Personality Traits as Correlates of Social Adjustment among Secondary School Students in Afikpo Education Zone of Ebonyi State

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Abstract

This study investigated the personality traits as correlates of social adjustment among secondary school students in Afikpo education zone of Ebonyi State, Nigeria. The study was based on personality traits of openness to experience and consciousness. Two research questions and two hypotheses were formulated to guide the work. The research adopted correlation survey design. Multi stage proportional random sampling technique was used to obtain a sample of 408 out of a population 1360 Senior Secondary II (SS II) students in the education zone. Instrument for data collection was adapted questionnaire titled Student's Personality and Social Adjustment Scale (SPSAS). Data collected were analyzed using correlation matrices and multiple regression analysis. The hypotheses were tested at 0.05 level of significance. The major findings were: There is significant correlation between personality traits of openness to experience to students' social adjustment and the personality traits of conscientiousness equally correlates highly to students' social adjustment. Based on the findings, the researchers recommend that the family which is the bedrock of personality development should improve on her responsibilities as the basic agency of socialization. All that are needed for the stability of the family should be encouraged.
Keywords: Personality, Personality traits and Social Adjustment

Introduction

Education is a process of developing an individual's all round effectiveness in the society he finds himself. It is a process through which a person receives external stimulus that will lead to a change in his behaviour and thus, enlist all the capabilities of the learner, such as intellectual, physical and moral, in order to ensure that he develops the best in him (Ezegbe, 2022). As the bedrock of human development, it starts from birth, goes through the stages of life and lasts throughout one's life. Thus, education plays important roles in personal and national development. Way and Robinson (2018) posit that education should be geared towards preparing the individual for the world of works, thus enabling him to function as a productive member of the society for effective social adjustment.

Adjustment according to Rahamtulla (2017) has been defined in various ways by psychologists to mean a process of maintaining harmonious relationship between a living organism and its environment. Weiten and Lloyd (2023) defined adjustment as the psychological process through which people manage or cope with the demands and challenges of everyday life. It is a continual process by which a person varies his or her behaviour to produce a more

harmonious relationship between himself or herself and his or her environment. In a related development, Ugodulunwa and Anakwe (2012) described adjustment process as a way in which the individual attempts to deal with stress, tension, conflicts and meets his or her needs while making effort at the same time to maintain harmonious relationship with the environment. Contributing to the concept of adjustment, Osa-Edoh and Iyamu (2012) opined that adjustment generally refers to an individual's general adaptation to his environment and the demands of life such as the way he relates to other people (interpersonal behaviour), handles his responsibilities, deals with stress and meets his own needs and life satisfaction. It is the extent to which an individual's personality functions effectively in the world of people. It is important to note that adjustment does not lend itself to one way process in which the individual confirms to the dictates and requirements of others. It is rather a two-way direction; requirements of others and meeting personal needs. Since life is not static, the ability to revise one's attitudes and behaviour is an essential ingredient of adjustment (Osa-Edoh and Iyamu, 2012).

Social adjustment as an aspect of adjustment is the achievement of balance in social relation usually aided by the appropriate application of social skills (Kiff, 2014). Social adjustment in this study is conceptualized as an effort made by an individual to cope with standards, values and needs of a society in order to be accepted. It can be seen as a psychological process, involving coping with new standards and values and getting along with members of the society as best as one could. Uquak (2017) defines social adjustment as the ability of an individual to engage peers in a friendly and cooperative manner which is influenced by factors such as self-concept and gender. It is the exhibition of behaviour that is normal in a society. Janiv (2021) had noted that social adjustment is an effort made by an individual to cope with standards, values and needs of a society. As a concept, social adjustment is often used as an umbrella term to cover a wide range of information in social context. Social adjustment has a lot to do with the behaviour that is normal in a society. It may be said to be a personal behaviour in a normal situation in as far as one can make his thought and behaviour conform to the moral and social values of his cultural group (Nwankwo, 2017).

A person is said to be socially adjusted when his actions and behaviour specifically conform to the norms of his society, with the positive demands and expectations of his parents, peers, teachers and other friends and people in general. To this end, he contributes positively to the social well being of the society (Nwankwo, 2017). A socially adjusted individual is psychologically comfortable. Such a person is free from psychological diseases such as obsession, compulsion, anxiety, depression among others. The person equally enjoys social acceptance. This may result from the way he satisfies his needs by obeying laid down norms in the society. Additionally, work efficiency is assured by a person who makes use of his occupational or social capacities (Chauhan, 2020). At the family level, a socially adjusted person brings stability to the family. The economic well being of the family will be highly positive as such a person behaves within the acceptable norms of the society. At the societal level, Chauhan, (2020) affirms that antisocial behaviours will not be high as people will not use fraudulent ways to satisfy their needs. A well adjusted personality is well prepared to play the roles which are expected of the status assigned to him within a given environment since his needs will be satisfied in accordance with the social needs.

