THE RELATIONSHIP BETWEEN EXTRAVERSION – INTROVERSION, NEUROTICISM AND SCHOOL ADJUSTMENT IN GOVERNMENT SECONDARY SCHOOLS IN ANAMBRA STATE

BY

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MED/EDUC/40887/04-05

A THESIS SUBMITTED TO THE POSTGRADUATE SCHOOL OF AHMADU BELLO UNIVERSITY ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS DEGREE IN EDUCATIONAL PSYCHOLOGY

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ZARIA, NIGERIA.

SEPTEMBER, 2011

DECLARATION

I hereby declare that this thesis entitled "The relationship between extraversion –Introversion, Neuroticism and school adjustment in government secondary schools in Anambra state", is a product of my own study. It has not been presented anywhere for any higher degree. All quotations are indicated in the reference.

_____ _____

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CERTIFICATION

This thesis title "The relationship between extraversion – Introversion, neuroticism and school adjustment in Government secondary schools in Anambra state" by Owuh Ijeoma, meets the requirements governing the award of masters degree in Educational Psychology in Ahmadu Bello University, Zaria.

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DEDICATION

This thesis is dedicated to the most High God for his kindness and faithfulness towards me. It is also dedicated to my caring husband and my parents.

ACKOWLEDGE MENT

The researcher wishes to express her satisfaction and profound gratitude to God for his guidance, direction, protection, provision and sustenance, during the programme. Firstly, my deep appreciation and thanks goes to Prof. Musa Balarabe, my Major supervisor. His help, support and outstanding supervisory role help in the completion of this work.

My special thanks goes to Dr. A. Mohammed who also laboured to make this study a reality. The researcher also acknowledges the help rendered to her by Prof. (Mrs) E.F. Adeniyi. The help she rendered to me contributed to the success of this study.

I appreciate the effort of Dr. Umma Abdulwahid and Dr. Khadijat Mahmoud. I also appreciate the contributions of Dr. Ralia and Late Dr. Ali Obe toward this work.

The researcher also acknowledges the efforts of the principals and staff of the schools used in this study.

I appreciate the effort of my loving husband, his cooperation and encouragement.

I also appreciate the effort my children, Chidiebere, Chioma, Sanctity and Safety, my brothers and my sister Oby who all contributed in one way or the other to make the success of this study.

I also appreciate all my friends, classmates, relations, the principal of Basic secondary school, Mrs. F.A. Oneife and my colleagues who contributed in one way or the other to the successful completion of this study.

OWUH IJEOMA HULDAH

ABSTRACT

This study was designed to investigate the relationship between extraversion – introversion, neuroticism and school adjustment in Government secondary schools in Anambra State. In order to carry out this research, eight hypotheses were formulated. The research design adopted for the study was descriptive correlational survey method. The sample size consisted of two hundred and sixty students drawn from six schools in Ihiala Local Government Area. Two questionnaires were used to collect the data for this study. The researcher adopted the Eysenck personality inventory (E.P.I) while the school adjustment questionaaire was self designed. Data were collected and analyzed. The statistical method employed in analyzing the data was pearson product moment correlation. To test the hypotheses, the significance level of 0.01 was adopted to reject or accept the hypotheses. The result revealed that there is a significant relationship between extraverted –introverted students and relationship with their peers, attitude to classwork and school activities. It revealed that there is no significant relationship between extraverted –introverted students and relationship with their teachers. The study also revealed that there is no significant relationship between neurotic students and their peers, teachers and attitude to classwork. It only revealed that significant relationship exist between neurotic students and the relationship with school activities. It is recommended that students despite their personality traits should be giving proper guidance and counseling. This will help them to adjust well in school.

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OPERATIONAL DEFINITION OF TERMS

For the purpose of the study, the following terms are operationally defined as follows:

1. Adjustment – A process in which an individual learns to face problems, determine change in the light of goals to change his behaviour.
2. Extraversion- People whose interests and attention are directed outward who feel easy in social situations. They are impulsive and friendly.
3. Introversion- Refers to the inner directedness of someone. They are quite, reserved, reflective.
4. Maladjusted Children – Poorly adjusted children. One who has difficulty in relating with other people.
5. Neuroticism – Is characterized by unnecessary worrying, feelings of restlessness, moodiness and nervousness.
6. Personality – The traits, motives, attitudes, beliefs, values, moral outlook and conduct of an individual.
7. School Adjustment – A general process in which the individual changes response pattern as the school environment changes.
8. Well Adjusted – One who gets along with other people easily and do not shy away from the normal activities.

LIST OF ABBREVIATION

S.S.S	Senior Secondary School
E.P.I	Eysenck Personality Inventory
E.P.Q	Eysenck Personality Questionnaire
S.A.Q	School Adjustment Questionnaire
S.D	Standard Deviation
D.F	Degree of Freedom
P.P.M.C	Pearson Product Moment Correlation

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Learning according to Mukherjee (2002) is an inference from the individuals performance manifesting some changes in behaviour which are seen as gains or as having survival gains to the organisms. Students differs in their personal values, they receive and process information differently, their personality traits and understanding are different. A teacher may do his best to teach his ideas to his class and help them to remove all obstacles to learning in their particular situation but he can never learn for them nor force them to learn. The prerequisite of a learning –centred classroom is a favourable atmosphere. Akrofi (2001) maintained that for a classroom to be a favourable learning centered classroom, there should be firstly the development of a good self image, that is, working with the teacher to establish good guides for acceptable behaviour in the classroom. Secondly, there must be the ability to assess their own progress in instructional activities and to make use of time efficiently. Thirdly, there must be an interest in maintaining good working conditions in the classroom both their own personal benefit and to help one another with their work. Fourthly, there should be confidence, fearlessness and freedom to ask questions whenever necessary.

A learning –centered classroom helps the child to accept himself and cope well with the social forces around him. The class atmosphere or climate is the setting in which the learning and development of children take place. In a good climate, children not only work well but they also enjoy the work and so benefit from what they are doing. Children

come to school and enter their assigned classrooms from different homes of different kinds. Kofi's father is a Lawyer, Ama's father is a carpenter, Ali's father is a farmer, Obi's father is a fisherman, Tunde's parents bring him to school in a car, Titi walks to school. Dinkmeyer and Dreikurs (2000) are of the opinion that a child can be guided to become responsible for his actions, be aware of himself and from the situation of condemning himself to that of encouraging himself. At any given situation, a child should face any given problem with the determination to succeed. His aim is to adapt to environmental forces around him.

Educators, researcher and Psychologists have been constantly searching for harmonious set of variables that predict patterns of students behaviour and their relationship to academic achievement.

The traits of extraversion – introversion and neuroticism as proposed by Eysenck is a central dimension of human personality.

According to Lawerence (1997) and Meyer (1998). Personality has been recognized as a determining factor on how people learn. Digman (1990), Goldberg (1992) and Witt (2002) have found personality traits to be significantly related to successful job and school performance both logically and statistically.

Personality according to Eriba (2005) is the integration of all of a persons traits, abilities, motives, emotional response, cognitive styles, character and morals. In other ways, personality is simply projection of oneself to others. Illesanmi (2004) defined personality as the state characteristic and tendencies that determine commonalities and differences in Psychological behaviour of people that have continuity in time and that may not easily be understood as the result of social and biological pressures of the

moment. Aduloju (2007), said that personality is what people do or what they exhibit. It is an entity, that is, a way of summarizing a person's behaviour.

Personality is defined by Allport in Lovell. (1971) as the dynamic organization within the individual of these Psychological systems that determine his characteristics, behaviour and thought. This suggests in simpler languages that personality is the whole of a persons outstanding characteristics, his physiology, drives, level of aspiration, emotional and social traits, interest, attitudes and the like. It represents the whole person, his physical, mental, social and emotional assets. All these integrate into behavioural patterns which make a person to be very peculiar. Personality patterns affect how a student will learn and adjust in the school.

Extraversion is the act, state, or habit of being predominantly concerned with and obtaining gratification from what is outside the self. Extraverts tend to enjoy human interactions and to be enthusiastic, talkative, assertive, and gregarious. They take pleasure in activities that involve large social gatherings, such as parties, community activities, public demonstrations, and business or political groups. An extraverted person is likely to enjoy time spent with people and find less reward in time spent alone. They tend to be energized when around other people, and they are more prone to boredom when they are by themselves. Zuckerman (1991) maintained that extraversion can also be referred to as social stability. Ewen, (1998) defined extraversion as "a trait characterized by a keen interest in other people and external events, and venturing forth with confidence into the unknown.

Introversion is the state of or tendency toward being wholly predominantly concerned with and interested in one's own mental life. Heigoe (2008), said that

introverts tend to be more reserved and less out –spoken in large groups. They often take pleasure in solitary activities such as reading, writing, music, drawing, playing video games, watching movies and plays and using computers, along with some more reserved out door activities such as fishing. An introvert is likely to enjoy time spent alone and find less reward in time spent with large groups of people, though he or she may enjoy interactions with close friends. Introverts are easily overwhelmed by too much stimulation from social gatherings and engagement. They are more analytical before speaking. Laney and Oslen, (2002), said that introversion is not the same as shyness or the social outcast. Introverts choose solitary over social activities by preference, whereas shy people avoid social encounters out of fear.

According to Carl Jung (1921), extraversion and introversion refer to the direction of Psychic energy. Extraversion and Introversion are typically viewed as a single continuum. Thus to be high on one in necessarily to be low on the other. If a person's Psychic energy usually flows outward then he or she is an extravert while if the energy usually flows inward, the person is an introvert. Extraverts feel an increase of perceived energy when interacting with a large group of people but a decrease of energy when left alone. Conversely, introverts feel an increase of energy when alone, but a decrease of energy when surrounded by a large group of people. Eysenck (1967), described extraversion- introversion as the degree to which a person is outgoing and interactive with other people. These behaviuoral differences are presumed to be the result of underlying differences in brain physiology. According to Sharma, (1980), extraverts tend to wear more decorative clothing, whereas introverts prefer practical, comfortable

clothes. Rentfrow and Gosling, (2003), said that Extraverts are likely to prefer more upbeat, conventional and energetic music than introverts. Gosling,

(2008), maintained that personality influences how people arrange their work areas. Extraverts decorate their offices more, keep their doors open, keep extra chairs nearby and are more likely to put ashes of candy on their desks in order to invite co-workers and encourage interaction. Introverts, in contrast, decorate less and tend to arrange their workspace to discourage social interaction.

