ugal, 2002). The factors of personality can be distinguished by analysis. They form an organic whole of interdependent parts. Personality is not the mere sum of distinguishable parts; it refers to a pattern of traits rather than to a mere collection of characteristics. Personality traits tell us how the individual behaves and also show their characteristic style of action. Mun (2010) defines personality traits "as a more than a mere sum of measurable aspects, it is an integration of an organized whole".

Permanent aspects of behaviour are included in personality. Personality is also the total quality of an individual's behaviour. Personality could be referred to as social behaviour; which is pleasing or displeasing to other persons, which is not considered as right or wrong? It is different from character, which refers to conduct which is considered as right or wrong or in conformity with the accepted social standard or repugnant to it (Deriega, Winstead and Jones, 2000).

## **THEORETICAL FRAMEWORK**

This study is anchored on Raymond Cattel's big five personality traits theory. This theory was propounded by Raymond Cattel in 1972. This theory has been the most widely used for measuring personality because it is the most empirical (that is based on survey of subjects). This theory states that personality is composed of a set of traits that describe general response tendencies or predispositions. For many years, personality is influenced by inner biological patterns or by the experiences individuals had. This dispute, variously known as the issues of heredity and environment or the nurture versus nature controversy, is frequently conducted in a way to suggest that one or the other had to be the primary factor. A major current trend in personality theory is the emergence and development of the big five personality traits. Cattel's theory and research on the big five personality traits wrestle with the issues of nature versus nurture. This does not deny the influence of environmental forces on personality; they take an interactionist view. However, they often seek to clarify the role that genetic factors play.

### **Purpose of the study**

The main purpose of this study was to investigate the influence of personality factors on students' school social adjustment in Calabar Education Zone. More specifically, the study investigated the extent of influence of:

1. openness to experience on students' social adjustment;
2. conscientiousness on students' social adjustment;
3. extraversion on students' social adjustment;
4. agreeableness on students' social adjustment;
5. neuroticism on students' school social adjustment.

## **LITERATURE REVIEW**

### **Concept of personality**

It is no accident that the word person is in the word personality. Someone's personality defines that person, rather than just a biological conglomeration of organs. One's personality is the sum total of all of the ways of acting, thinking, and feeling that are typically for that person and make that person different from all other individuals. It is noticed that the two emphases in this definition are on the term typical and different. An individual's personality is composed of all the relatively unchanging psychological characteristics that are typical for that person.

Some people are typically generous: others are typically impulsive: others are typically shy. If people did not have at least some relatively unchanging qualities, we would never know what to expect from them. Each time we encountered a friend, it would be like dealing with a stranger.

We know what to expect from our friends because of the relatively unchanging psychological characteristics that make up each person's personality. The second emphasis in the definition of personality is on the term different. Each person's unique pattern of typical ways of acting, thinking, and feeling set him or her apart from each other person (Schultz and Schultz, 2003).

According to Schultz and Schultz (2003), personality derives from the Latin word "persona", which refers to a mask that we put on as an outward appearance, the public face we display to the people around us. Based on its derivative then we conclude that personality refers to external and visible characteristics, those aspects of us that people can see. Our personality would then be defined in terms of the impression we make on others, that is what we appear to be. Personality is not only talking about what we can see or how another person appears to us, or solely to the mask we wear speak of personality, we refer to more than that. We mean to include many attributes of an individual, a totality or collection of various characteristics that goes beyond superficial physical qualities, which encompasses a host of subjective social and emotional qualities as well, as the ones that we may not be able to see directly, that a person may try to hide from us, or that we may try to hide from others. Of course, it is glib and facile to attempt to sum up the total constellation of someone's personality characteristics by using fuzzy terms as terrific and terrible.