Ekennia (2020) opines that any success achieved in any form of activity is based upon learning, interpretation and application of the learning and this depends on the adjusive ability of the learner. The implication of this is that everybody is involved in one form of learning or the other as they attempt to gain knowledge in their interaction with persons and objects in their

environment. Onuoha (2009) had noted that the behaviour pattern of learners is a function of the social adjustive ability of the learners.

When an individual exhibits a form of behaviour that is below the average or expected standard required to resolve a particular problem or challenges at hand, such behaviour is considered to be in consonance with a lower level of adjustment to that particular situation. An adjustment mode that falls at average or between what can be termed low and high adjustment is referred to as being moderate, while the one that presents a higher level of response, adaptation or accommodation of a particular circumstance is termed a high level of adjustment. Some studies have indicated that academically successful students have moderate adjustment and strong learning style preference than low achievers and that students' success may be affected by the degree to which a student engages in the school experiences. Fabian as cited by Nnachi (2017) had reported that when students exhibits a range of adjustment pattern associated with cooperation, initiation interaction or assertion and self, they are more likely to perform well in relating to their immediate environment. Adeniyi, Adediran and Okewole (2014) had noted that engaging in the process of learning, how to learn must include awareness of self-learning styles and how material is processed. There are some factors that may affect the social adjustment of an individual. Such factors include intelligence, personality, interest and home environment among others.

Social maladjustment or deviance is seen as those abnormal behaviours exhibited in the societies which are considered by majority of the people as a negation of societal norms and values. In Afikpo education zone in particular and Ebonyi State in general, the rate of deviant behaviours as means of livelihood has assumed an alarming rate. The incidence of armed robbery, kidnapping and rape perpetuated by maladjusted individuals is at an alarming rate. According to Ikechukwu (2011), the activities of the militants have not only resulted in economic sabotage but also to the loss of human and material resources of the nation. In addition, the Boko Haram insurgency in the North East of Nigeria may have resulted from the problem of social adjustment as the insurgency is behaviour that is abnormal in the society. Prostitution, examination malpractices, bribery and corruption, cultism are some of the maladjusted behaviours of adolescents in the present day Nigeria.

There are some factors that might contribute to the problem of social adjustment in the society today. The level of educational attainment, the syndrome of get rich quick, family background, the environment one finds himself, peer group influence among other things could make one to be maladjusted. Most often, students learn abnormal behaviours from their peers. This, they do to be accepted in their peer group.

Most senior secondary school students are faced with many factors that, if not well handled or dealt with properly, can result in such students becoming socially maladjusted. Many students today are becoming maladjusted, not because of external factors but due to factors within themselves such as their personality. Studies conducted by Denga (2006) and Oladele (2009) revealed that there are certain characteristics in an individual that can affect his social interactions with others positively or negatively. Some students face problems due to their personal characteristics and as a result are already maladjusted as they fail to build satisfactory interpersonal relationships or fulfill the developmental tasks of their age.

Personality trait is another variable in this study. Nnachi (2013) defined personality as the totality of the distinctive personal characteristics of a person that makes the person distinguished from others in his physiological, anatomically, physical and psychological makeup which determines the way the individual acts or behaves. Chauhan (2020) defines personality as the dynamic organization within the individual, those psychophysical systems that determine his

unique adjustment to his environment. That is, his characteristic behaviour and thought. This definition according to Opara (2014) reveals that personality trait is something that exists in an individual and it is alive and functioning. Since it is alive in a person, it directs the behaviour of that person in social interaction. It is the individual unique pattern of traits. Personality traits refer to consistence of differences that exist in the character or behaviour of two or more people. It is any noticeable difference by which one individual is differentiated from the other, that makes such individual unique in his own way.

Contributing in the concept of personality trait, Agbakwuru (2010) defines it as the ultimate realities of psychological organization that determines human tendencies or predisposition to respond to situation. Chauhan (2020) defined personality traits as a property within the individual that accounts for his unique but relatively stable reactions to the environment. Personality traits are any distinguishable, relatively enduring way in which one individual varies from another. Traits are relatively stable characteristics that can be measured. In their opinion, Schultz and Schultz (2015) affirm that traits are distinguishing personality qualities, the relatively permanent reaction tendencies that are the basic structural units of personality. According to American Psychological Association (A.P.A) cited in Nnachi (2017), personality trait is a relatively stable, consistent and enduring internal characteristic that is inferred from a pattern of behaviour, attitude, feelings and habits of an individual. There are various aspects of personality traits that could precipitate one's social adjustment.

Openness to experience involves active imagination, aesthetic, sensitivity, attentiveness to inner feelings and intellectual curiosity (McCrae and Costa 2013). People who are open to experience are intellectually curious, appreciative to art, and sensitive to beauty. People who score high in this dimension are open to new experiences and new ways of doing things. They hold unconventional and individualistic views. A person high in openness like to explore, he has a fascination with novelty and innovation. Closed people prefer familiarity over novelty. They are conservative and resistant to change. Persons low in openness are described as "conventional, down-to-earth, uncreative, simple, unadventurous, un-analytic, in-artistic, traditional, conservative and having narrow interest" (McAdams, 2004:34). Openness is often presented as healthier or more mature by psychologists who are often themselves open to experiences.