Neuroticism has an inherent negative denotation. Mathew and Deary (1998), maintained that it has an enduring tendency to experience negative emotional states and such feelings such as anxiety, anger, guilt and depressed mood. Goleman (1997) found that they respond more poorly to environmental stress, are more likely to interpret ordinary situations as threatening and minor frustrations as hopelessly difficult. They are often self conscious and shy and may have trouble controlling urges and delaying gratification. Hettema, Meale, Myers, Prescott Kendler (2006), maintained that Neuroticism is associated with low emotional intelligence, which involves emotional regulation, motivation, and interpersonal skills. It is also a risks factor for "internalizing" mental disorders such as phobia, depression, panic disorder and other anxiety disorders called neuroses. Bolger (1990), McCrae and Costa (1986) are of the view that individuals who are high in neuroticism may show more emotional reactions whenever confronted with stressful situations. Moreover, they seem to use avoiding and distracting copying strategies, such as denying, wishing thinking and self criticism rather than more approaching strategies.

1.2 Statement of the Problem

The general expectation is that while in school a student should be well adjusted to school activities particularly academic and social activities. If he is well adjusted he is expected to perform well. On the other hand, poorly adjusted students may not perform academically well in school. Child (1993), said that students come into school with diverse problems especially the day they resume school. He said that the first few days or months the students resume are most important and they need careful organization and sensitive arrangement. The school situation is one where the child's ability to compete, to accept competition, to accept adult authority and to acquire learning skills make demands upon the ability to adapt and respond.

Although some schools may lack adequate facilities for effective teaching, lack of qualified teachers and improper use of teaching aid, Ade (1981), felt that the blame of falling educational standard still fall on the students because of their attitudes.

Laselett (2000) defined a poorly socially adjusted child as the one whose behavioural and emotional difficulties, however caused, have prevented him or her from benefiting from the ordinary social, educational experience of home and school. He is the one whose difficulties will persist until appropriate skilled person like a school consellor or teacher gives help or both.

The personality trait of a student in one way or the other extert some degree of influence on his or her social life and educational attainment. It will also determine whether the child will be poorly or well adjusted. Hence what affects the educational attainment of the child at this level will affect his future. It is based on this premise that

this study was intended to investigate how these personality traits extraversion – introversion and neuroticism affect school adjustment.

The social circumstance in Anambra state calls for attention. The negative effects of these social crises have the capacity of impairing the educational aspiration of the students.

More so, it has been discovered that one of the causes of the fallen standard of education in Anambra state is the problem of adjustment. It is because of these that this study considered the relationship of these personality traits- extraversion-introversion, neuroticism and school adjustment.

1.3 Objectives of the Study

Since school adjustment of a student is concerned with the level of the student's acceptance of the norms and practices of the school, his relationship with teachers, students and his attitude towards the school, the adjustment relationship with his personality traits should be studied.

The objectives of the study are to:

1. Find out if there is any significant relationship between extraverted –introverted students and relationship with their peers.
2. Find out if there is any significant relationship between extraverted –introverted students and relationship with their teachers.
3. Find out if there is any significant relationship between extraverted –introverted students and their classwork.
4. Find out if there is any significant relationship between extraverted –introverted students and their school activities.

5. Find out if there is any significant relationship between neurotic students and relationship with their peers.
6. Find out if there is any significant relationship between neurotic students and relationship with their teachers.
7. Find out if there is any significant relationship between neurotic students and their classwork.
8. Find out if there is any significant relationship between neurotic students and their school activities.
9. To suggest possible recommendations from the findings.

1.4 Research Questions

This study is seeking answers to the following questions:

1. Is there any significant relationship between extraverted –introverted students and relationship with their peers?
2. Is there any significant relationship between extraverted –introverted students and relationship with their teachers?
3. Is there any significant relationship between extraverted –introverted students and their class work?
4. Is there any significant relationship between extraverted –introverted students and their school activities?
5. Is there any significant relationship between neurotic students and relationship with their peers?
6. Is there any significant relationship between neurotic students and relationship with their teachers?

7. Is there any significant relationship between neurotic students and their class work?
8. Is there any significant relationship between neurotic students and their school activities?

1.5 Hypotheses

From the above questions, the following null hypotheses were stated.

1. There is no significant relationship between extraverted and introverted students and relationship with their peers.
2. There is no significant relationship between extraverted and introverted students and relationship with their teachers.
3. There is no significant relationship between extraverted and introverted students and their class work.
4. There is no significant relationship between extraverted and introverted students and their school activities.
5. There is no significant relationship between neurotic students and relationship with their peers.
6. There is no significant relationship between neurotic students and relationship with their teachers.
7. There is no significant relationship between neurotic students and their class work.
8. There is no significant relationship between neurotic students and their school activities.

1.6 Basic Assumptions

1. It is assumed that there is a relationship between extraverted –introverted student and relationship with their peers.

2. It is assumed that there is a relationship between extraverted –introverted students and relationship with their teachers.
3. It is assumed that there is a relationship between extraverted –introverted students and their class work.
4. It is assumed that there is a relationship between extraverted–introverted students and their school activities.
5. It is assumed that there is a relationship between neurotic students and relationship with their peers.
6. It is assumed that there is a relationship between neurotic students and relationship with their teachers.
7. It is assumed that there is a relationship between neurotic students and their class work.
8. It is assumed that there is a relationship between neurotic students and school activities.

1.7 Significance of the Study

According to Neil and Paul (2001), Teaching and learning which are essential to human development should be adjusted to the child's level of understanding so that any pedagogical incentive speaks to the child's condition at any given moment and also speaks to the next higher structure of the existing developmental level. According to them, this is cooperation (in the strong sense of a piagetian operation) with the growing mind from the part of educators whose noble task is to construct knowledge with every new baby who comes to this world.

Child (1993) is of the view that varieties in performance is not entirely a question of intellect, motivation and cognitive styles but may depend on the personal attributes and home environment which can inhibit or enhance the quality of performance.

The study is to arouse interest in looking into students' personality traits as it determines school adjustment. The knowledge of personality traits will help the school to determine the line of action which will enhance school achievement.

It will help teachers and parents to know some reasons behind a child's action since personality trait affects child's behaviour. It will also help counselors to know the type of counseling techniques to apply while counseling a particular student/The knowledge of personality traits will help psychologist to detect the problems of students easily. The study will help a student to know his/her weakness and what to do to improve.

1.8 Scope /Delimitation of the Study

The study was limited to students in Ihiala Local Government Area, Anambra State. Only SS 11 students were used in the study. The researcher used SS II students because they have spent a reasonable number of years in secondary school. Also they are familiar with school environment and school work.

The researcher decided to carry out the research in the Local Government in order to find out the relationship of extraversion –introversion, neuroticism and the school adjustment of students in the local government. The researcher chose to conduct the research in the local government because formerly, many students especially boys do end their educational pursuit at junior secondary school level. According to Adeniran (1991), the civil war, unfortunately destabilized the Igbos, as it left many families poor. Many young boys opted for commercial activities aimed primarily at curbing or rather redressing

the poverty problem and recouping what they felt had been lost. Also Ohiri Aniche (1998), maintained that because of the alarming unemployment rate in Nigeria, many parents especially in Igbo areas prefer their male children to go into trading. The researcher also conducted research in the Local Government in order to find out the personality trait that will enhance school adjustment.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter is concerned with literature reviews and therefore makes a theoretical review of some related views under the following headings:

2.1 Introduction

2.2 The Concept of Personality

2.3 The Concept of School Adjustment

2. 4 Theoretical Frame Work of Personality

2.4.1 Eysenck's Personality Theory

2.4.2 Personality Factors - Extraversion/introversion

2.4.3 Personality Factors - Neuroticism

2.5 Theories of Adjustment

2.5.1 Role Theory of Adjustment

2.5.2 Social Learning Theory of Adjustment

2.5.3 The Psychodynamic Theory of Adjustment

2. 5.4 Stage Theory (Self Disclosure)

2. 6 Types of Adjustment

2.6.1 Educational Adjustment

2. 6. 2 Social Adjustment

2.7 Review of Related Studies

2. 8 Summary

2.1 Introduction

Education caters for the needs and aspirations of people in developed and developing countries. This is why the level of development of a country in terms of social, economic, political and scientific advancement depends largely on the functional role of the system of education in a given place.

Conscious of the vital roles of education, countries all over the world are investing huge sum of money to help bring progress and stability in the levels of their economy. Nigeria is among the countries in the forefront attempting to harness its vast human and material resources in the process of education.

According to the National Policy on Education (2004), Education in Nigeria is no more a private enterprise, but a huge government venture that has witnessed a progressive evolution of government complete and dynamic intervention and active participation. The Federal Government of Nigeria has adopted education as an instrument par excellence for affecting national development. Secondary education is the form of education children receive after primary education and before the tertiary stage. The broad aims of secondary education within our overall national objectives should be:

1. Preparation for useful living within the society and
2. Preparation for higher education.

2.2 The Concept of Personality

According to Murkherjee (2002), the word personality refers to the integrated and dynamic organization of the physical, mental and social qualities of the individual as that manifest itself to other people in social intercourse. As far back as 1937,

Allport had about fifty definitions of personality. One of the most acceptable attempts at defining personality is that given by Eysenek (1973) which says that "personality is the relatively state organization of a person's motivational disposition arising from the interaction between biological drives and the social and physical environment. The term usually refers chiefly to the effective conative traits, sentiment, attitudes, complexes and unconscious mechanisms, interests and ideal characteristics of distinctive behavioural thought. This stresses not only the content of personality but also that personality is stable which means that people do not change from day to day. It is also organized in the sense that its attributes are inter-related and is formed as a result of interaction between innate biological mechanisms and the environment and that it is distinctive because each person is unique.

Personality is defined in Hampson (1992) as more or less stable internal factors that make one person's behaviour consistent from one time to another and different from the behaviour other people would manifest in comparable situations. The key words here are stable, internal, consistent and different. It begins with the assumption that personality is more or less stable. Secondly personality is internal. It is located inside in the individual. It is not available for direct observation but can be measured indirectly by making observations of that which is available externally. Consistency refers to the similarity between a person's behaviour on two different occasions. Finally, personality makes a person's behaviour different from the behaviour of other people which they would manifest in comparable situation.

Another definition of personality is that of Allport quoted in Lovell (1971). He defined personality as the dynamic organization within the individual of those

Psychophysical systems that determine his characteristics behaviour and thought. This suggests in simple language that personality is the whole of a person's outstanding characteristic, his physiology, drives, levels of aspirations, emotional and social traits, interest, attitudes and the like. This definition implies that personality is an important aspect of classroom behaviour and ultimately will influence scholastic success and school adjustment. It is clear that dynamic organization indicates that the elements of personality are patterned or organized in a very unique way that directs the individual activities. It is psychological because the mind and body function together to produce the individual's personal behaviour and apply only to that person alone. Every individual is unique and have a unique way of behaving towards the environment. This uniqueness determines the degree of adjustment of every person.

Personality is not only concerned with the total individual but also with the individual differences recognizing that people are similar in some ways. Personality theories attempt to understand behaviour by examining the complex relationships among the different aspect of an individual's functioning including such aspects as learning, perception and motivation. De Road and Schouwenburg (1996) said that personality traits-are expressed in learning styles, which are in turn – reflected in learning strategies which eventually produce a certain learning outcome. According to Munford and Gustafson in Blicke (1996) personality traits serves as directors or blocks for motivation and learning strategies.