Openness to experience and students' school social adjustment

Openness to experience is one of the domains which are used to describe human personality in the five factor model. Openness involves six facets, or dimensions including active imagination (fantasy) aesthetic sensitivity, attentiveness to inner feelings, preference for variety, and intellectual curiosity. A great deal of psychometric research has demonstrated that, these facets of qualities are significantly correlated. Thus, openness can be viewed as a global personality trait consisting of a set of specific traits, habits, and tendencies that cluster together (Thomas, 2012).

According to Moore (2013) openness tends to be normally distributed with a small number of individuals scoring extremely high or low on the trait, and most people scoring moderately. People who score low on openness are considered to be closed to experience. They tend to be conventional and traditional in their outlook and behaviour. They prefer familiar routines to new experiences, and generally have a narrower range of interests. Openness has moderate positive relationships with creativity, intelligence and knowledge. Openness is related to the psychological trait of absorption, and like absorption has a modest relationship to individual difference in hypnotic susceptibility.

Openness has more modest relationships with aspects of subjective well-being than other five factor model personality traits. On the whole openness appears to be largely unrelated to symptoms of mental disorders. Openness to experience involves a broad range of characteristic such as being curious, open-minded and artistic (Thomas, Moore, and Scot, 2006). McCrae and Costa (2007) posited that openness to experience reflects individual independent, liberal and daring behaviour. However, individual differences in openness to experience are grounded on cultures. In an article published in psychological science, Chen, Lee and Stevienson (1995) reported that Japanese and Chinese students are more likely than American and Canadian students to be neutral regardless of their opinion. In other words, these Japanese and Chinese students have lower levels of openness to experience. They further explained that the difference in response style between western and Asian was consistent with the distribution often made between individuals and collective cultures. Given this description, students who score high in openness to experience and reside in the Asian countries generally demonstrate higher level of collectivism, would be less willing to express their opinion and share their knowledge with others in the school.

Conscientiousness and students' school social adjustment

Conscientiousness summaries traits related to dependability, achievement orientation and perseverance. Individual with high conscientiousness are more dutiful, dependable, reliable, responsible, organized and hardworking (Barrick and Mount, 2010). In a situation where interdependence and good interpersonal relationships are important success factors, a person with high conscientiousness is more cooperative compared to those with lower level of conscientiousness. In the school environment, conscientious students tend to engage in more knowledge sharing activities such as sharing information about hobby, movie and music reviews published in the library website (Lepine and Dyne, 2001).

The emergence of the five-factor model has enabled researchers to conduct construct-oriented meta-analytic review of the predictive validity of personality. Although, these views have adopted slightly different personality frameworks, the conclusion can be summarized in terms of the big five taxonomy (Barrick and Mount 2010). The views demonstrated that only one dimension of the big five, conscientiousness is a valid predictor for all occupational groups and all job-related criteria studies. Other dimensions were valid predictor for only some criteria or some occupations. Additional support for this conclusion has been provided by Barrick and Mount (2010) whose result reported that in United States of America Army selection and classification.

The researchers found that components of conscientiousness that is, achievement and dependability were the best personality predictors of target criteria. In contrast, conscientiousness was not the most valid predictor of academic performance in a big five meta-analysis (Tett, 2001).

However, as pointed out, the discrepancies may be explained by difference in methodological and statistical approaches used in the study. The Tett (2001) results notwithstanding the preponderance of evidence shows that individuals who are dependable, reliable, careful, thorough, able to plan, organized hardworking persistent, and achievement oriented tend to have higher academic performance in most if not all area of study. Conscientiousness has emerged as perhaps the most important trait motivation variable in personnel psychology (Barrick *et al.*, 2010; Schmidt & Hunter, 2009).

