



**ADOLESCENTS' GENDER AND THEIR SOCIAL ADJUSTMENT THE ROLE OF THE
COUNSELLOR IN NIGERIA**

EFOSA-EHIOGHIREN AUGUSTINA IZEHIUWA. PhD

ehioghiren2004@gmail.com 08054154904.

AND

PROF. R.C. EBENEKE

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

FACULTY OF EDUCATION

NNAMDI AZIKIWE UNIVERSITY, AWKA.

Abstract

The study examines Adolescents' gender and their social adjustment the role of the counselor in Nigeria. Adolescent in schools tend to exhibit unacceptable behaviours which invariably affect their social adjustments. Some of these problems emanate from externally and internally determined sources. The gender of an individual affects the way, he/she relates with others and would influence the adolescents social pattern. An understanding of the gender type of adolescent will help the school counselors to know their adjustment. The study adopted correlation research design to determine the relationship between the adolescents' gender and their social adjustment. The population of the study was 48,867 junior secondary school adolescents in Edo South Senatorial District of Edo State. The sample for the study consisted of 720 adolescent students' drawn through multi-stage sampling procedure. Two instruments were used in this study namely; the Eysenck personality questionnaire (EPQ) and Social Adjustment Scale (SAS). The internal consistency reliability alpha coefficient obtained 0. 78. The findings from the study revealed amongst others, that large number of females' adolescent introverts and extroverts exist in the public junior secondary schools; while the male adolescent introverts and extroverts were not much. Furthermore, that there is no significant relationship between adolescent male introverts and their social adjustment. Based on the findings of the study, it was recommended among other that school counsellors should provide frequent counselling services for adolescents and information that could improve their social adjustment and the counsellors should also encouraged parents to expose their children especially (adolescents) to sound formal education as well as training them in social norms.

KEYWORDS: Adolescents', Gender, Personality, Social Adjustment, Conusellor

Introduction

Gender is one of the factors that can impact on the life adjustments of individuals. In Nigeria, females (girls) and males (boys) are not expected to behave in the same ways or play the same roles. Adolescent boys and girls are made to learn what roles and responsibilities the society expects of them to play through the socialization processes. (George & Ukpung, 2012) observed that Nigeria cultural system assigns traditional sex roles that are mutually exclusive to males and females. (Aduloju, 2012), stated that some

activities are branded abnormal for females but normal for males and vice versa. From the literature, there appears to be no consensus on adolescent (introversion-extroversion) and social adjustments relate to gender. Counselling is a vital tool that can be used for adolescents social adjustment and for effective and adaptive behaviours and fundamental problem solving strategies. The use of counselling in schools will enable the adolescent to maximize the likelihood of receiving correct treatment from the school counsellor and enhance the ability to cope with their social problem thereby becoming well adjusted individuals. It must be noted therefore that some of these behaviours are permanent and are carried over into adulthood just as many of them spurred from infancy and childhood.

The schools counsellors are employed to assist students develop wholesomely, with their expert knowledge, skills and competencies. But observations of what goes on in our school show that there is high incidence of maladaptive behaviours amongst the student populace. Since the dividing line between the gender socially maladjusted adolescent and juvenile delinquent adolescent could be very tenuous one, the former may be considered as unidentified delinquent. The socially maladjusted adolescent is more or less a social evil as the adolescent is likely to carry these problems into adulthood. Obstruct the development of a wholesome personality. These debilitating traits which include depression, stress, drug abuse, unhappiness, insecurity, truancy, shyness, suicidal tendencies and lack of self-confidence are nevertheless amenable to appropriate counselling interventions.

However, the number of practicing counsellor is inadequate when compared to the number of students gender to be attended to. Researchers like Lucas (2012) postulated that many externally and internally determined factors have relationship with the social adjustment of adolescent in schools and society. An internal personality factor that has been indicated in the literature to have relationship with students' social adjustment is Extroversion-Introversion which would be a necessary step that could provide basic empirical data vital for curbing the excessive mal-adjusted behaviours common among adolescent students. Hence, this study sets to investigate adolescents' gender and their social adjustment: The role of the counsellor In Nigeria.

Research Questions

The following research questions guided the study:

1. What is relationship between male adolescent introversion and social adjustment?
2. What is the relationship between female adolescent introversion and social adjustment?
3. What is the relationship between male adolescent extroversion and social adjustment?
4. What is the relationship between female adolescent extroversion and social adjustment?