Eysenck (1964), says that personality refers to the interacted and dynamic organization of the physical, mental and special qualities of an individual as it

manifest itself in his interactions in the environment. This means that an individual's personality is a trait or characteristic that is peculiar to him/her and which grows out of his learning experiences in life. It follows therefore that no two persons will have exactly the same personality, since a person acquires his personality characteristics from his learning experiences through the process of socialization and since learning is a continuous process, it means that a person's personality is always undergoing some dynamic changes in order to accommodate new learning acquired. Therefore an individual personality grows out of his socializing experiences.

Jung (1921) cited in Eysenck (1953) gave a very extensive description of the personality traits which characterize the introvert and the extraverts respectively. According to him, the extravert emerges as a person who values the outer world, both in its material and in its immaterial aspects (possession, riches, power, prestige); he Seeks for social approval and tends to conform to the norms of his society, he is sociable, makes friends easily and trusts other people. He maintained that an extravert shows outward physical activity, likes new things, new people and new impressions. Howard and Howard (1998) said that extraverts tend to be more physically and verbally active and are adventurous, assertive, frank, sociable and talkative. They also maintained that introverts are independent, reserved, steady and like being alone. They are quiet, shy and unsociable. Jung in Shapiro (1975) described them as the kind of people who do not wear a coat when it is cold outside, or do they share the admonition of others for the new tenor. Their behaviour do not correspond in some sense to the objective situation. They are at best a bit odd, idiosyncratic, whimsical, at worst, they are egotistical, bizarre and withdrawn.

Eysenck cited in Mohammed (1990) suggested that personality can be understood through the following combination -

1. Stable extravert (N -, E +)
2. Stable introvert (N-, E -)
3. Neurotic extravert (N+, E-)
4. Neurotic introvert (N+, E-1)

2.3 The Concept of School Adjustment

Adjustment commences when one is born into this world, it cannot be averted. Man does not exist in a vacuum. He exists along side with others.

According to Child (1981), Eweniyi and Ogunsanya (2006) adjustment is a necessary phenomenon that preludes peace and peaceful coexistence in human cohabitation. Onyejiaku (1991) likens adjustment to an oversized or undersized new clothes that necessarily requires adjustment before achieving correct shape and usage. Even in the anirnal kingdom, all animals, birds, fishes of all kinds require adjustment. Excesses of some powerful people are capable of extinction others from the globe.

School adjustment is a general process in which the individual changes response pattern as the school environment changes. It is the ability to adapt to the environment along with other human beings. Students face many adjustments in school. From year to year, there are changes in teachers, classrooms, school, class rules and procedures, performance expectations, difficulty of the work and peers. Adlers theory in Tallent (1978) says that human beings strive to achieve in higher state of perfection to be constructive and to interact in a healthy way with others. According to this theory, they have a will to become superior in competitive world. To suffer from inferiority complex is to be destructive. This

can be overcome through compensation 'Which is changing weakness into strength. The word 'adjustment' connotes changes on the part of an individual in order to cope, fit and to perform successfully in an environment where he belongs. Horney in Tallent (1978) identified a theory of three ways of dealings with people. The three ways are “moving towards people”, “moving against people”, and “moving away from people”. She explained moving towards people as seeking love and dependence of others. Moving against people means hostility while moving away from people indicates lack of satisfaction and support from others. The implication of this theory is that a child who moves against and away from others will remain hostile and never love the support of others and thereby remain unsatisfied. Such a child is already having social adjustment problem probably from home and yet in school and in the society at large. He is not ready to avail himself for anybody to help solve his problems and how then can he achieve academically.

Eriksons’ theory of psychological stages proposed that a child passes through eight stages:

1. **Stage One** - is the sense of trust versus mistrust, (birth to 18months) when he develops the sense of trust in himself and the environment.
2. **Stage Two** - (18month to 3years) is when the child develops the sense of autonomy and does not want help from others, but do things in his own way. A degree of freedom is given to him at this stage and monitored.
3. **Stage Three** - (3 to 6 years) is the period to develop a sense of initiative or a sense of quilt, as he grows socially, physically, intellectually and emotionally. This is the period when they know between right and wrong to the social world.

4. **Stage Four** - (6 - 12 years) is the period when the child develops a sense of industry versus inferiority as he devotes his energies to self improvement. He applies himself to given skills and tasks which is far beyond mere playful expression. He uses tools and wants to master whatever he does.
5. **Stage Five** - (12 years and above adolescence). The child at this stage identified with his peer which is an important period in his life.
6. **Stage Six** - (early adulthood) marks the period when the young adult intimate himself with others in the society or isolate himself.
7. **Stage Seven** - (young and middle adult age) when the growing adult is at the stage of generativity versus self-absorption.
8. **The final stage** - (later adulthood) is a stage of integrity versus despair.

The implication of Erikson's theory is another relevant issue to this study as it is concerned with a person's perception of the self and others - the role of parents in shaping the life of their children, the siblings, peers and the society. Authors like Tallent (1978) and Chahau (2006) explained this theory as the treatment the child received from group of people listed above depends on whether the child will have the feelings of trust or mistrust, become initiative or acquire the feeling of guilt, become industrious or inferior, intimate or isolate himself from others. When a child agrees and moves with his peer groups who have positive common goals with him, he will achieve a higher height in life. This is because he will be free from social adjustment problems. On the other hand, the hostile child will not be able to attach any considerable importance to academic achievement.

A well adjusted person is an individual who is sociogenically, socially and psychologically healthy. Kolo (1992) stated the traits of a well adjusted man;

1. A realistic understanding of himself/herself
2. Ability to grow, develops, matures and learns from experience.
3. He is independent and can think for himself and take decision and can act upon the decision he takes.
4. Realistic perception of his/her social, cultural and ethic environment.
5. Ability to control one's emotions and one's environment.

Obe (2009) maintained that everyone has an unresolved conflict(s),

However, unlike a maladjusted person, the well-adjusted person learns to tolerate and develop ways of coping with these unresolved conflicts. If he is though unable to resolve them instantly he maintains his/her psychological and social status and function normally.

Onyejiaku (1991) and Mally (2000) assert that the best integrated individuals are seem to be those who have established some reasonable goals in line with their interest abilities and who have settled down to work toward achievement of these goals seriously and steadily without an unusual tension and anxiety. We shall not attribute all the failures and deficiencies we encounter in life to ourselves due to inherent nature of the external world and the system we are operating within. Though there are imperfect system in the schools, societies and even in the families yet we have to adjust ourselves to these imperfect systems so that we can function as normal people of the world.

Adjustment is a continuous process of satisfying ones needs but most of these needs cannot be satisfied on permanent basis. It is never fixed or static. The primary objective of adjustment mechanism is to alleviate the tension in order to restore one's mental health. As long as an individual needs are not satisfied, the tension and uneasiness in such an individual continue. The tension causes maladjustment behaviours hence the concept of defence mechanism. It has been observed that man's primary concern in life is to satisfy one kind of needs or other. The process of satisfying needs is the process of adjustment. It is a form of restoring one form of equilibrium or the other.

Mukherjee (2002) said that learners who show signs of adjustment are the well behaved ones. Well adjusted people progress continuously in their educational pursuits. Learners who attend their lessons, pay attention in the classroom to their teachers, not aggressive towards others, those who do not shy away from the normal activities are said to have well adjusted behaviour. However, learners who show or form the habit of withdrawal, excessive aggression, shy and do not take part in the normal activities are maladjusted people. Children who show signs of maladjustment in behaviour will necessarily be backward in their lessons. It is not uncommon to notice backwardness in the maladjusted children.

The Psychology of adjustment according to Mukherjee (2002) is of a recent origin. The research is still on to determine the rate of incidence, nature, severity, causation and treatment of maladjustment in children and adult behavioural manifestations. Since .maladjustment defers progress in learning and has become a threat to the peaceful co-existence, efforts must be intensified in ameliorating it.

Conservative estimates that 1 - 2% of the children suffer from maladjustment in behaviour. Other psychologists agree that 12 - 13% of the students, even adults suffer from the problem of maladjustment. One should note also that some children manifest maladjustment behaviour at home, not at school. Others manifest it at school, not at home. Generally, most maladjusted children manifest it both at home and at school.

2.4 Theoretical Framework - Personality

In this study we are going to look into the theory that stem from Nomothetic approach. Nomothetic theory rely mainly on statistical analysis of data gathered from large cross section of population by means of questionnaire and other paper and pencil tests. The factor analytic studies of Eysenck, Cattel and Guliford represent the nomothetic approach. For the purpose of this study, we are going to look at Eysenck personality theory.

2.4.1 Eysenck's Personality Theory

Eysenck has influenced psychological thought and research in a number of areas. His most important contribution to the area of personality psychology is his work on the identification of traits and what he calls types or super traits. Like Cattell, he used factor analysis to determine the basic structure of human personality. After years of research, he conclude that all traits can be subsumed within three basic personality dimensions.

Eysenck divided the elements of personality into various units that can be arranged hierarchically. The basic structure in this scheme is the response level which consists of specific behaviour seconded by what he calls habitual response. Habitual styles of responding found across time and across situations can be seen as reflecting a higher-order construct, he argued that traits such as sociability are part of a larger

dimension of personality. He agrees with Jung (1921) on the concept of extraversion and introversion.

Eysenck's factor analytic research yielded evidences for two basic dimension that could subsume all other traits - Extraversion/introversion and Neuroticism. According to Eysenck & Eysenck in Bulger (2010), a prototypical extravert is described as "outgoing" impulsive and uninhibited, having many social contacts and frequently taking part in group activities. The typical extravert is sociable, likes parties, has many friends, need to have people to talk to and does not like.reading or studying by himself. He described introvert as a 'quiet, retiring sort of person, introspective, fond of books rather than people; he is reserved and distant except to intimate friends'. He maintained that extraverts and introverts differ not only in terms of behaviour, but different levels of arousal in their cerebral context in the resting state. He proposed that extraverts generally have a lower level of cortical arousal than introverts. Introverts operate on above-optimal cortical arousal level and generally avoid highly arousal situations.

The two personality dimension. Extroversion/ Introversion and Neuroticism, "E" and "N" hold a central position in Eysenck's theory of personality. He derived the term "Extraversion and Introversion" from Jung's classical description of personality types, linking peoples scores on the "E" is associated with hysteria. He explained that the two personality dimension characterized different functions of the autonomic nervous system that contains such physiological reactions as heat beat, temperature regulation, glandular functioning e.t.c. Therefore, extraverts' conditions quickly, loose their conditioning easily and tire quickly. This formulation have important educational implications because it reveals that extroverts will cope less easily than introverts with the formal learning situation in the school and that a certain

amount of emotional instability will help educational performance whereas too much will inhibit it.