**Extraversion and students' school social adjustment**  
This factor is responsible for indicating whether the student is sociable or retiring and whether he is fun-loving or usually sober. It also shows how affectionate or reserved one is in his association with others or during events. Individuals high in extraversion have the inclination to be sociable (Besser & Shackelford, 2007). Extroverts are enthusiastic, energetic and optimistic. Studies have suggested that extroverts are positively affective, and therefore are likely to have positive emotions and contribute to greater team satisfaction (Watson & Clerk, 2014). Because extroverts tend to be emotionally positive and are satisfied when working with teams, they might increase knowledge sharing among group members to ensure that the team will remain viable. For instance, when completion of group assignment depends on online sources from library website, students who are extraverted tend to share the library information with team mates to accomplished group assignment (McCrae & Costa 2008).

Extraversion encompasses the more specific trait of gregariousness, which could include the even more precise characteristics of friendliness. The more specific the attribute the better we are able to predict specific behaviour in a given situation. Thus a specific measure of friendliness let us predict how much one will smile and talk in a social situation more accurately than does the more global measure of extraversion (Founder, 2004).

Personality measures can also contribute to the prediction of academic performance. Toker and Subich (2007) used several different measures to survey the job satisfaction of adults employed in various occupations and concludes that, the big five personality dimensions contribute significant. In particular, extraversion was a unique predictor. Holland (1996) has linked extraversion with his typology of persons and work environments to underscore that people work well when there is a good fit between their personality type and the characteristics of the work environment.

Thus, optimal use of human resources can certainly be facilitated by the framework of the extraversion (Goldberg, 2013).

In many respects, the factor theories of Eysenck and Cattle are quite similar. However, Cattle considered the scope of personality to be broader than did Eysenck. Further, Cattle's sixteen personality factors are oblique, which is to say that the various factors may also correlate with each other, whereas Eysenck's super factors are without further correlations. Indeed, Eysenck's super-traits, introversion extraversion and emotional stability are essentially the same as further inter correlations among cattle's sixteen personality traits, which produce a lesser member of orthogonal or second-order factor. Cattle criticized Eysenck for limiting the scope of personality in his questionnaire items, but Eysenck noted that those questions are specific to the dimensions they seek to assess and do not represent the whole of personality. He believed the traits that Cattle stressed are more limited than his own super factors (Cattel, 1990).

#### **Agreeableness and students' school social adjustment**

It matters a lot to determine whether the students is soft headed or ruthless in his or her dealings with others. Is he/she a trusting type or generally a suspicious person? We need to know his or her position when it comes to whether he or she is helpful or uncooperative in his or her behaviour. Agreeableness describes the individual's propensity to be interpersonally pleasant (Besser & Shackerford, 2007). People high in agreeableness are good-natured, forgiving, courteous, helpful, generous, cheerful and cooperative. In fact, agreeableness has been shown to influence academic performance most when collaboration and cooperation amongst students are essential (Witt, 2002).

Since knowledge sharing is a particular form of individual helpfulness cooperation and collaboration, and entails getting along with others within interpersonal relationships with students and friends, individual high in agreeableness are more likely to share knowledge. The big five construct can also be useful in showing us how concepts in personality theorizing are related. Thus, Adler's social interest, Horney's moving toward and Erikson's basic trust may all be seen as aspects of agreeableness (Loori, 2004). Development of the five factor model has had significant implications for the diagnosis and analysis of dysfunctional behaviour, for example Miller and Lyman (2003) studies measures of the big five in relation to psychopath, or antisocial behaviour. They correlated individuals' scores on the big five factor model psychopathy prototype and self-reports of behaviour, as well as with several laboratory tasks.

Persons whose personality profiles consist of high agreeableness and conscientiousness and high extraversion, along with mixed measures of the facets pertaining to neuroticism (high impulsiveness and angry hostility, low in anxiety, depression, self-consciousness, and vulnerability) were apt to behave in ways associated with psychopathy.

They were more likely to abuse substance, engage in risky sex, and become involved in delinquent or criminal behaviour. In addition, they were more aggressive in a laboratory task, were less willing to delay gratification, and showed a preference for aggressive responses. Such results join other studies in providing strong support for a dimensional approach to the assessment of personality disorders and show that five factors model is sufficiently broad to account for most of the variation in personality disorders (Clark, Vorhies, and McEwen, 2002; Schroeder, Wormworth and Livesley, 2002).