According to McCrae and Costa (2013) the personality trait "openness to experience" can be measured by six facets or subordinate traits, they are: Fantasy, Aesthetics, Feelings, Actions, Ideas and Values. Saucier (2023) described this trait as intellect. This intellect is characterized by being inventive, intelligent, innovative, perceptive, inquisitive, sophisticated and reflective.

Conscientiousness is the state of being thorough, careful, self-organized, neat, self-disciplined, deliberative (the tendency to think carefully before acting) and need for achievement (Thompson, 2018). Conscientious individuals are generally hardworking and reliable. Conscientiousness is also a tendency to show self-discipline, act dutifully and aim for achievement against measures or outside expectations. The trait shows a preference for planned rather than spontaneous behaviour. It influences the way in which we control, regulate and direct our impulses. (McCrae and Costa, 2013). A person with conscientiousness shows awareness of their responsibilities to the society and to themselves. They have desire for organization, discipline and autonomy.

Chen, Casper and Cortina (2022), have shown that conscientiousness predicts self-efficiency in relation to task performance. Conscientious people are self-disciplined, duty bound, reliable and responsible in their dealings with other people. Conscientiousness has been shown to be a valid predictor of behaviours like tasks no one else is willing to do and going beyond

prescribed role requirements to get the job done; all the same, they make hard decisions and stick by it when things get tough.

Senior school students fall within the adolescence stage of life. It is a period when people begin to assert themselves as distinct human beings. Opara (2014) opines that it is a period of transition from dependent childhood to independent adulthood and a period of confused state. Social adjustment is one of the developmental tasks of the adolescent.

Some researchers like Okorie (2006) and Nwachukwu (2013), have carried out studies on personality and academic performance of secondary students, parenting styles and personality traits of adolescents. Okorie (2006) considered personality traits and the academic performance of students in English and Mathematics. Nwachukwu (2013) considered parenting styles and the development of different personality traits. To the best of the knowledge of the researchers, there are some empirical gaps which these works have created. These gaps created were the motivating force for embarking on this present study. The present work on personality traits as correlates of social adjustment is being carried out so as to bridge the gap in knowledge created by the past studies.

Statement of the Problem

The increasing wave of maladjusted behaviours such as violence, drug abuse, alcoholism, rape, prostitution examination malpractice, kidnapping, robbery, aggressive behaviour, cult and cultism, is affecting the social adjustment of the students. The problem of social adjustment has become a great concern to teachers, parents and other stakeholders in education. These have created increasing army of frustrated secondary school leavers. The prevailing circumstances including the advertisement of corruption by the children of well to do individuals in the society limit them from furthering their education or getting employed. In order to cope with the challenges of the environment they find themselves, some of the students resort to belonging to gangs, cults and engage in kidnapping as a way of taking out their frustration on the society.

The rate of social maladjustment in the society today calls for investigation. Many young people are seen on the streets with mental disorder resulting from frustration and depression especially the economic reality of today. This has become a great concern to parents, teachers and the society in general. At the adolescence period, there are some developmental tasks that adolescents must perform. According to Opara, (2014), when an adolescent fails to perform such tasks, he/she becomes maladjusted and exhibits some antisocial behaviour in the society.

Several researches have been carried out on problems of social adjustment (maladjustment) of students. Okpako (2004); Fagan (2006) and Oladimeji (2011) have studied deviance of students and the causes but did not address personality traits and social adjustment. Other researchers have investigated and agreed that there are many factors that influence students' social adjustment. Such factors include the family socio-economic status, emotional climate at home, leadership style of the family, societal influence, school location. These factors are external factors and not resident in the students and none focused on students' social adjustment and based on the Big Five Factor Model of personality dimensions, either in part or whole. These missing links or gaps emphasized the need for this present study to fill the gap. It is on the basis of the above that this study wants to investigate the relationship between personality traits and social adjustment among public secondary school students in Afikpo education zone of Ebonyi State based on two of the five-factor model of personality traits theory (openness to experience and conscientiousness) .

Scope of the Study

This study is on personality traits as correlates of social adjustment among secondary school students (in-school adolescents) in Afikpo education zone of Ebonyi State. It is targeted at students in public secondary schools that are funded by state government within the Local Governments Areas that make up the education zone.

This study was limited to the personality traits of openness to experience and conscientiousness. These traits are part of the five components of the Big Five Model theory of personality traits that this research was based. These traits are discussed with the acronyms; **OC**, (openness to experience and conscientiousness) and were investigated so as to determine how each one is a correlate of social adjustment. The study was limited to the population of senior secondary II students (SS11) who are matured to make meaningful adjustive decisions. The students included male and female students.