Hypotheses

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

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

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

REVIEW OF RELATED LITERATURE

Conceptual Framework

The Concept of Adolescent

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

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

Social Adjustment

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

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

societies where these adolescents are growing up can be brought to their notice. Social adjustment is adaptation of the adolescents to the social environment. Adjustment may take place by adapting the self to the environment or by changing the environment. (Freyd, 2012) avow that social adjustment is an effort made by an individual to cope with standards, values and needs of a society in order to be accepted. It can be defined as a psychological process; it involves coping with new standard and value. This individual has to make special efforts to adjust with other unique organizations within the society. The social adjustment focus attention on the role of the environment in the social adjustment processes. Since social adjustment has earlier been noted to be affected by both external and internal factors, this cannot be over emphasized in the process of social adjustment.

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

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

Gender

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

perceived and expected to think and act as women and men because of the way society is organized, not because of biological differences.

Joshua and William, (2008) opined that gender refers to the array of socially constructed roles and relationships, personality types, attitudes, behaviours, values, relative power and influence that society ascribes to the two sexes on differential basis. Gender is relational-gender roles and characteristics do not exist in isolation, but are defined in relation to one another and through the relationships between women and men, girls and boys. Gender is the property that distinguishes organism on the basis of their reproductive roles as female or male (Diprete and Jennings 2013). Studies have it that there is erroneous belief that males have better personality types than females (Nuthanap, (2007). Gender relates to either male or female and how this quality affects their dispositions and perception toward adjusting socially in all facets of life.

There are differences in gender as it affects adolescents' personality types and their social adjustment (Okoh 2015; Robert & Mroczek 2008). This has necessitated the need to find out if there is any significant difference between male and female introverts and male and female extroverts in their personality types and social adjustment. Adolescents are males or females who are in the period of life from puberty to maturity; boys and girls whose sexual organs are fully grown and can become clearly distinguishable as sexuality beings. It is the view of this researcher that when the variables are taken together, a better understanding of the relationship of male and female introvert and male and female extrovert would be of considerable help in developing a more effective and practical counselling techniques for adolescents introversion and extroversion personality types and their social adjustment.

Costa, Terracciano, and McCrae (2005) believe that gender is the range of characteristics pertaining to masculinity and femininity and also see gender as having positive and negative influence on adolescents. (Deone, Cathleen and Charles, 2013) defines gender as the socially constructed roles, behaviour, activities and attributes that a particular society considers for male and female. To Weiss, King, and Hopkins (2007), gender usually refers to as traits and behaviours that a particular culture judges to be appropriate for males and females. Gender differences in personality traits are often characterized in terms of male and female, which could be introvert or extrovert in personality types which can be rated as high, average or low traits.

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

Deyoung, Quilty and Peterson (2007) also reveal that gender differences in terms of personality types of adolescent is different, the patterns of behaviour in males and females on average differ, with the understanding that both males and females do not exhibit the same personality types and social behaviours which in turn affect their social adjustment. Gender

differences do not imply that males and females only experience states on opposing ends of the trait spectrum; on the contrary, significant differences can exist along with a high degree of overlap between the distributions of social adjustment of personality types of males and females. Gender in this study refers to male and female adolescents' introverts and extroverts.

Theoretical Framework

Theories of Adolescence

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

Bandura Theory of Social learning

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

Theoretical Studies on Adolescent Social Adjustment

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

Matthews, Deary, and Whiteman (2003) worked on personality correlates of social adjustment of adolescents explaining interactive effects of extroversion and arousal on performance. Two experiments on the effects of extroversion and personality trait.(measure by questionnaire) on creativity index were reported. He found that in general, extroversion was independent of arousal

and data from the second experiment suggested that there was no marked of interaction and socialization on the part of introvert adolescents.

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

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

Theoretical studies on Gender

According to Soto and Gosling, (2011) Gender could be seeing as the social forming of the biological sex, it is built on biological difference and transfuses those biological differences in the areas where it is completely groundless. Gender differences are in personality types, knowing that individuals behave and socialize differently. However, the Big Five do not exhaust all of the important distinctions among personality types. Traits are hierarchically organized such that more specific traits that vary together are grouped within higher-order factors. In the study of gender differences, therefore, one can investigate gender differences in personality types at multiple levels of resolution.

UNICEF,(2012) see gender as the characteristics roles and responsibilities of a women and men, boys and girls which are socially constructed. Gender is related to how we are perceived and expected to think and act as women and men because of the way society is orgnised, not because of biological differences.