**Neuroticism and students' school social adjustment**  
Neuroticism contrasts emotional stability with different negative mood such as anxiety, sadness and nervous tension. According to Lepine and Dyne (2001), people with high neuroticism often express their attitudes toward co-students. In this regard, it is likely that student who scores high in neuroticism would interact and share information with others. According to Pope and Bierman (2009), aggressive behaviour contributes significantly to school failure, delinquency, peer rejection and substance abuse. Adolescents who engage in aggressive behaviour may eventually experience school problems and develop deviant peer group. The general tendency to experience negative effects such as fear, sadness, embarrassment, anger, guilt, and disgust is the core of the neuroticism domain. However, neuroticism includes more than susceptibility to psychological distress. Perhaps because disruptive emotions interfere with adaptation, those who score high in neuroticism are prone to have irrational ideas to be less able to control their impulse and to cope more poorly than others with stress (Ehrler, Evans and McGhee, 1999).

Neurotics are emotionally unstable individuals, are worried, easily provoked, depressive and vulnerable (Van Der zee, Thijs and Schakel, 2002). Adolescents who engage in aggressive behaviours may eventually experience school problems and develop deviant peer groups, Shechtman (2000) opts that a personality factor such as aggression can also significantly predict academic success. This is important because aggressive behaviour are generally easier to identify than some of the other personality traits that are measured using the big five. Given that adolescent personality traits differ somewhat from those in adults and therefore, there is need to continue to develop instruments specifically designed to address concern in adolescents.

Also, Pope (2009) state that children who exhibit aggressive behaviour are at greater risk of developing future problems when they are rejected by their peers. Some of the characteristic that causes children to become rejected by their peers may include increased hyperactivity inattentiveness and immature behaviour in addition to the aggressive behaviour. These behaviours may also contribute to the same children's inability to focus in school, thus the relationship with poor academic performance. Students who are ostracized by their peers in school may form alliance with other children who share the same deviant interest.

### Research method

For the purpose of this study, the survey research design was adopted. This design is preferred over the others because it is used to find the meaning and obtain an understanding of the present conditions as well as determining the frequency with which something occurs or the relationship between two variables.

The study was carried out in Calabar Education Zone of Cross River State, Nigeria. Calabar Education Zone is one of the three Educational Zones in Cross River State. The area comprised seven Local Government Areas which include: Akamkpa, Akpabuyo, Bakassi, Biase, Calabar South, Calabar Municipality and Odukpani. The data collected was analysed using descriptive statistics and One-way Analysis of Variance tested at .05 level of significance. The independent and dependent variables as well as the statistical technique to be used are presented as follows:

#### (i) Hypothesis one

There is no significant influence of openness to experience on students' school social adjustment.

Independent variable: Openness to experience (low, moderate and high)

Dependent variable: School social adjustment

Statistical tool: One-way Analysis of Variance

#### (ii) Hypothesis two

Conscientiousness does not significantly influence students' social adjustment.

Independent variable: Conscientiousness (low, moderate and high)

Dependent variable: School social adjustment

Statistical tool: One-way Analysis of Variance

#### (iii) Hypothesis three

Extraversion do not differ significantly in school social adjustment from introverts.

Independent variable: Extraversion (Extroverts/introverts)

Dependent variable: Students' social adjustment

Statistical tool: Independent t-test

**(iv) Hypothesis four**

Agreeableness does not significantly influence students' social adjustment.

Independent variable: Agreeableness (low, moderate and high)

Dependent variable: Students' social adjustment

Statistical tool: One-way Analysis of Variance

**(v) Hypothesis five**

There is no significant influence of neuroticism on students' social adjustment.

Independent variable: Neuroticism (low, moderate and high)

Dependent variable: Students' social adjustment

Statistical tool: One-way Analysis of Variance.