Purpose of the Study

Generally, the study aimed at investigating personality traits as correlates of social adjustment among secondary school students in Afikpo Education zone in Ebonyi State. Specifically, this study sought to:

(i) Determine the relationship between personality traits of openness and social adjustment
of   secondary school students.

(ii) Find out the relationship between personality traits of conscientiousness and social adjustment of secondary school students.

Research Questions.

This study was guided by two research questions.

1. Does openness have any relationship with social adjustment of secondary school students in Afikpo education zone of Ebonyi state?
2. Does personality trait of conscientiousness have any relationship with the social adjustment of secondary school student in Afikpo education zone of Ebonyi State?

Hypotheses

For the purpose of this study, two null hypotheses were formulated to direct the study and was tested at Alpha 0.05 level of significance.

$H_{O1:}$ There is no significant correlation between openness and social adjustment among secondary school students in Afikpo education zone of Ebonyi State.

$Ho_{2:}$ There is no significant correlation between conscientiousness and social adjustment among Secondary school students in Afikpo education zone of Ebonyi State.

Concept and Nature of Social Adjustment.

Adjustment has been defined in various ways by psychologists to mean a process of maintaining harmonious relationship between a living organism and its environment,

(Rahamtulla, 2007). The term adjustment is often used as a synonym for accommodation and adaptation. Strictly speaking, the term denotes the results of equilibrium, which may be affected by many processes (Monroi, 2021). Adjustment according to Rathus and Nevid, (2019) is a psychological concept that refers to the behaviour that permits people to meet the demands of the environment. Weiten and Lloyd (2013) defined adjustment as the psychological process through which people manage or cope with the demands and challenges of everyday life. It is a continual process by which a person varies his or her behaviour to produce a more harmonious relationship between him or herself and his or her environment. In a related development, Ugodulunwa and Anakwe (2012) described adjustment process as a way in which the individual attempts to deal with stress, tension, conflicts and meets his or her needs while making effort at the same time to maintain harmonious relationship with the environment. Contributing to the concept of adjustment, Osa-Edoh and Iyamu (2012) opined that adjustment generally refers to an individual's general adaptation to his environment and the demands of life such as the way he relates to other people (interpersonal behaviour), handles his responsibilities, deals with stress and meets his own needs and life satisfaction. It is the extent to which an individual's personality functions effectively in the world of people. It is important to note that adjustment does not lend itself to one way process in which the individual confirms to the dictates and requirements of others. It is rather a two-way content requirement and needs. Since life is not static, the ability to revise one's attitudes and behaviour is an essential ingredient of adjustment (Osa-Edoh and Iyamu, 2012). It is used to emphasize individual's struggle to get along or survive in his or her social and physical environment. In adjustment, the two crucial factors are the individual and the environment. Students get anxious as they adjust to academic, social, personal and lifestyles challenges that secondary school education presents (Abdulahi, 2010). It is not surprising that today, it is widely recognized that high school attainment and graduation is not enough to prepare students for academic and social independence. Students deal with adjustment problems differently and constructively while others may be overwhelmed and drop out of school.

Social adjustment as an aspect of adjustment is the achievement of balance in social relation usually aided by the appropriate application of social skills (Kiff, 2014). It refers to the harmonious relationship between a person, the environment and personality. 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 seen as a psychological process, involving coping with new standards and values and getting along with members of the society as best as one could. Social adjustment is the ability of an individual to engage peers in a friendly and cooperative manner. According to Uquak (2007), social adjustment is the exhibition of behaviour that is normal in a society. Janiv (2011) had noted that social adjustment as an effort made by an individual to cope with standards, values and needs of a society. As a concept, social adjustment is often used as an umbrella term to cover a wide range of information in social context. Social adjustment has a lot to do with the behaviour that is normal in a society. It may be said to be a personal behaviour in a normal situation in as far as one can make his thought and behaviour conform to the moral and social values of his cultural group (Nwankwo, 2007).

According to Adeniyi, Adediran and Okewole (2014) social adjustment refers to the extent to which an individual's personality functions effectively in the world of people. It refers to the harmonious relationship between the person and the environment. In other words, it is the relationship that comes among the organisms, the environment and the personality. A well adjusted person is well prepared to play the roles which are expected of the status assigned to him within a given environment. His needs will be satisfied in accordance with the social needs.

Social Adjustment is fundamental for everyone but particularly important for secondary school students engaged in the process of individualization from their home. It involves the complementary processes of re-socialization and socialization (Pascarella and Terenzini, 2019). Re-socialization entails the changing or discarding of selected values, beliefs and traits in response to the new environmental experiences (Akinyinka, 2022). Pascarella and Terenzini (2019) explained socialization as the process of being exposed to and taking on some of the new values, attitudes, beliefs and perspectives to which one is exposed to in a new environment. As a psychological process, it involves coping with new standards and values. It entails getting along with the members of the society as best as one can. Social adjustment can be examined in terms of how well students function in their immediate environment, participate in social activities and their satisfaction with various social aspects of the college experience (Campbell and Campbell, 2007).