Eysenck's theory of extraversion and Neuroticism shows how these traits originate from the reactive response to the surfeit or to the deficit of excitability or inhibition. The extraverted tendencies is acquired by reaction or a rather strong inhibitory potential which quickly and dissipates slowly. Neuroticism which originates from a high degree of anxiety has been shown by Eysenck to be related to an activity of the autonomic nervous systems which might also act as a driving factor towards over – activity or over-inhibition. This drive can be at times or certain circumstances be a hindrance to efficiency in learning.

The second major dimension in Eysenck's model is neuroticism. High scores on this dimension are indicative of emotional liability and over reactivity. High scoring individuals tends to be emotionally over responsive and to have difficulties in returning to a normal state affair after emotional experience (Eysenck & Eysenck, (1968). This dimension is sometimes referred to as 'stable - unstable. Howard & Howard (1998) were of the view that the people with a tendency towards neuroticism are more worried, temperamental and prone to sadness. Boeree, (2005)said that the name 'neuroticism' doesn't refer to any psychiatric defect, www.supeduc/.McCrae & McCrae & John (1992)argued that a more proper term could be negative affectivity or nervousness.

Eysenck later added a third super trait which he called psychoticism. People who score high on this dimension are described as "Egocentric, aggressive, impersonal, cold, lacking empathy, impulsive, lacking in concern for others and generally unconcerned

about the rights and welfare of other people". The first two of his dimensions have received extensive recognition of psychologists and educationist more than the last one.

To measure the personality dimension, Eysenck (1964) and his colleagues have designed a number of self completion questionnaire, the Eysenck personality inventory which has been widely used in research relating to educational attainment.

Eysenck's personality theory is very useful not only because it deals with his well defined factors of personality but also because it is the most compact and neat framework of psychological concepts with which to examine complex educational processes. It provides a most useful matrix of maximum concepts which can be utilized to explain a great many behavioural phenomena.

2.4.2 Personality Factors - Extraversion/Introversion

Eysenck in Larry (1979) defines the basic differences between extraverts and introverts as biological, rooted in the reticular activating system of the brain. This is the system that monitors incoming neural impulses resulting from environmental stimulation and that either stimulates or inhabits responses of higher brain centre to the stimulation, the system that controls the arousal level of the cortex of the brain. Extraversion and introversion are held to differ in the relative strength of the opposing processes of excitation and inhibition such that introverts typically have higher levels of cortical arousal compared with extraverts.

The differing levels of arousal result in behavioural and attitudinal preferences and tendencies. Assuming that each person desires and functions best at a moderate level of arousal most of the time it follows that introverts should most often be found seeking a reduction of external stimulation, in as much as external stimulation increases

arousal, whereas extraverts should be found most often seeking an increase in stimulation from the environment. Eysenck maintained that a high arousal level facilitates learning in the presence of noxious stimuli, which are particularly arousing and thus particularly aversive to introverts. The resulting behavioural differences are perhaps most apparent in social situations. Introverts learn more social inhibition than extraverts do (Eysenck, 1967) which affects their activities in social settings. Eysenck's extravert is described as sociable, lively, impulsive, seeking novelty and change, carefree and emotionally expressive. Introvert is quiet, introspective, intellectual, well ordered, emotionally unexpressive and value oriented, prefers small groups of intimate friends, and plan well ahead. At a social gathering, the introverts will be the ones sitting in deep conversation with someone, or they will be standing by a wall somewhere, looking very uncomfortable and trying to think of an excuse to leave as soon as possible. Meanwhile, the extroverts are talking in groups, or talking to a string of people, wandering from one conversation to another.

De Raed & Schouwenburg (1996) maintained that personality traits are expressed in learning styles, which are in turn reflected in learning strategies which eventually produce a certain learning outcome. Blicke (1996) supported this by saying that personality traits serve as directors or blocks for motivation and learning strategies. Larry (1979) said that in the educational realm, extraverts are superior to introverts in the preschool and primary school ages, up until 12-15 years of age. After this level, a transition occurs and introverts become superior to extraverts. He said that although the correlation between extraversion and achievement is not large on either side of the transition period, the relationship is consistently positive before age 12 or 13 and consistently negative after

15 or 16. Entwistle (1972) in Larry (1979) found extraverts, particularly stable extraverts to be superior to introverts up until age 13 in studies using Eysencks scale and until 12 or 14 in studies using the Cattell scales all in Great Britain. The findings using both scales show introverts to be superior beyond age level. He discusses the differences in terms of different responses to social motivation on the part of introverts and extraverts and indicates that the introvert is a late developer educationally because the social motivations so important in the early school year are not as important to the introverts as to extraverted child. However, at more advanced levels of education, social motivation takes second place to individual in the educational process at which point the introvert is best suited to educational attainment. Good study habits, including self discipline, consistency, and perseverance are related to introversion and are an important factor in academic success at the later grade level.

Larry (1979) interpretation of the same findings is a bit different. He cites cross-sectional studies that indicate that extraversion increase in the general population until age 14 and then begin to decline from that point throughout the life span. The development of ability follows a linear progression increasing until the 20 before leveling off. He feels that plotting these two curves together provides an explanation for the transition in superiority between introverts and extraverts in the educational realm. He makes the assumption that one who is a late developer in reaching a peak in extraversion would also be a late developer in attaining a peak of ability. According to him, the superiority of the extraverted child arises from the fact that he or she is an early developer both in terms of personality and ability as long as both lines are increasing in parallel fashion, say up to age 13, there is a positive relationship between extraversion and ability. At that point, extraversion reaches a

peak and begins to decline whereas ability continues to increase so that beyond the age of 13 or 14, the person who is more advanced in both personality and ability is progressively becoming more able and less extraverted, thus the negative correlation between extraversion and ability beyond age 14. His suggestion is that those who are introverted at the earlier age and performing more poorly are the ones who are more extraverted at the age of 16 because they reach their peak later.

Stedman and Adams (1972) cited in Larry (1979) conducted a research on pre-school and first grade children and indicates a strong superiority of extraverted over introverted. The subject in the study were disadvantaged Mexican - American children who were tested for personality and achievement differences at the preschool headstart program and tested again at the end of the first grade with the metropolitan achievement test. The personality measure used was Schaffer's classroom behaviour inventory which involves teacher rating of a number of child attributes and is scored for positive social behaviour, extraversion/introversion and positive task orientation. The extraversion score includes amount of verbal expressiveness, gregariousness, absence of social withdrawal and absence of self consciousness. Of all the measure taken at the beginning of the Headstart program, extraversion was the best predictor of achievement at the end of the first grade. Goh and Moore (1978) quoted in Larry (1979) found generally negative correlations between extraversion and grade point average among 78 university students, 48 vocational technical institute students and 49 high school students in the United States. Using EPQ, there was a negative correlation between extraversion and achievement at the university level and was much higher for a group of science students than for social science students.

Mukherjee (2002) is of the view that extraverts are carefree, sociable, spontaneous and impulsive while introverts are withdrawn, introspective, inhibited, cautions and serious. He cited Eysenck that introverts are capable of sustained work which is an essential criterion for individuals undertaking demanding courses in higher education. He maintained that secondary school children are more introverted than the primary school ones and the university undergraduates are more introverted than secondary school children. Introverted personality helps the individual in their solitary efforts to learn and educate themselves. Extroverted individuals and students may gain by studying in group or pairs. In classroom teaching, extraverted children will enjoy and profit from lessons taught by the project or discovery method. Learning by doing will be an appropriate method for teaching extraverted children in the primary schools and the early years of the secondary schools. A classroom consisting of a heterogeneous population of both extraverted and introverted children will raise fewer problems if the lesson are planned in such a way that the needs of these differing personalities are catered for, and if the school timetable takes care of the need of the these children for "breaks" in the timetable and for games of some sort. Occasional visits to galleries or places of educational importance will not only keep these children under control but also aid them in their education. One of the factors why frequent complaints are heard about unruly children in the classroom may be due to the fact that simple 'chalk and talk' method of teaching bores these children especially the extraverted ones. Paying proper attention to the various needs of the children arising out of our knowledge of the personality theories and their findings in education seems to be a major significant factor with noting.

A student with a more pronounced tendency to extraversion will resort to seeking for new stimuli and excitement and suffer in conditions of monotony and boredom. These will be exactly opposite requirements of an introverted person who will try to avoid undue excitation from a new range of stimuli and be less affected by boredom and routine. When a severe burden is placed on the teacher to deal with too many children, the more introverted children will benefit more particularly in those subjects where meticulousness, patience, perseverance and ability to put up with routine and boredom may be required. Introverted learning will become an advantageous factor in any paper and pencil work which still contributes a major preoccupation in most of the learning activities at school. The more introverted child may likely acquire facility in working through tests and examinations. Even at the examination, their tendency to diminish excitement may help them in moments of crisis. On the contrary, there is the tendency for the extravert to over-act. This may increase their awareness of crisis and be easily thrown into a state of panic. Extraverted individuals might be socially tougher than the introvert but their suffering when confined to any framework of time, space, work of ideology might be greater. Their tendency to break away from restraining and compelling circumstances must increase their frustration.

2.4.3 Personality Factors - Neuroticism

Murkherjee (2002) maintained that neuroticism stability dimension is concerned with the levels of moodiness, irritability, anxiety and discontentedness of an individual as opposed to his stability, calmness, reliability and even temperedness of dispositions. He noted that complex tasks can be well performed with a lower level of anxiety while simpler task are more easily performed by the children of comparatively high anxiety. For example,

simple tasks of remembering names, dates, numbers etc are better performed by children of high rather than low anxiety. Complex levels of problem solving can be better performed by children manifesting lower rather than higher level of anxiety. He quoted Yerkes & Dodson (1908) which stated that there is an optimum level of anxiety for the efficient performance of any task.

Entiwistle & Cunningham (1968) discovered high significant relationship between attainment and extraversion. They reached agreement about the negative relationship between neuroticism and school attainment.

Schouwenburg (1995) said that neuroticism is linked to lack of concentration, fear of failure and experiencing studying as stressful. It is linked with a lack of critical ability and problems in understanding how things relate to each other. According Entwistle (1988), this can be linked to the surface learning style. Entwistle & Tart (1996) maintained that the student with a surface approach concentrates on memorizing without any concern of finding a deeper meaning or understanding of the material. They are most concerned about getting through the examination and are not really interested in the material itself.

Literature of the effects of extreme anxiety on attainment indicates negative relationship although a modicum of anxiety is logically needed for effective motivation for most learning operations. If the neurotic individual is he who is filled with unnecessary worries, feelings of restlessness and general nervousness, it is not difficult to explain why he should perform poorly. Such emotional state is bound to sap the energy required for fruitful work that should yield high attainment. Child (1968) supported that high anxiety is correlated with low achievement.