**Presentation of results**

In this section, each of the hypotheses of the study was re-stated, the independent and dependent

variables identified as well as describing the statistical analysis technique used to test the hypothesis.

**Hypothesis one**

There is no significant influence of openness to experience on students' school social adjustment. The independent variable is openness to experience which was categorized into three (low, moderate and high) based on the sum of the respondents' responses to items 1 – 5 of Section B of the PFSSAQ while the dependent variable is school social adjustment. The hypothesis was tested using One-way Analysis of Variance at .05 level of significance. The result revealed that the mean score obtained by the 124 subjects who are low in openness to experience was 27.21 which is less than the mean score of 28.02 obtained by the 344 subjects who are moderate in openness to experience and this is also less than the mean score of 29.62 obtained by the 219 subjects who are high in openness to experience. This implies that the more the level of openness to experience, the better the social adjustment among the students.

**TABLE 1:** One-way Analysis of Variance for openness to experience and school social adjustment among secondary school students in Calabar Education Zone

Level of openness to experience	N	Mean	SD
Low	124	27.21	9.90
Moderate	344	28.02	9.06
High	219	29.62	7.94
Total	687	28.38	8.91

  

Source of variance	Sum of squares	Df	Mean square	F-ratio	p-level
Between groups	549.857	2	274.928	3.487*	.031
Within groups	53922.225	684	78.834		
Total	54472.082	686			

\*Significant at .05 alpha level.

**TABLE 2:** Fisher LSD Post Hoc is employed to Test for openness to experience and school social adjustment among secondary school students in Calabar Education Zone

Level of openness to experience	N	Mean	Mean difference	p-level
Low	124	27.21		
Moderate	344	28.02		
Low	124	27.21	-2.41*	.016
High	219	29.62		
Moderate	344	28.02	-1.60*	.038
High	219	29.62		

\*Significant at .05 level;  $p < .05$ .

**Hypothesis two**

Conscientiousness does not significantly influence students' social adjustment. The independent variable is conscientiousness which was categorized into three (low, moderate and high) based on the sum of the respondents' responses to items 6 – 10 of Section B of the PFSSAQ while the dependent variable is school social adjustment among secondary school students in Calabar Education Zone. The hypothesis was tested using One-way Analysis of Variance tested at .05 level of significance. The result revealed that the mean score obtained by the 176 subjects who are low in conscientiousness was 24.77 which is less than the

mean score of 28.29 obtained by the 353 subjects who are moderate in conscientiousness and this is also less than the mean score of 32.62 obtained by the 219 subjects who are high in conscientiousness. This implies that the more the level of conscientiousness, the better the social adjustment among the students. The result further revealed that the calculated F-ratio obtained was 35.644 with a p-value of .000 with 2 and 684 degrees of freedom. With the obtained result (p-value of .000 being less than .05 level of significance adopted), the F-ratio was said to be statistically significant and this implies that the hypothesis which states that conscientiousness does not significantly influence students' school social adjustment was rejected.

**TABLE 3:** One-way Analysis of Variance for conscientiousness and school social adjustment among secondary school students in Calabar Education Zone

Level of conscientiousness	N	Mean	SD
Low	176	24.77	8.99
Moderate	353	28.27	8.07
High	158	32.62	8.84
Total	687	28.38	8.91

  

Source of variance	Sum of squares	Df	Mean square	F-ratio	p-level
Between groups	5141.315	2	2570.658	35.644*	.000
Within groups	49330.766	684	72.121		
Total	54472.082	686			

\*Significant at .05 alpha level.