Men as a social animal live in a society and form opinion about others and others have opinions about them. 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 and this organization has to make special efforts to adjust with other unique organization within the society, all geared towards social adjustment. Social adjustment may just be important as academic adjustment. Gaces and Mallinckrult (2014) observed that personal adjustment and integration into social fabrics of college environment play a role and is as important as academic factors throughout the student's life.

Upon entry into secondary school, first year students are confronted with new personal and interpersonal challenges that include the need to establish new relationships, develop study skills and modify existing relationships with parents and their families (Paunonen and Ashton, 2021). Pascarella and Terenzini (2019) reported that first year students who are pre-occupied with friends from home struggle to adjust. They also observed that students who maintain compatible relationships with their families are more likely to do well at school. Similarly, Winter and Yaffers (2020) study found out that good relations with parents help both male and female students to adjust to the secondary school environment though this may be affected by the sex of the student. Therefore, first year students need to renegotiate existing relationships with their parents and families to adjust well into secondary school. Students who receive social support are adjusted easily. Students' social adjustment to secondary school has been linked to students' overall adjustment (Moore, et al, 2018). One of the ways of assisting students in establishing connections is to help them become involved in social activities at secondary school.

Adjustment process is needed in the training or the education of children. Since the primary purpose of education is to train children to solve individual life's personal, social and economic problems, they must adjust to these vocational, social and economic problems (Chauhan, 2010). Social adjustment is a state of life when the individual is more or less in harmony with personal, biological, social and psychological needs and with the demands of the physical environment (Chauhan, 2010). Furthermore, adjustment could be seen as achievement, how efficiently an individual can perform his duties in different circumstances. For one to be socially adjusted, he must be physically healthy, psychologically comfortable, make full use of his social capacities and above all be socially acceptable by others. Some of the fundamental developmental tasks of adolescents are achieving new and more mature relationship with age mate of male and female sex, accepting one's physique and using the body effectively and acquiring a set of values and an ethical system as a guide to behaviour. If the adolescent student must fulfill these demands, he must be socially adjusted.

Wilson (2019) had noted that Social adjustment may be related to academic achievement which may be influenced by gender. Students' social adjustment is influenced by so many factors such as self-concept, personality and gender among others. More so, adjustment has pattern which are ways or methods in which different individuals adapts or become used to a new situation. It could be seen as an act of slight alteration in order to achieve a correct or desired result. In the opinion of Santrock (2016), individuals are likely to react differently in different situations because of the distinctive thoughts, emotions and behaviours that mark the way an individual adapts to this world. It is therefore opined that social adjustment of an individual is a function of several variables such as individual's personality and demographics. Since individuals react in different patterns according to their personality traits, it is therefore necessary to find out how students are socially adjusted based on the five factor model of personality traits.

Concept and Nature of Personality

The psychological construct of personality has no standard meaning for the word personality. As a result, there are numerous current definitions of personality in the psychology literature (Lefton and Branon, 2016). According to Oladele (2005), personality is the projection of us to others. It is not what we think of ourselves to be like but ourselves as others see us. In an attempt to provide a comprehensive definition of personality, Oladele (2005) defined personality as an integrated and organized self-concept, self-attitude, self-values, ambitions and all behavioural dispositions peculiar to an individual as a unique being or person.

Personality has been defined by Allport in Unachukwu and Ebenebe (2009) as the dynamic organization within the individual of those psychological systems that determine his characteristic behaviour and thoughts. In this definition, a number of key words were used. By *dynamic organization,* Allport means that although personality is consistently changing and growing, the growth is organized, not random. By *psychological,* he means that personality is composed of mind and body functioning together as a unit. That is, it is neither all mental nor all biological. By *determine;* Allport means that all facets of personality activate or direct specific behaviour and thoughts. The phrase *characteristic behaviour and thought* means that everything we think and do is characteristic or peculiar to us. Thus, each person is unique. The implication of this definition is that personality trait is something that exists in an individual and is alive and functioning (Opara, 2004),

Allport believes that these psycho-physical systems constitute the motivating forces which determine the kind of adjustment the individuals will make in different learning or working conditions. Therefore, the variation in the composition of these psychophysical systems among individual student determines the uniqueness of the individual student's behavioural differences. In other words, personality traits theories indicate that no two students can act or behave in the same way, even when they are exposed to the same school or working environmental conditions.

Furthermore, personality has been defined by Eriega (2006) as those distinct and unique organization of traits in an individual as reflected on how he reacts to himself and others, and how others react to him and how he handles frustrations and conflicts. He explains further that personality is conceived as those attributes of behaviour that makes one person different from another. It therefore has the implication of consistency and predictability of behaviour. Agulanna and Onukogu (2005) opine that the concept of personality takes into account aspects of an individual's temperament, character, attitude, skills and actions. It also integrates the physical,

intellectual, social, emotional and moral traits of an individual. It can be seen as an individual's unique and relatively consistent pattern of thinking, feeling and behaviour.