2.5 Theories of Adjustment

Onyejiaku (1991) sees social adjustment as the success with which people adjust to one another in the working places, at home and at school. How one adjust to one's group in which one belongs is a crucial and important social adjustment in life. A well adjusted individual learns some social skills such as ability to deal diplomatically with others, friends, managers, visitors, colleagues so that others attitude to them are congenial and favourable. Obe (2009) maintained that this is an important aspect of adjustment owing to the fact that more often than not, people address you as you address them.

Nyonya (1994) mapped out five theories of adjustment. They are;-

1. Role theory of adjustment
2. Social learning theory of adjustment
3. The psychodynamic theory of adjustment
4. Stage theory (self-disclosure)
5. Marital communication theory model

For the purpose of this study, we are going to consider only four theories.

2.5.1 Role Theory of Adjustment

This theory views adjustment from the understanding point of entry. Magnus (1975) in Obe (2009) maintained that people enter into a relationship with some perceptions as to how he or she should behave and how others should behave towards them. The concept of human behaviour is central to the theory of adjustment. Everyone should watch carefully in any new environment in order to make useful adjustment. Also this theory viewed that conflicts can arise due to differences in

expectation. On this note, Psychologists, adopt a counseling point on the framework of individual differences and the need for adjustment since we cannot behave completely alike. Nyonya (1994) stresses that in such a situation, the need for clarification and harmonization becomes very important.

2.5.2 Social Learning Theory of Adjustment

This theory sees behaviour as a function of individual inherent attitudes and his/her environment. Lewing (1946] maintained that human behaviour in general is a perfect function of the person concerned plus the environment. The author buttressed his argument by illustrating his point diagrammatically in a synthesis of formula thus:

B= F (P and-E) Where

B = behaviour

P = Person factor (cognitive)

E = environment

Adjustment according to the social learning theory is a product of interaction between the individual and his social environment. Ali (2008) argues that environmental circumstances can modify human behaviour. That is to say that person, environment and behaviour are three interrelated variables. Teachers and counselors should make effort to provide conducive environment for learners.

2.5.3 The Psychodynamic Theory of Adjustment

This is an offshoot of classical psychoanalytic approach of Sigmund Freud. It states that to understand behaviour, there is the need to probe into the character traits of the individual. This theory views that success or failure of any positive interaction is

strongly linked to the personality characteristic and adjustments of the persons involved. Here adjustment is achieved by meeting individual needs.

2.5.4 Stage Theory (Self-Disclosure)

Chelune (1981) in Obe (2009) defined self disclosure as a "process of making ourselves known to other person by verbally revealing personal information". He said that social intimacy is concretely developed and anchored by self disclosure. It helps in the needs of expression of thoughts, attitude, belief and fantasy as well as expression of self awareness. The author also ascertained that self disclosure has empirically indicated a significant determinant of the rated levels of expressiveness, compatibility, identity and intimate behaviour among the people especially between two persons.

People adjust quickly in the presence of free disclosure. Obe (2009) quoted Ezikpe (1986) that self disclosure enhances adjustments. He maintained that self disclosure enhances adjustment among adults quicker than the children who may not understand the essence of the material disclosed in the intimacy.

The first man who reports that self-disclosure could decrease the Phenomenological distance between self and others was fromm (1955).

2.6 Types of Adjustment

There are different types of adjustment. In this study we are going to examine only two - educational and social adjustment.

2.6.1 Educational Adjustment

Educational adjustment is necessary in the educational settings. Anti-social behaviour such as withdrawal, bully, lesson disruption, absenteeism, lack of participation in school activities and aggressiveness require positive adjustment in order to make learning

meaningful in the lives of the learners. Both children and adults in the school system and parents at home require adjustment. Educational adjustment is desirable for all Nigerians both at home and at school. This is because children do learn from adults behavioural manifestation, "like teacher, like learner, like parents like children" is potent in Nigerian contemporary society. In order to enhance educational adjustment, there is the need for behavioural modification. Child (1981) posits that it is necessary that guidance and counseling unit of every school plays the role of behavioural modification so that positive changes take place in both learners and teachers.

The experiment carried out by Skinner reveals that positive reinforcement increases the probability of an operant, and negative reinforcement results into an extinction of the action. That is to say that adoption of positive reinforcement can effect positive action. Behaviour and learning problems can be remedied through positive rein forcers. According to Child (1981) and Murkerjee (2002), the following strategies are capable of effecting positive educational and social adjustment in the learners and adults.

1. Operant conditioning of the maladjusted individuals.
2. Modeling for the learners to emulate
3. Shaping the behaviour by various methods
4. Scheduling various types of reinforcements
5. Extinction
6. Rewarding
7. Ignoring method
8. Sensitization

9. Time-out technique

Onyejiaku (1991) maintained that individual interactions with environment manifest certain behaviour. Lari, Okpede & Bulus (1992) assert that human behaviour is learned and can be: unlearned if appropriate therapy is applied to the situation. The knowledge of this has some implications to teachers and parents since children are not born delinquent. Most maladjustments in deviant behaviour result from uncongenial atmosphere of home and school environment. Most behaviour can be modified, changed or altered at home and at school by the teachers. Teachers' positive interactions with the children can modify the maladjustment in behaviour. It is wrong to label a child or children as maladjusted children without psychological investigation.

Any issue of adjustment must start with orientation. The need for educational orientation for the newly admitted students in schools right from primary school levels to tertiary institutions cannot be over-stressed. The does and don'ts of every school/institutions must be made familiar with the new students. This familiarity is the first step towards adjustment to educational organizations. Mangvwat (2005) posits that orientation of the students and even teachers who are new in the school setting offers them quick acclimatization. For instance, toilet facilities, classrooms, staffrooms and offices can be area of interest for the new comers.

2.6.2 Social Adjustment

The word adjustment connotes changes on the part of an individual in order to cope, fit and to perform successfully in an environment where he belongs. Since the individual cannot exist alone because he cannot live in isolation, he co-exists and co-habits with other human beings. Tallent (1978), Rotter (1964), Mouly (1968} and Lazarus

(1963) refer to social adjustment of the child as the ability to fit and adapt to accommodate himself in order to satisfy his needs. At the same time, he strives to maintain a happy relationship with others as he meets the demands of the environment. He does this by achieving a working and harmonious relationship with the environment that will lead to both physiological and Psychological balance. Beside the above achievement, the individual still concentrates at the same time on the problem of satisfying his future needs which must be satisfied within the framework of expectation of the society. Failure to do this is likely to increase his adjustment problems.

Social adjustment has its origin in psychology primarily because of Freudian psychologists. Murkerjee (2002) suggested that as children enter into their primary education, the various social expectation, norms, values and standards of the contemporary societies where these children are growing up can be brought to their notice. Colliers (1968) confirms that -

> ……..it was introduced into education partly because of the realization that disturbed children need help before they can do justice to their regular school works. Also partly because of the belief that the school should not only provide an environment that promotes mental health of the children but also that it should teach appropriate social response as a part of its curriculum responsibilities.

That is the reason why moral education is taught in some schools during guidance and counseling periods. Mouly (1968) says that adjustment is not complete within a particular period for a child, because throughout life he has to meet environmental and internal demands. He stated that the 'adjustment is meaningful only in terms of adjusted to what?.. He concluded by saying that if we speak of promoting

the child's adjustment, we are trying to develop him to be able to deal with the problems confronting him today, then he will be adequate to meet the problems of tomorrow.

There are types of social adjustment as countless adjustments are made daily either consciously or unconsciously. There is an adjustment known as 'adaptation'. Tallent (1978) described this type of adjustment as whereby individual has to adjust to cope with other people and which he also called the psychology of interpretations relationship. Besides adaptation, social adjustment is both external and internal. Lazarus (1963) refers to the external one as the most important one whereby the individual has external demand that challenges him. This is the conformity to social behaviours, which he must abide by as there are sanctions against non- conformity. The internal adjustment is the one that is concerned with the demands from within the individual. These demands are his psychological needs, which must be satisfied before he can be comfortable. They are sleep, hunger and thirst, which can be satisfied through internal adjustment behaviour. Also there is the adjustment to self, others, school, work and also to job. Rotter (1964) associated adjustment to job as the problem of types of job, machines and engines. Adjustment to school involves adjustment to learning.

This study is concerned with the adjustment to school work. According to Colliers (1967), if the basic needs of the individual are not met and he becomes frustrated, maladjustment may occur and he may not fit socially. That is why this study examined the concept of social adjustment.

2.7 Review of Related Studies

Personality was defined in Jack (1973) as "the sum total of all the biological innate dispositions, impulses, tendencies, appetites and instincts of the individual and the acquired dispositions and tendencies – acquired by expression". The oxford English Dictionary defined personality as "assemblage of qualities which make each individual unique". Walter (1999) defined personality as the most adequate conceptualization of a person's behaviour in all its detail.

Fat (2005) defined personality as the characteristics patterns of behaviour and modes of thinking that determine a person's adjustment to the environment. She goes ahead to say that personality can therefore be described in terms of an individual, his words, thoughts and gesture which is observed over a long period of time.

Atkinson (1971) defined personality as the characteristics and ways of behaving that determine a person's unique adjustment to the environment. They saw personality as a shorthand statement describing an individual biography. Each person reacts in his own way to the social pressures upon him as Allport in Atkinson (1971) said the same fire that melts the butter hardens the eggs".

Students differ in their personal values; they receive and process information differently, their personality trait is different and hence so also is their understanding. It is often argued that a blend of personality characteristics is necessary for people to be successful in their career. Educators, researchers and psychologists have been constantly searching for harmonious set of variables -that predicts patterns of students' behaviours and their relationship to academic achievement. Lawrence (1997) & Meyer (1998) have recognized personality as a determining factor on how people learn. Digman

(1990), Goldberg (1992), Witt et al (2002) maintained that college students tend to prefer learning environments consistent with their own personality type preference and have found personality traits to be significantly related to successful job and school performance, both logically and statistically. According to Costa & Me Crae (1992), Goldberg (1992), extraverts are usually sociable, talkative, communicative and friendly. Introverts on the other hand tend to be reserved, even placed and independent. Schniederjan (2005) found extraversion to predict academic success.

Karen and Schakeli (2002) maintained that individuals who score high on neuroticism tend to experience effects such as fear, sadness, embarrassment, disgust and anger. Those who score low in this area are usually calm, even-tempered and relaxed at work and in, their personal lives. Mount & Barrick (1995), Costa & McCrae (1992) discovered that neuroticism entails anxiety and depression, characteristics that do not link to the motivational goals and potentially distract from rather than enhance performance. This shows that neurotic individuals experience more negative life events than other individuals.

Personality assumes that behaviour arises from the interaction between the individual and the environment. Roberts and Dei Veccho (2000) maintained that behaviour is remarkably consistent overtime, or to be precise, the relative ordering of individuals is remarkably consistent overtime. It is assumed that behavioural consistency depends primarily on the persistence of underlying tendencies to behave in particular ways in particular situations.

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

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

Obe (2009) outlined twenty things an individual can do to achieve adjustment in life.