**Hypothesis three**

Extraversion do not differ significantly in school social adjustment from introverts. The independent groups were extroverts and introverts, which were categorized based on the sum of the respondents' responses to items 11 – 15 of Section B of the PFSSAQ while the dependent variable is school social adjustment. Respondents who scored from 5 – 12 (below the reference mean ie. 12.5) in the five items that measured extraversion were classified as introverts, while those that scored from 13 – 20 (above the reference mean) were classified as extroverts. The hypothesis was tested using Independent t-test

analysis at .05 level of significance. The result revealed that the mean score obtained by the 418 subjects who are extroverts was 30.00 with a standard deviation of 8.52 is greater than the mean score of 25.87 with a standard deviation of 8.94 obtained by the 269 subjects who are introverts. The mean difference was considered statistically significance since the t-value of 6.008 obtained with a p-value of .000 met the criteria for significance at .05 level. This showed that students who are extroverts were significantly better than their counterparts who are introverts in their school social adjustment.

**TABLE 4:** Fisher LSD Post Hoc Test for conscientiousness and school social adjustment among secondary school students in Calabar Education Zone

Level of conscientiousness	N	Mean	Mean difference	p-level
Low	176	24.77	-3.52*	.000
Moderate	353	28.29		
Low	176	24.77	-7.85*	.000
High	158	32.62		
Moderate	353	28.29	-4.33*	.000
High	158	32.62		

\*Significant at .05 level;  $p < .05$ .

#### Hypothesis four

Agreeableness does not significantly influence students' social adjustment. The independent variable is agreeableness which was categorized into three (low, moderate and high) based on the sum of the respondents' responses to items 16 – 20 of Section B of the PFSSAQ while the dependent variable is school social adjustment among secondary school students in Calabar Education Zone. The hypothesis was tested using One-way Analysis of Variance at .05 level of significance. The result revealed that the mean score obtained by the 113 subjects who are low in agreeableness was 23.67 which is less than the mean score of 28.56 obtained by the 391 subjects who are

moderate in agreeableness and this is also less than the mean score of 30.90 obtained by the 183 subjects who are high in agreeableness. This implies that the more the level of agreeableness, the better the school social adjustment among the students. The result further revealed that the calculated F-ratio obtained was 24.784 with a p-value of .000 at .05 level of significance with 2 and 684 degrees of freedom. With the obtained result, the F-ratio was considered statistically significant and this implies that the hypothesis which states that agreeableness does not significantly influence students' social adjustment was rejected.

**TABLE 5:** Independent t-test analysis of extrovert/introverts and school social adjustment among secondary school students in Calabar Education Zone

Variable	N	Mean	SD	t-value	p-level
Extrovert	418	30.00	8.52	6.008*	.000
Introvert	269	25.87	8.94		

\*Significant at .05 level.

**TABLE 6:** One-way Analysis of Variance for agreeableness and school social adjustment among secondary school students in Calabar Education Zone

Level of agreeableness	N	Mean	SD
Low	113	23.67	7.92
Moderate	391	28.56	8.70
High	183	30.90	8.86
Total	687	28.38	8.91

  

Source of variance	Sum squares	of Df	Mean square	F-ratio	p-level
Between groups	3680.752	2	1840.376	24.784*	.000
Within groups	50791.329	684	74.256		
Total	54472.082	686			

\*Significant at .05 alpha level.



**TABLE 7:** Fisher LSD Post Hoc Test for agreeableness and school social adjustment among secondary school students in Calabar Education Zone

Level of agreeableness	N	Mean	Mean difference	p-level
Low	113	23.67	-4.89*	.000
Moderate	391	28.56		
Low	113	23.67	-7.23*	.000
High	183	30.90		
Moderate	391	28.56	-2.34*	.003
High	183	30.90		

\*Significant at .05 level.