Personality means all the relatively stable and distinctive styles of thoughts, behaviour and emotional responses that characterize a person's adaptations to surrounding circumstances (Mischel in Opara, 2010). Ryckman (2008) observed that personality is often defined in terms of social attractiveness. This means that a person with a "good" personality impresses others with his or her ability to get along well with people. He concluded by noting that despite the plethora of definitions of personality, there is basic agreement among theorists that personality is a psychological construct; that is, it is a complex abstraction that includes a person's unique history, genetic background and the impact these have on the individual's response to the environment. Therefore, the study of personality is based on explaining individual differences that account for unique ways of responding to various situations.

Much as there is no consensus on the definition of personality, psychologists have agreed on the following basic facts; that each personality is unique. This means that there are virtually no two individuals that are exactly the same, not even identical twin; though personalities can be arranged into rough classifications. Personality is a product of its own functioning. Thus, today's functioning of personality depends to a large extent on its past functioning. As such, how we behave and interact with one another depends on the outcome of our previous experiences. Each person develops his personality by the slow process of day to day learning and acting in various situations and roles (Nnachi, 2003; Gross, 2003; Denga, 2004; Silverman 2004; Oladele, 2005; Alkinson, Alkinson, Smith and Ben, 2009; Guilford, 2009; Agulanna & Nwachukwu, 2009; Iwundu, 2009; Unachukwu and Ebenebe, 2009).

Concept and Nature of Personality Trait

The uniqueness of individuals is explained as combination of personality characteristics and attributes called traits. According to Ukeachu (2009), a trait is that which accounts for the more permanent and enduring features of one's behaviour and in the understanding of the individual. He further says that trait accounts for why people are often described as friendly, warm and loving, shy, aggressive, hostile, honest, attractive, and attentive. Traits may be defined as personal qualities or characteristics that make it possible for us to face a wide variety of situational demands and deal with unforeseen circumstances. (De Read and Kekkonen in Opara, 2010). Colman (2003:14) defines traits as "enduring dimensions of personality characteristics, differentiating people from one another". Personality traits refer to those enduring characteristics in an individual which makes him/her unique and are not subject to change in varying situations and with the passage of time. Feldman (2004) supported this view when he said that each person's behaviour is unique, no two individual will always behave in precisely the same way, even under the same conditions. Also, Oseren (2001) sees traits as the basic component of personality with the capacity of directing an individual's behaviour. Personality traits are therefore, the sum total of stable characteristics in a person across different times and situations which makes him/her unique or distinct from others.

Consequently, five broad factors were discovered and defined (Digman, 2009). The big five personality traits are five broad domains of personality that are used to describe human personality. They are openness, conscientiousness, extraversion, agreeableness, and neuroticism. Personality trait can be useful in summarizing, predicting and explaining an individual's conduct.

In psychology, there are five factors that determine different personality types. The Big Five Personality Traits are five broad domains or dimensions of personality that are used to

describe human personality. The theory based on the Big Five factors is called the Five Factor Model (FFM). The Big Five factors are openness, conscientiousness, extraversion, agreeableness, and neuroticism ((McCrae and Costa, 2013)). Beneath each factor, a cluster of correlated specific traits are found. ***Openness*** is appreciation for a variety of experiences. Its constituent traits include adventure, unusual ideas, and curiosity. *Openness* reflects the degree of intellectual creativity and a preference for novelty. ***Conscientiousness*** is planning ahead rather than being spontaneous (http://exampies-of-personality-traits.html). It is a tendency to show self-discipline, act dutifully, aims at achievement against measures or outside expectations, orderliness, industriousness, organized, responsibility, efficiency, and dependability ((McCrae and Costa, 2013)). It is sometimes called responsibility traits. Conscientiousness trait is made up of trustworthiness, self-respect, maintenance of friendship, etc. On the other side, a person who scores low on responsibility in a personality test is called irresponsible. Irresponsibility refers to carelessness and easy-going behaviour. An irresponsible person always shirks or abandons his duties. Therefore, a student must not shy away from the responsibility of social interaction.

Since the Big Five personality traits are broad and comprehensive, they are not nearly as powerful in predicting and explaining actual behaviour as are the more numerous lower-level traits. Many studies have confirmed that in predicting actual behaviour, the more numerous facet or primary level traits are far more effective (Paunonen and Ashton, 2001; Mershon and Gorsuch, 2008).