1. Be prepared to make reasonable compromise.
2. Be flexible in all your approaches to situations.
3. Learn to listen carefully to issues.
4. Be objective and fair in all assessments of situations
5. Do not look down on anybody.
6. Be optimistic.
7. Do not wish other people ill-luck
8. Wear a smile face.
9. Do not be very noisy.
10. Develop thick skin to adverse comments and criticisms.
11. Learn to admit fault when you are wrong.
12. Do not take extreme stance in an issue.
13. Respect your teachers and seek assistance.
14. Do not just pass through any system, let the system pass through you.
15. Be careful in making choice.
16. Try to be a loyal friend.
17. Be a trusted and truthful person.
18. Try to assist others.

19. Be good to all who may seek help from you.

20. Remember your creator and acknowledge him in everything you do.

The need for purposeful education counseling programme in the schools to inculcate acceptable behaviour in the learners cannot be over-stressed. The necessity to uplift the students from the condition of the natural deprivation to become good and acceptable personalities in the society calls for all deliberate efforts that aim at enhancing rational behaviour.

2.8 Summary

The review of literature for this study has brought to the open relationship of Extraversion- introversion, Neuroticism and school adjustment. The study tries to examine the personality factors – Extraversion introversion and Neuroticism.

Adjustment has been discovered as an indispensable factor in life situation. From time to time, we face situations in life, in the school and in the wider society. Different types and theories of adjustment were examined. It was also discovered that failure to adjust properly could as well mean failure in life and this could lead to unproductivity and lack of success.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The blue print of operation that was used to accomplish the objectives of this study is described in this chapter. The presentation is made in accordance with the headings below:

3.2 Research Design

3.3 Population

3.4 Sample and sampling techniques

3.5 Instrumentation

3.5.1 Eysenck Personality Inventory

3.5.2 The School Adjustment Questionnaire

3.6 Validation of the instrument

3.7 Reliability of the instrument

3.8 Procedure for data collection

3.9 Procedure for data analysis

3.10 Summary

3.2 Research Design

The research design that was adopted for the conduct of the study is the descriptive correlational survey method. This method is relevant because of its strength in measuring large cross sectional samples. The size of certain population may be too large that the researcher may not be able to investigate every member of the population. In this situation, sample is used to represent the population. The approach is what

Nworgu (1991) described as a sample survey in which a sample data in survey research are usually collected through questionnaire to collect the data. The obvious thing about survey is that it focuses on people, vital facts of people, their beliefs, opinion, attitudes, motivations and behaviour. The researcher used the survey method because only a part of the population was studied and findings from this were generalized to the entire population.

3.3 The Population

The population of the study comprised of the whole SSS II students from some government secondary schools in Ihiala Local Government Area of Anambra State. The researcher adopted a purposive sampling technique. There are sixteen Government Secondary Schools in the Local Government. The population comes from six schools viz:

Table 3.1: Distribution of Population

S/N	SCHOOL	POPULATION (SSII)
1.	Abbot Girls' Secondary School, Ihiala	100
2.	Abbot Boys' Secondary School, Ihiala	65
3.	Uli Girl's Secondary School, Uli	45
4.	Boys High School, Azia	76
5.	Girls' Secondary School, Okija	59
6.	Girls' Secondary School, Mbosi	75
	Total	420

3.4 Sample and Sampling Technique

This research investigated the relationship of extraversion –introversion, neuroticism school adjustment in Government secondary schools in Anambra-State. Random sampling technique was used to select the sample Asika (2008) states that random sampling method is the most fundamental method of probability sampling. It uses the principle of randomization which is a procedure of giving every subject in a population an equal chance of appearing in the selection. Respondents fall within the age range of 10 to 17.

Table 3.2 Distribution of sample size

S/N	SCHOOLS	POPULATION	SAMPLE SIZE
1.	Abbot Girls' Secondary School, Ihiala	100	57
2.	Abbot Boys' Secondary School, Ihiala	65	32
3.	Uli Girls' Secondary School, Uli	45	29
4.	Boys High School, Azia	76	47
5.	Girls' Secondary School, Okija	59	45
6.	Girls' Secondary School, Mbosi	75	50
	Total	420	260

Krecie & Morgan (1970) maintained that a population of 420 will attract a sample of 201. Extra 59 questionnaires were added to make a total of 260.

3.5 Instrumentation

Two instruments were used to collect data for this study - the Eysenck personality inventory and the school adjustment questionnaire.

3.5.1 Eysenck Personality Inventory

The researcher adopted the EPI because of its content validity. The personality dimensions measured by the EPI are the "E" scale which measures Extraversion - Introversion and "N" which measures Neuroticism. The "I" scale is the scale which measures faking and lying. A total number of 260 EPI questionnaires were administered. Each questionnaire contains 57 questions aimed at finding out how the respondent behaves, feels and acts. A space is provided for answering "Yes" or "No" to each question.

3.5.2 The School adjustment questionnaire

The researcher used a self designed school adjustment questionnaire. It has five Likert scale-SA, A, NS, DA, SDA It has five sections. Section A contains information to get the personal data of the students. Section B contains questions on the relationship with peers. Section C contains questions on the relationship with teachers. Section D contains question on attitude to school work and Section E contains questions on attitude to school activities. This questionnaire contains -Thirty six questions.

The researcher used the structure/ fixed response type of questionnaire for the research. Although Nworgu (1991) observes that the fixed response questionnaire assumes that the researcher knows the possible responses on his subjects, he maintains that it is still preferred to the unstructured questionnaire.

3.6 Validity of the Instrument

The Eysenck Personality inventory was adopted while the school adjustment questionnaire was designed by the researcher.

After the construction of the instrument, it was shown to some lectures in the department who checked and ascertained its construct validity. After the proposal defense, the researcher made corrections and the questionnaires were approved for administration.

3.7 Reliability of the Instrument

The pilot study was conducted using SS II students of Basic Secondary School Tudun Wada Zaria with permission obtained from the principal of the school. The researcher used the school because of the proximity and the cost of traveling. The purpose of the pilot study is to ensure the reliability of the instrument. The number of respondents was fifty. The researcher used on the spot questionnaire. This is to ensure full return of the questionnaire.

The instrument was subjected to statistical analysis to determine the reliability. This was achieved by using the Cronbach Alpha formula to determine the homogeneity of the items of the instrument and to measure its internal consistency. The reliability coefficient was .75.

3.8 Procedure for Data Collection

The researcher obtained permission from the principal of each school in order to admuinister the two questionnaires. The researcher used on –the –spot questionnaires administration techniques. This is easier and the response from the respondents will be relatively high. Nworgu (1991) confirms that the percentage returns of such questionnaire can sometimes be as high as one hundred percent.

The researcher first administered the Eysenck personality inventory. When the respondents finished answering the questions, the researcher collected the questionnaire and administered the school adjustment questionnaire. She also collected the questionnaire at the end.

3.9 Procedure for Data Analysis

The scoring of EPI was done following instructions from the manual where the scoring key is self explanatory.

There are three scores in the EPI 'L score', 'E score' and 'N score'. The 'Lie score' is out of 9. It measures how socially desirable you are trying to be in your answers. The 'E score is out of 24 and measures how much of an extravert you are. The 'N score' is out of 24 and measures how neurotic you are. Under 'N' Yes is I and No is O. Under 'E' Yes is O and No is I. Under 'L' Yes is I and No is O.

The SAQ has five Likert scale. SA – 5, A-4, NS-3, DA -2 and SDA – 1.

The Pearson product moment correlation was used to test the hypotheses.

3.10 Summary

This chapter contains the description of the methodology adopted for the study. The method used for the study was the descriptive correlational survey method. Procedures for questionnaire administration and data collection as well as analytical procedure used for the study were discussed fully in this chapter. The questionnaires used were Eysenck personality inventory (EPI) and school Adjustment questionnaire (S.A.Q). Pearson product moment correlation was used to test the hypotheses.

This chapter also considered the population of the study and its sample size and the procedures for the sampling. The local Government area used for the study was Ihiala Local Government Area in Anambra state. The process of validating the instrument and its reliability coefficient were clearly presented in the study.

The pilot study was conducted at Basic secondary school, Tudun Wada. Zaria.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter focuses on the analysis of data collected through the instrument used for this study. The topic of the research is the relationship between Extraversion – Introversion, neuroticism and school adjustment in Government Secondary Schools in Anambra State. SS II Students were used for the study because of their stability in school process, understanding and adaptation to school environment. Both male and female students were used as respondents. The data were analyzed based on the hypotheses raised for the study. The statistical method used to test the hypotheses was pearson product moment correlation. The significance level of 0.01 was adopted as the basis for rejecting or accepting hypotheses.

4.2 Hypotheses Testing

A number of null hypotheses were raised in this study in order to test the relationship between extraversion – introversion, neuroticism and school adjustment. The null hypotheses were tested as follows:-

Research Hypothesis 1:

This null hypothesis states that there is no significant relationship between Extraverted – introverted students and relationship with their peers.

Table 4.2.1: Pearson Product Moment correlation statistics to test significant relationship between Extraverted – introverted students and relationship with their peers.

Variables	N	Mean	S.D	df	Sig (2-tailed
Extraversion-	260	11.6154	2.37875		
introversion					
Relationship with peers	260	36.8654	6.17952	258	.395

Outcome of above pearson correlation statistics test in table 4.2.1 above reveals that there is a significant relationship between extraverted –introverted students and relationship with their peers. The significance value is .395 is equal to .4. Therefore the null hypothesis is hereby rejected.

Research Hypothesis 2:

This null hypothesis states that there is no significant relationship between Extraverted– Introverted students and relationship with their teachers.

Tables 4.2.2: Pearson Product Moment Correlation statistic to test significant relationship between Extraverted – introverted students and relationship with their teachers.

Variables	N	Mean	S.D	df	Sig (2-tailed
Extraversion-	260	11.6154	2.37875	258	.374
introversion					
Relationship with teachers	260	35.4846	8.49232		

Outcome of the Pearson Product Moment Correlation above shows that there is no significant relationship between extraverted – introverted students and relationship with their teachers. The calculated significance value of .374. Therefore the null hypothesis is hereby accepted and retained.

Research Hypothesis 3:

This null hypothesis states that there is no significant relationship between extraverted – introverted students and their class work.

Table 4.2.3: Pearson Product Moment Correlation statistic to test the significant relationship between extraverted – introverted students and their class work.

Variables	N	Mean	S.D	df	Sig (2-tailed
Extraversion-	260	11.6154	2.37875	258	.919
introversion					
Attitude to class work	260	26.8654	5.65966		

Outcome of the Pearson Product Moment Correlation above shows that there is a significant relationship between extraverted – Introverted students and their attitude to class work. The calculated significance value is .919. Therefore the null hypothesis is hereby rejected.

Research Hypothesis 4:

This null hypothesis state that there is no significant relationship between extraverted –Introverted students and their attitude to school activities.

Table 4.2.4 Pearson Product Moment Correlation Statistic to test significant relationship between extraverted – introverted students and their attitude to school activities.