Shiner, and Caspi, (2003) opined that gender refers to the array of socially constructed roles and relationships, personality traits, attitudes, behaviours, values, relative power and influence that society ascribes to the two sexes on differential basis. Gender is reational-gender roles and characteristics do not exist in isolation, but are defined in relation to one another and through the relationships between women and men, girls and boys. Gender is the property that distinguishes organism on the basis of their reproductive role as female or male. Bouchard (2003). Studies have shown that there ae erroneous belief that males have better personality types than female. Nuthanap, (2007). Gender relates to either male or female and how this

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

DeFeyter, Ralf, Claudia, and Dries, (2012) believe that gender is the range of characteristics pertaining to masculinity and femininity and also see gender has having positive and negative influence on adolescents. The World Health Organization defines genders as the socially constructed roles, behaviours, activities and attributes that a particular society considers for male and female. To Robins and Tracy (2003), gender usually is refers to as traits and behaviour that a particular culture judges to be appropriate for male and female. Gender differences in personality types are often characterized in terms of male and female, which could be introverts or extroverts in personality types which can be rated as high average or low traits.

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

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

Empirical Studies

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

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

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

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

Obiekea, Ovri and Chukwuma (2013) carried out a study on the importance of sexuality education as an intervention and social adjustment programme for adolescents in secondary

education in Nigeria. For this purpose, the study sought to find out using three research questions; the importance of sexuality education in secondary education.

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

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

Osagie, (2014) examined the impact of sex on social adjustment of adolescent students. The study compared both sexes with their social adjustment. six hypotheses were formulated to guide the study, the collected data were analyzed by statistical package for gender (sex) and social adjustment (SPSS). Distribution of test was conducted for evaluating both sexes with respect to their social differences. The main finding was sex has no significant impact on social

adjustment. Moreover, there was no significant effect of gender differences' on socialization. The results revealed that both sexes have the capability to be socially adjusted if the environment raised was socially all right.

METHOD

Research Design

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

Population of the Study

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

Sample and Sampling Technique

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

Method of Data Collection

Data for the study were collected from the students in various schools delimited for the study. This was done by the researcher and research assistants; they were selected based on familiarity with the study area. The researcher with the assistance of three trained assistants (one in each Local Government Area) embarked on the distribution and trivial of the instruments. The instruments were administered to the sample secondary school and collection was made on the spot after their completion. The essence is to ensure that the entire questionnaire administered

and completed were collected. To ease the administration and collection of data, the researcher and research assistants visited the different schools prior to the administration of the questionnaire to acquaint the school authorities and staff with the purpose of the study. Permission was sought for and obtained from the various heads of the sampled schools. Thereafter, a period of one week was used for the administration of the instruments.

Method of Data Analysis

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

Pearson r was used to answer research questions 3-8 while hypotheses 1-6 were tested using product moment correlation of significance where the indices of correlation were compared with critical values in statistical tables for the appropriate decisions on the hypotheses test.

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

PRESENTATION AND ANALYSIS OF DATA

Research Question 1

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

Answer to this research question is presented in table 1.

Table 1

Pearson r on male adolescent introversion scores and their social adjustment

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

Table 1 shows that there is low negative relationship of $r = -0.21$ existing between the male adolescent introversion and their social adjustment.

Research Question 2

What is relationship between female adolescent introversion and social adjustment?

Answer to this research question is presented in table 2.

Table 2

Pearson r on female adolescent introversion scores and their social adjustment

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

Table 2 shows that there is low positive relationship of $r = 0.98$ existing between the female adolescent introversion and their social adjustment.

Research Question 3

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

Answer to this research question is presented in table 3.

Table 3

Pearson r on male adolescent extroversion scores and their social adjustment

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

Table 3 shows that there is low negative relationship of $r = -0.14$ existing between the male adolescent extroversion and their social adjustment.

Research Question 4

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

Answer to this research question is presented in table 4

Table 4

Pearson r on female adolescent extroversion scores and their social adjustment

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

Table 4 shows that there is low positive relationship of $r = 0.046$ existing between the female adolescent extroversion and their social adjustment.

Testing of hypothesis

Hypothesis 1

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

Answer to this hypothesis 1 is presented in table 5

Table 5

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

N	Cal r.	Df	Crit. r	Remarks
32	0.211	30	0.361	Accept Ho
NS = Not Significant				

Table 5 indicates that at 0.05 level of significance and 30 degree of freedom, the calculated r 0.211 is less than the critical r = 0.361. Therefore, the third null hypothesis is not rejected. There is no significant relationship between male adolescent introversion and their social adjustment.