Methodology

In this study, the researchers adopted a correlation survey research design. Correlational design is concerned with the evidence showing the degree and direction of relationship between independent and dependent variables (Tabachnick and Fidel, 2007). Correlation survey design was appropriate for this study as there were no manipulations of the independent variables. Relationships between independent variables and dependent variables were examined without attempting to establish causality. Personality traits, namely openness to experience and conscientiousness, were measured to determine the degree of relationships between these independent variables and dependent variable of social adjustment

The study was carried out in Afikpo education zone of Ebonyi State which is one of the three education zones in the state. The zone comprises Afikpo, Edda, Ivo, Ohaozara and Onicha Local Government Areas. The education zone is further divided into Afikpo Bloc and Ohaozara bloc. It is the zone that is called Ebonyi South Senatorial District. The zone is educationally advantaged over the two other zones. There are 80 public secondary schools in Afikpo Education zone of Ebonyi State

Multi-stage sampling process was adopted to select a sample of four hundred and eight respondents from a population of One thousand three hundred and sixty (1.360) Senior Secondary two (SS2) students in the 80 public secondary schools in Afikpo education zone of Ebonyi State This sample represented 30% of the population of the study.

The instrument of data collection for this study, titled Students' Personality and Social Adjustment Scale, (SPSAS) was adapted from various sources of standardized personality traits questionnaires. These sources include Uquak (2007) students' social adjustment scale (SSAS); Revised Neo Personality Inventory (NEO-PI-R) of McCrea and Costa (2003); Student Problem Inventory (SPI) of Bakare (1997)

The instrument was revalidated by two experts from Measurement and Evaluation and two experts from the department of Education Foundations, Ebonyi State University, Abakaliki. The reliability of the instrument was established using test-retest method within two weeks

interval. A correlation coefficient of alpha 0.70 was obtained, the instrument was adjudged to be reliable and able to measure the variables involved in this study.

The data for this study was collected from one main source, SS2 students. The instrument was administered by the researchers with the help of five research assistants, one from a school in a local government to represent a local government area. The researchers briefed the research assistants on how the instrument was administered to the students and the need to allow the students to fill the instrument on their own without any form of intimidation. The researchers and the research assistants waited for the students to fill the instrument before collecting them. This ensured 100% rate of return

The data generated from respondents was analyzed using the statistical package for Social Science (SPSS) software. Then correlation matrix was used to determine if there is any relationship between the independent variables and the dependent variables. The analyses enabled the researchers to answer the research questions. To test the hypotheses, multiple regression analysis was employed to analyse the data. The responses of the respondents were grouped and analysed using multiple regression analysis to compute the regression coefficients and F-values for each of the independent variables. This enabled the researchers to determine whether or not there is a significant relationship between the independent variables and the dependent variables. All the hypotheses were tested at 0.05 levels of significance. The correlation coefficients for the research questions were interpreted using the interpretation in Nwana, (2008: 311)

Presentation and Discussion of Results

The results are presented in tables on the basis of the two research questions and two hypotheses formulated for this study. The correlation matrices of the variables are presented first, followed by the multiple regression analysis.

Research Question One

Does openness have any relationship with social adjustment of secondary school students in Afikpo education zone of Ebonyi state?

Table 1.1 Correlation matrix of personality traits of openness and social adjustment.

Independent variables	Openness	Social Adjustment
Openness	1.00	0.40*
Social adjustment	0.40*	1.00

*Significant at $P < 0.05$.

As shown in table 1.1. There was evidence of relationship between personality trait of openness of secondary school students' and their social adjustment with correlation coefficients of 0.40. This relationship between openness and social adjustment is positively moderate. Thus, students who are open to experience have moderately positive social adjustment.

4.1. Research Question two

Does personality trait of conscientiousness have any relationship with the social adjustment of secondary school students in Afikpo education zone of Ebonyi State?

Table1.2 presents the correlation matrix of personality traits of conscientiousness and social adjustment

Independent variables	conscientiousness	Social adjustment
Conscientiousness	1.00	0.56*
Social adjustment	0.40*	1.00

*Significant at P<0.05.

Note: B-Regression coefficient, SE B- Standard error of B

Table 1.2 presents the correlation matrix of personality traits of conscientiousness and social adjustment of secondary school student in Afikpo education zone of Ebonyi State?
As revealed in table 4.2 there is evidence of relationship between personality trait of conscientiousness and social adjustment. The correlation coefficient was found to be 0.40. This value is positive and moderate.

1.3, Hypothesis One

There is no significant correlation between personality trait of openness and social adjustment secondary school students in Afikpo education zone of Ebonyi State. To test this hypothesis, items on the cluster of openness to experience and that of social adjustment were scored using the responses of the 408 respondents in the study. Multiple repression analysis was employed to determine the degrees of correlation between personality traits of openness to experience of students and their social adjustment. Table 4.3 presents the results of the regression analysis.

Table 1.3: Regression Analysis of openness and social adjustment of students.

	Df	SS	MS	F	Significant f
			ANOVA		
Regression	1	1.40323	1.40323	.07158	0.7891
Residual	406	74845.29205	19.60327		

Variable	B	SE B	r	R^2	R^2(adj.)
		Variables in the Equation			
Openness to experience	-.004	.014	.004	.00002	-.00024
Constant	77.507	.428			

Not Significant at p< 0, 05. Note: B-Regression coefficient, SE B- Standard error of B

The results of the data analysis in table 1.3 revealed that the regression coefficient of -0.004 was found for the study. This value for openness was negatively very high and was not significant at P<0.05. Furthermore, the coefficient of determination R^2 (adjusted) of -0.00024 was found for the study. This could have indicated that the variation accounted for in the openness was 0.024% in social adjustment.