Variables	N	Mean	S.D	df	Sig (2-tailed
Extraversion-	260	11.6154	2.37875		
introversion					
Attitude to school activities	260	32.2231	7.85070	258	.697

According to the result of the Pearson Product Moment Correlation Statistics above, there is a significant relationship between extraverted – introverted students and their attitude to school activities. The calculated significance is .697. Therefore the null hypothesis is hereby rejected.

Research Hypothesis 5:

This null hypothesis states that there is no significant relationship between neurotic students and relationship with their peers.

Table 4.2.5: Pearson Product Moment Correlation Statistics to test significant relationship between neurotic students and relationship with their peers.

Variables	N	Mean	S.D	df	Sig (2-tailed
Neuroticism	260	67.4962	3.02818		
				258	.254
Relationship with peers	260	36.8654	6.17952		

The Pearson Product Moment Correlation statistic above revealed that there is no significant relationship between neurotic students and relationship with their peers. The out come of table above showed that the calculated significance is .254. Therefore, the null hypothesis is accepted and retained.

Research hypothesis 6:

This null hypothesis states that there is no significant relationship between neurotic students and relationship with their teachers.

Tables 4.2.6: Pearson Product Moment Correlation Statistics to test significant relationship between neurotic students and relationship with their teachers.

Variables	N	Mean	S.D	df	Sig (2-tailed
Neuroticism	260	67.4962	3.02818	258	.030
Relationship with teachers	260	35.4846	8.49232		

An understanding of the above Pearson Product Moment Correlation Statistics in table 6 revealed no significant relationship between Neurotic students and relationship with their teachers. The calculated significant value is 0.30. Therefore the null hypothesis which states that there is no significant relationship between Neuroticism and teachers is hereby accepted and retained.

Research hypothesis 7:

This null hypothesis states that there is no significant relationship between neurotic students and their class work.

Table 4.2.7: Pearson Product Moment Correlation Statistics on relationship between Neurotic students and attitude to class work.

Variables	N	Mean	S.D	df	Sig (2-tailed
Neuroticism	260	67.4962	3.02818	258	.155
Attitude to class work	260	26.3385	5.65966		

According to the Pearson Product Moment Correlation statistics in table 7 above, there is no significant relationship between Neurotic students and their attitude to class work. The calculated significance value is .155. Hence the null hypothesis is accepted and retained.

Research hypotheses 8:

This null hypothesis states that there is no significant relationship between Neurotic students and their attitude to school activities.

Tables 4.2.8: Pearson Product Moment statistics to test significant relationship between Neurotic students and their attitude to school activities.

Variables	N	Mean	S.D	df	Sig (2-tailed
Neuroticism	260	67.4962	3.02818	258	.426
Attitude to school activities	260	32.2231	7.85070		

Outcome of the Pearson Product Moment Correlation statistics above shows that there is a significant relationship between Neurotic students and their attitude to school activities. The calculated significance value is .426. Therefore, the null hypothesis is rejected.

4.3 Summary of the Major Findings

The findings from the analyzed data are summarized below:

1. There is a significant relationship between extraverted – introverted students and the relationship with their peers.

2. Outcome of the research shows that there is no significant relationship between extraverted – introverted students and the relationship with their teachers.

3. The study also revealed that there is a significant relationship between extraverted – introverted students and their class work.

4. It also revealed that a significant relationship exist between extraverted – introverted students and their school activities.

5. The study discovered that no significant relationship exist between neurotic students and the relationship with their peers.

6. The result revealed that there is no significant relationship between neurotic students and the relationship with their teachers.

7. It was also revealed that there is no significant relationship between neurotic students and their class work.

8. Outcome of the analysis also revealed a significant relationship between neurotic students and their school activities.

4.4 Discussion

The aim of this research work is to study on the relationship between Extraversion – Introversion, Neuroticism and school Adjustment.

The data collected were subjected to intensive statistically analysis to test the eight hypotheses raised for the study. The hypotheses were analyzed to answer the research questions raised for the purpose of this research. Pearson Product Moment Correlation was used to analyze the data.

Outcome of the findings produced significant relationship between the variables. It is in line with the findings of some previous researches made. There is always a correlation between students with extraversion – introversion personality and school adjustment. The outcome of this study conformed to that norm. The studies conducted by De Read and Schouwenburge (1996), Mukerjee (2002), Child (1978), Karen (2002), Mount, and Barrick, (1995), Costa and Mecrae (1992) and Mckanzre (1989), showed that there is a relationship between extraversion –introversion and adjustment.

Table 4.2.1 focused on the relationship between extraverted –Introverted students and relationship with their peers. The result shows that there is a relationship between students with extraversion – introversion personality and their peers. This agreed with the words of Ewen (1998). He defined extraversion as a trait characterized by a keen interest in other people and external events, and venturing forth with confidence into the unknown. An extraverted person is likely to enjoy time spent with people and find less reward in time spent alone.

Table 4.2.2 Focused on the relationship between extraverted – Introverted students and relationship with their teachers. The significant level is .374. This shows

that there is no significant relationship between extraverted – Introverted students and relationship with their teachers.

Extraversion has been defined as the act, state, or habit of being predominantly concerned with and obtained gratification from what is outside the self. Introversion is the state of or tendency toward being wholly predominantly concerned with and interested in one's own mental life. According to Heigoe, (2008), Introverts tend to be more reserved and less out spoken in large groups.

Table 4.2.3 Focused on the relationship between extraverted –introverted students and their class work. The significance level is .919. This shows that there is a significant relationship between extraverted – Introverted students and their class work. This is in line with the work of Murkerjee (2002), which said that introverted personality helps an individual in their solitary efforts to learn. He also maintained that good study habit is associated with introversion.

Table 4.2.4 Focused on the relationship between extraverted – Introverted students and their school activities. The significant level is .677. This shows that there is a significant relationship between students with extraversion – introversion personality and school activities. Extraverts tend to be gregarious, assertive and interested in seeking out excitement. They tend to enjoy human interactions and to be enthusiastic, talkative, assertive and gregarious. Introverts love solitary activities such as reading, writing, music, drawing, playing video games, watching computers e.t.c

Table 4.2.5 Focused on the relationship between neurotic students and relationship with their peers. The significant level is .254. This shows that there is no relationship between neurotic students and their peers. Goleman (1997) found that

neurotics do respond poorly to environmental stress, are more likely to interpret ordinary situations as threatening and minor frustrations as hopely difficult. He maintained that they are often self conscious, shy and have trouble in controlling urges and delaying gratification.

Table 4.2.6 Focused on the relationship between neurotic students and their teachers. The significant level is .030. This shows that there is no significant relationship between neurotic students and their teachers. Bolger (1990), McCrae and Costa (1986) are of then view that individuals who are high in neuroticism may show more emotional reactions whenever confronted with stressful situations. Hampson (1992) stated that the high scorer on neuroticism is characterized by a variety of somatic and interpersonal difficulties reflecting tension and anxiety while the low scorers, the normal person, does not possess these difficulties.

Table 4.2.7 Focused on the relationship between neurotic students and their class work. The significant level is .155. This shows that there is no significant relationship between students with neurotic personality and their class work. This agrees with the findings of Schouwenburg (1995), Entiwistle (1988) and Entiwistle and Tart (1996). They maintained that neuroticism is linked to lack of concentration fear of failure and experiencing studying as stressful. It is linked with a lack of critical ability and problems in understanding how things relate to each other. This is linked to surface learning style and a student with a surface approach concentrates on memorizing without any concern of finding a deeper meaning or understanding of the material.

Table 4.2.8 Focused on the relationship between neurotic students and attitude to school activities. The significant level is .426. This shows that there is a relationship between neurotic students and their attitude to school activities.

Neuroticism has an inherent negative denotation Matthew and Deary (1998), maintained that it has an enduring tendency to experience negative emotional states and such feelings such as anxiety, anger, guilt and depressed mood. Prescott and Kendler (2006), maintained that neuroticism is associated with low-emotional intelligence which involves emotional regulations, motivation and interpersonal skills.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study was on the Relationship between Extraversion – Introversion, Neuroticism and school Adjustment in Government Secondary Schools in Anambra State. The study was structured in line with research procedures. It is believed that the outcome of this research work will enhance teaching and learning and academic success in our secondary schools.

5.2 Summary

The study concentrated on 260 carefully selected secondary school students from SS II. Eight research null hypotheses were tested.

The research was conducted according to the normal research process. Data were collected, analyzed and interpreted. The findings of the study demonstrate the implications on the school adjustment of students.

Chapter one stated the background of the study, statement of the problem, objectives of the study, research questions, hypotheses, basic assumptions, significance and scope of the study.

Chapter two reviewed related literatures. Literature on Extraversion- Introversion, Neuroticism, Eysenck personality theories types and theories of adjustment were reviewed.

Chapter three stated the methodology adopted for the study. The research design used was the survey method. It also stated the population of the study and sampling procedure and procedure for data analyses Pilot study was conducted and result analyzed.

Chapter four involves analysis of data collected and its interpretation. Tables were designed to show the data contents and outcomes. Chapter five focused on the summary, conclusion and recommendations.

5.3 Conclusion

The study focuses on the relationship between Extraversion – Introversion, Neuroticism and school adjustment of secondary school students. The research was conducted in Ihiala Local Government Area. The issues discussed are fundamental areas in education. Areas such as extraversion – introversion, neuroticism, and adjustment were examined.

The population comprised of 420 SS II students. These students were sampled from six schools selected from the Local Government used for the study.

A sample of 260 students is used in the study. The samples were drawn using random sampling technique. The instrument used for the study was questionnaire. Two different questionnaires were sampled namely Eysenck personality inventory and school adjustment questionnaire. The personality inventory was adopted while the school adjustment questionnaire was self designed by the researcher. It was structured into five sections. Section A is Bio data B. relationship with peers C. relationship with teachers, D. Attitude to class work E. attitude to school activities. The instrument was validated by the experts in the field to ascertain its construct validity. The reliability of the instrument was confirmed using pilot study which was carried out at Basic secondary school Tudun Wada Zaria. The Cronbach Alpha formular was used and the reliability coefficient is .75.

The data collected was subjected to statistical analysis using Pearson Product Moment Correlation coefficient. The result was also subjected to necessary interpretations.

Hypotheses one focused on the relationship between extraverted – Introverted student and school adjustment. The scales under school adjustment are peers, teachers, attitude to class work and school activities. The researcher tested the relationship of extraversion – Introversion with each of the scale under school adjustment. The outcome of the result shows positive significant relationship between extraverted – Introverted student and the relationship with peers, attitude to class work and school activities but shows a negative relationship with their teachers.