**Hypothesis five**

There is no significant influence of neuroticism on students' school social adjustment. The independent variable is neuroticism which was categorized into three (low, moderate and high) based on the sum of the respondents' responses to items 21 – 25 of Section B of the PFSSSAQ while the dependent variable is school social adjustment among secondary school students in Calabar Education Zone. The hypothesis was analyzed using One-way Analysis of

Variance tested at .05 level of significance. The result revealed that the mean score obtained by the 108 subjects who are low in neuroticism was 32.44 which is greater than the mean score of 28.33 obtained by the 404 subjects who are moderate in neuroticism and this is also greater than the mean score of 26.01 obtained by the 175 subjects who are high in neuroticism. This implies that the more the level of neuroticism, the lesser the school social adjustment among the students.

**TABLE 8:** One-way Analysis of Variance for neuroticism and school social adjustment among secondary school students in Calabar Education Zone

Level of neuroticism	N	Mean	SD
Low	108	32.44	7.80
Moderate	404	28.33	8.82
High	175	26.01	8.92
Total	687	28.38	8.91

Source of variance	Sum squares	of Degree of freedom	Mean square	Fisher-ratio	p-level
Between groups	3680.752	2	1840.376	24.784*	.000
Within groups	50791.329	684	74.256		
Total	54472.082	686			

\*Significant at .05 alpha level.

**TABLE 9:** Fisher LSD Post Hoc Test for neuroticism and school social adjustment among secondary school students in Calabar Education Zone

Level of neuroticism	N	Mean	Mean difference	p-level
Low	108	32.44	4.11*	.000
Moderate	404	28.33		
Low	108	32.44	6.43*	.000
High	175	26.01		
Moderate	404	28.33	2.32*	.003
High	175	26.01		

\*Significant at .05 level.

### SUMMARY OF THE STUDY

This study investigated the influence of personality factors on students' school social adjustment in Calabar Education Zone. The result of the analysis revealed that openness to experience has a significant positive influence on school social adjustment among students in Calabar Education Zone of Cross River State. The result also revealed that conscientiousness has a significant positive influence on school social adjustment among students in Calabar Education Zone of Cross River State. The result further revealed that students in Calabar Education Zone of Cross River State who are extroverts differ significantly from their counterparts who are introverts on school social adjustment. The results further revealed that agreeableness has a significant positive influence on school social adjustment among students in Calabar Education Zone of Cross River State. The result finally revealed that neuroticism has a significant negative influence on school social adjustment among students in Calabar Education Zone of Cross River State.

### CONCLUSION

Based on the data collected and analyzed, it was concluded that openness to experience has a great influence on school social adjustment among students in Calabar Education Zone of Cross River State in such a way that the more the level of openness to experience, the better the students' school social adjustment. It was also concluded that conscientiousness has a great influence on school social adjustment among students in Calabar Education Zone of Cross River State in such a way that the more the level of conscientiousness, the better the students' school social adjustment.

It was further concluded that students in Calabar Education Zone of Cross River State who are extroverts had better social adjustment in the school than those who are introverts. It was further concluded that agreeableness has a great influence on school social adjustment among students in Calabar Education Zone of Cross River State in such a way that the more the level of agreeableness, the better the students' school social adjustment. It was result finally concluded that neuroticism has a great influence on school social adjustment among students in Calabar Education Zone of Cross River State in such a way that the more the level of neuroticism, the lower the students' school social adjustment.

### RECOMMENDATIONS

Based on the findings, the following recommendations were considered necessary.

1. Teachers should endeavour to have one on one interaction with each student during and after learning period. This would help the teachers discover knowledgeable students who can be useful to help developing or enhancing the academic performance of dull students through knowledge sharing.

2. Teachers should encourage low conscientious students to participate in class activities such as school debate, description of event and so on. This would provide self-encouragement to the low conscientious students within and outside school environment.

3. School Counsellors and Teachers should be able to identify students' extraversion tendencies. This would help them to understand and assign the students to a specific area or functions.

4. Teachers should understand students' propensity to interpersonal relationship with other students. This would also assist the teachers to establish a good social and religious interferences among the students.

5. Teachers should always observe their students' state of mind in order to know when the student's actions are changing either positively or negatively and this could lead to effective remedy.

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