The regression data for the study produced an F- value of .07158. This was found not significant at 0.05 level of significance since it was less than f significance F=.7891. The value .072 indicated a positive low correlation between student openness to experience and their social adjustment. Therefore, the Null hypothesis which stated that there was no significant correlation between students' personality trait of openness to experience and their social adjustment was NOT rejected.

1.4 Hypothesis Two

There is no significant correlation between conscientiousness and social adjustment of secondary school students in Afikpo education zone of Ebonyi State. To test this hypothesis, the items under the conscientiousness trait cluster and the one of social adjustment in the research instrument were analyzed using the responses of the 408 respondents in the study. Multiple regressions were employed to determine the degree of correlation between conscientiousness trait and social adjustment of students. Table 1.4 present the results of the regression analysis.

Table 1.4 Regression analysis of conscientiousness and students' social adjustment

ANOVA					
	df	SS	MS	F	Significant f
Regression	1	1.40323	1.40323	0 .07158	0.7891
Residual	406	74845.29205	19.60327		
Variables in the Equation					
Variable	B	SE B	r	R^2	R^2(adj.)
Conscientiousness	- .0036	.01362	0.0043	0.00002	-.00024
Constant	77.51	0.43			

Not Significant at P< 0, 05.
Note: B-Regression coefficient, SE B- Standard error of B

The results of the data analysis in table 1.4 revealed that the regression coefficient of -0.0036 was found for the study. This value for conscientiousness was negatively very high and was not significant at P<0.05. Furthermore, the coefficient of determination R^2 (adjusted) of -0.00024 was found for the study. This could have indicated that the variation accounted for in the conscientiousness was 0.024% in social adjustment.

The regression data for the study produced an F- value of .07158. This was found not significant at 0.05 level of significance since it was less than f significance f=.7891. The value .072 indicated a positive low correlation between student conscientiousness and their social adjustment. Therefore, the Null hypothesis which stated that there was no significant correlation between students' personality trait of conscientiousness and their social adjustment was NOT rejected.

Summary of Findings
Based on the results of data analyses, the findings of this study are summarized as follows:
1. There was no significant correlation between students' personality trait of openness and their social adjustment. Personality trait of openness correlates lowly with social adjustment of students.
2. There was no significant correlation between students' personality trait of conscientiousness and their study social adjustment. Personality trait of conscientiousness correlates lowly with social adjustment of students

Discussion of results:
The finding of this study shows that there was no significant correlation between the personality trait of openness and social adjustment of students. This means that students' personality trait of openness does not significantly correlate with the social adjustment of

students. The implication of this finding is that even if students are not openness to new experience, it would not impede them to socially adjust.

This finding is disagrees with Onyekwelu (2012) finding in which students personality was found to be positively related to openness to experience and the academic achievement level of students. This finding equally contradicts the findings of Njoku (2011) in which it was found out that socially accepted students score higher in openness to experience traits than students who are socially rejected. The implication of this finding is that students who are open to experience may be intellectually curious because they do not know, appreciate art works, like to explore and are fascinated with novelty and innovation.

Furthermore, the finding of the study also shows that there is no significant correlation between personality traits of conscientiousness of students to their social adjustment. This finding indicates that students who possess conscientiousness trait do not significantly correlate with their social adjustment.

This finding confirms the fact that a student may be thorough, careful, neat, self-organized and self disciplined but these may not translate to a purposeful and conscious effort of the individual towards the acquisition of knowledge.

Conclusion

Based on the results of data analyzed and the finding of this study, the conclusions drawn by the researchers are as follows:

1. There is no significant correlation between students' personality trait of openness and their social adjustment. Personality trait of openness correlates lowly with social adjustment of students.
2. There is no significant correlation between students' personality trait of conscientiousness and their social adjustment. Personality trait of conscientiousness correlates lowly with social adjustment of students.

Recommendations

In line with the findings of the study, the researchers hereby make the following recommendations:

1. The family that is the basic unit of the society and the foundation of personality development should improve on her responsibility as the basic agency of socialization. Parents should be made to undergo some training opportunities in collaboration with school teachers under the umbrella of PTA and churches on the best practices of child rearing pattern. Workshops and seminars should be organized by government, schools and other social workers on child rearing practices to intimate them on the positive ways of child rearing.

2. Educational psychologists should be retrained constantly through seminars and workshops on how to improve this psychological construct of personality as it is imperative in the teacher education. This would improve the quality of teaching and learning which brings about improved social adjustment and interaction within the school environment.

3. School administrators and teachers should constantly organize programmes such as sporting activities, debating programme, quiz competitions and inter school competitions to promote social interactions needed for social adjustment. Schools should not be just for academic purpose only and not considering the social development of the students.

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