This is necessary because personality has been recognized as a determining factor on how people learn. Lawrence (1997), Myer (1998), opined that personality typing has been utilized for years in various personal and career counseling situations because it helps people to understand their own motivations and needs compared to those of others with whom they live and work. Pirrto (1998), Summarizes personality type studies of gifted children and teachers. She points out that various authors have discovered and interpreted school behaviour that are correlated with personality type. This study shows that there is a significant relationship between extraversion and school adjustment.

According to Blicke (1996) personality traits serve as directors or blocks for motivation and learning strategies. Previous researches made shows that extraversion and Introversion are important personality traits that enhance achievement in schools. Eysenck extravert is described as sociable, lively, impulsive, seeking novelty and change, carefree and emotionally expressive. Introvert is quiet, Introspective, intellectual, well

ordered and value oriented. Extraverts are carefree, spontaneous and while introverts are withdrawn, introspective, inhibited, cautions and serious. Good study habits including self discipline, consistency and perseverance are related to introversion and are an important factor in academic success at this level. Introverted personality helps students in their solitary efforts to learn and educate themselves. Extroverted students gain by studying in group, enjoy lessons taught by the project or discovery method.

Learners who show signs of adjustment are the well behaved ones. Learners who attend their lessons, pay attention in the classroom to their teachers, not aggressive towards others, those who do not shy away from the normal activities are said to be well adjusted. Adjustment is a product of interaction between the individual and his social environment. How one adjusts to one's group in which he/she belongs to is a crucial and important social adjustment in life. A well adjusted individual learns some social skills such as ability to deal diplomatically with friends and colleagues, since no individual can exist alone, adjustment connotes changes on the part of an individual in order to cope, fit and to perform successfully in an environment where h belongs. Extraverted –Introverted personality helps a student to adjust in school. It enables an individual to relate very well with his/her peer group, be interested in his/her class work and participate in school activities.

Hypotheses five to eight focused on the relationship between neurotic students and school adjustment. The researcher tested the relationship of neuroticism and each of the scale under school adjustment. Outcome of the result shows no significant relationship between neurotic students and relationship with their peers, class work and school activities but showed a significant relationship with teachers. Neuroticism which

originates from a high degree of anxiety has been shown by Eysenck to be related to an activity of the autonomic nervous system which might also act as a driving factor towards over-activity or over-inhibition. This drive can hinder learning. High scoring individuals tend to be emotionally over responsive and to have difficulties in returning to a normal state affair after emotional experience. Though literature on neuroticism emphasized that it entails anxiety and depression and do not link to the motivational goals and potentially distract from rather than enhance performance. Yet it has been discovered that most meaningful operations requires a modicum of anxiety.

Murkerjee (2002), maintained that complex levels of problem solving can be better performed by children manifesting lower rather than higher level of anxiety. He quoted Yerkes and Dodson (1908) which stated that there is an optimum level of anxiety for the efficient performance of any task.

5.4 Recommendations

The following recommendations are as a result of the findings from data analysis.

1. Parents, teachers, counselors and all those involved in education of students should try and study on the different personality traits. The knowledge of these personality traits is very important. It will help the parents, teachers, counselors and others to be in the position to give a child/student the right counsel that will help him/her in his/her educational pursuit.

2. The planning of the school time-table (Classroom and extracurricular activities) should be done in such a way that it will suit the student with different personality traits. Extraverted students may gain by studying in groups, enjoy lessons, taught by project or discovery method, and learning by doing. The simple 'chalk and talk'

method of teaching is more profitable to an introverted student but is boring to an extraverted student.

3. Items of extraversion-introversion should be addressed as they have significant relationship with school adjustment.

4. A neurotic student should also be taking care of in the school. He/she should be given necessary assistance and encouragement.

5. More attention should be giving to enhance the relationship between students and teachers.

6. Teachers, parents, counselors, psychologists should try to study the students under their care and try to extinct some behaviours that do not promote adjustment in school. All those concerned in education should have the knowledge of Behaviour modification in order to know the right method to use to extinct any behaviour.

7. There should be close collaboration between the school management and the parents in order to discuss student's educational progress.

Further studies can be conducted on the relationship between extraversion – introversion, neuroticism and school adjustment in another Local Government

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Appendix 1

EYSENCK PERSONALITY INVENTORY

BY H . J EYSENCK & STBIL B. EYSENCK

PERSONALITY QUESTIONNAIRE

FORM A

NAME: _____ **AGE:** _____

COURSE:_____ **SEX:** _____

MAIN SUBJECT: _____

SUBSIDIARY SUBJECT: _____

N = ( ) E= ( ) L= ( )

INTRODUCTION

Here are some questions regarding the way you behave, feel and act. After each question is a space for answering "YES" or "NO".

Try to decide whether "YES" OR "NO" represents your usual way of acting or feeling. Then put a cross in the space under the column headed "YES" OR "NO" work quickly and don't spend too much time over any question. We want your first reaction, not a long-drawn out thought process. The whole questionnaire shouldn't take more than a few minutes. Be sure not to omit any question.

Now turn the page and go ahead. Work quickly and remember to answer every question. There are no rights or wrong answers, this isn't a test of intelligence or ability, but a measure of the way you behave.

FORM A

		Yes	No
1.	Do you often long for excitement?		
2.	Do you often need understanding to cheer you up?		
3.	Are you usually careful?		
4.	Do you find it very hard to take no for an answer?		
5.	Do you stop and think things over before doing anything?		
6.	If you say you will do something do you always keep your promise, no matter how inconvenient it might be to do so?		
7.	Does your mood often go up and down?		
8.	Do you generally go and say things quickly without stopping to think?		
9.	Do you ever feel "just miserable for a care?		
10.	Would you do almost anything for a care?		
11.	Do you suddenly feel shy when you want to talk to an attractive stranger?		
12.	Once in a while do you lose your temper and get angry?		
13.	Do you often do things on the spur of the moment?		
14.	Do you often worry about things you should not have done or said?		
15.	Generally, do you prefer reading to meeting people?		
16.	Are you feeling rather easily hurt?		
17.	Do you like going out a lot?		
18.	Do you occasionally have thought and ideas that you would not like other people Know about?		

19.	Are you sometimes bubbling over with energy and some times very sluggish?		
20.	Do you prefer to have few but special friends?		
21.	Do you day dream a lot?		
22.	When people shout at you, do you shout back?		
23.	Are you often troubled about feeling of guilty?		
24.	Are all your habits good and desirable ones?		
25.	Can you usually let yourself go and enjoy yourself a lot at a gay party?		
26.	Would you call yourself tense or "highly strong"		
27.	Do other people think of you as being very lively?		
28.	After you have done something important, do you often go away feeling you could have done better?		
29.	Are you mostly quiet when you are with other people?		
30.	Do you sometimes gossip?		
31.	Do ideas run through your head so that you cannot sleep?		
32.	If there is something you want to know about, would you rather look it up in a book than talk to someone about it?		
33.	Do you get palpitation or thumping in you heart?		
34.	Do you like the kind of work that you need to pay close attention to?		
35.	Do you get attacks of shaking or trembling?		
36.	Would you always declare everything at the customs even if you knew that you could never be found out?		
37.	Do you hate being with a crowd who play jokes on one another?		
38.	Are you an irritable person?		
39.	Do you like doing things which you have to act quickly?		
40.	Do you worry about awful things that might happen?		
41.	Are you slow and unhurried in the way you move?		
42.	Have you ever been late for an appointment or work?		

43.	Do you have many nightmares?		
44.	Do you like talking to many people so much that you never miss a chance of talking to a stranger?		
45.	Are you troubled by aches and pains?		
46.	Would you be very unhappy if you could not see lots of people most of the time?		
47.	Would you call your self a nervous person?		
48.	Of all the people you know, are there some who you definitely do not like?		
49.	Would you say that you were faily self-confident?		
50.	Are you easily hurt when people fault with you or your work?		
51.	Do you find it hard to really enjoy yourself at a lively party?		
52.	Are you troubled with feeling of inferioty?		
53.	Can you easily get some life into a rather dull party?		
54.	Do you sometimes talk about things you know nothing about?		
55.	Do you worry about your health?		
56.	Do you like playing pranks on others?		
57.	Do you suffer from sleeplessness?		

Please check to see that you have answered all the questions.

Appendix 11

SCHOOL ADJUSTMENT QUESTIONNAIRE

Instruction

The following questions are simple and straightforward. They are not a test of your intelligence, neither will this affect your report. Following each question are a number of possible answers. You are requested to tick only one answer which is applicable to you.

The information you give will be treated with utmost confidence and will help to carry out research into the school adjustment of students in this Local Government Area.

Please endeavour to be as truthful as possible.

SECTION A

1. Name
2. School
3. Age
4. Sex
5. Class

SECTION B: Relationship with Peers

		SA	A	NS	DA	SDA
1.	I make friends easily					
2.	I have very few friends					
3.	I usually prefer to be alone					
4.	I relate very well with other students					
5.	I like to share my things with other students					

6.	When I need something that will help me in school, my friends give it to me					
7.	Other students like me					
8.	Other students say negative things about me					
9.	I am not shy when I am among other students					
10.	I try to understand other people's point of view					

SECTION C: Relationship with the teachers

		SA	A	NS	DA	SDA
11.	I like all my teachers					
12.	All my teachers like me					
13.	All my teachers are understanding					
14.	My teachers solve my problems					
15.	My teachers correct me in love when I make mistake					
16.	My teachers are also concerned with my social problems					
17.	I am happy with the marks I received from my teachers					
18.	My teachers give me the marks I deserve.					
19.	I am free to see my teachers anytime I have problem					
20.	I am happy when I see my teachers.					

SECTION D: Attitude to class work

		SA	A	NS	DA	SDA
21.	I look forward to be in the class					
22.	I enjoy class activity					
23.	The classroom is dull and boring to me					
24.	I like to do assignment at the right time					
25.	I enjoy studying always					
26.	My marks in school subjects make me happy.					
27.	I am interested in my school subjects					

SECTION E: Attitude to School Activities

		SA	A	NS	DA	SDA
28.	The school activities are interesting to me					
29.	I always like to obey the school rules and regulations.					
30.	The school prefects are loving and caring to students					
31.	The members of the school authority are like parents to students.					
32.	I enjoy attending school activities					
33.	The activities of my clubs are boring to me					
34.	I volunteer to do some activities in the school					
35.	I enjoy school excursion					
36.	I am happy in the school.					

Appendix I11

AHMADU BELLO UNIVERSITY, ZARIA
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATION

OUR REF: DE/S.25

The Chairman

Ihiala Local Government Area

Ihiala.

Dear Sir,

STUDENTS' FIELD RESEARCH

The department of Education, Ahmadu Bello University, Zaria requires each student working for a degree to complete a research Thesis/ project. Our students entering the final year of their studies will be collecting data during the year.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have. Please give assistance as much as possible.

TOPIC OF RESEARCH: The relationship between Extraversion- Introversion, neuroticism and School Adjustment in Government Secondary Schools in Anambra State.

Thanks for you continuing cooperation.

Yours Sincerely,

PROF. M.BALARABE
Research Adviser