Hypothesis 2

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

Answer to this hypothesis 2 is presented in table 6

Table 6

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

N	Cal r.	Df	Crit. r	Remarks
113	0.098	111	0.197	Accept Ho
NS = Not Significant				

Table 6 indicates that at 0.05 level of significance and 111 degree of freedom, the calculated r 0.098 is less than the critical r = 0.197. Therefore, the fourth null hypothesis is not rejected. There is no significant relationship between female adolescent introversion and their social adjustment.

Hypothesis 3

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

Answer to this hypothesis 3 is presented in table 7

Table 7

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

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

S = Significant

Table 7 indicates that at 0.05 level of significance and 183 degree of freedom, the calculated r 0.142 is greater than the critical $r = 0.139$. Therefore, the fifth null hypothesis is rejected. There is significant relationship between male adolescent extroversion and their social adjustment.

Hypothesis 4

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

Answer to this hypothesis 4 is presented in table 8

Table 8

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

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

NS = Not Significant

Table 8 indicates that at 0.05 level of significance and 368 degree of freedom, the calculated r 0.1046 is less than the critical $r = 0.098$. Therefore, the sixth null hypothesis is not rejected. There is no significant relationship between female adolescent extraversion and their social adjustment.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Discussion of Findings

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

- Relationship between introversion and social adjustment based on gender.
- Relationship between extroversion and social adjustment based on gender.

Relationship between male and female adolescent introversion and their social adjustment

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

Relationship between male and female adolescent extroversion and their social adjustment

The results shows that there is very low negative relationship of -0.1 existing between the male adolescent extroversion and their social adjustment while, there is very low positive relationship of 0.0 existing between the female adolescent extroversion and their social adjustment. Therefore, this means that the male adolescent extroversion have problem of social adjustment whereas, the female adolescent extroversion may not have social adjustment problem. However, the study found out that there is significant relationship between adolescent male extroverts and social adjustment because calculated $r = 0.142$ is greater than the critical $r = 0.139$ but found no significant relationship between adolescent female extroverts and social adjustment where $r = 0.1046$ is less than the critical $r = 0.098$. The findings of the study showed that female introversion and extroversion correlates more with social adjustment than it was for their male counterparts. The study partly supports the findings of Norris, Larsen, and Cacioppo, (2007) that male extroversion correlates with social adjustment and achievement. Similarly, Matthews et.al., (2003) worked on personality as correlates of social adjustment of adolescents explaining interactive effects of extroversion and arousal on achievement found that in general, extroversion was independent of arousal and the results suggested that there was no marked difference in interaction and socialization on the part of introvert adolescents.

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

This implies that social adjustment correlates positively with their gender types. Judge, Livingston, and Hurst, (2012) however reported remarkable gender difference in the personality types among introverted and extroverted students. Fleeson, and Gallagher, (2009) found out similarly that extroverted girls and introverted boys tended to be more successfully adjusted socially. The results of the present study also support the works of Soto, et.al., (2011) that found a positive relationship between extroversion and social adjustment of assertiveness

Implications of the Study

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

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

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

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

Conclusion

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

Recommendations

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

1. There is need to increase the number of professional workers (school counsellors) in our school system who would be devoted to helping students who display early stages of social

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

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

REFERENCES

- Adesoji, A. O. (2010). Peer Group Pressure as a Determinant of Adolescent Social Adjustment in Nigerian Schools. *Asian pacific journal of Educator and Education*, 25 (1), 189-202
- Adegoke, A. A. (2013) *Adolescent in African*. Ibadan: Hadassah publishers.
- Adomeh, I.O.C. (2010) *Counselling in Specific Settings*. Benin City, Florate System Print.
- Aduloju. A. (2012). Relationship between Personality and Moral Reasoning among Secondary School Students. *The Nigerian Education Psychologist*, (5), 140 – 146.
- Ahmadi, G. (2015). *School Climate, Advertisement and Adolescents Addictive Behaviour in Schools*. A paper Presented at the 2015 National Conference of the National Council of Educational Psychologists at Nnamdi Azikiwe University, Awka. 2nd -5th September 2015.
- Bandura, A. (1969). *Social Learning Theory*: Englewood Cliff N.J. Prentice Hall.
- Bouchard, T. J., McGue, M. (2003). Genetic and Environmental Influences on Human Psychological Differences. *Journal of Neurobiology* 54 (1), 4–45.
- Costa, P.T., Terracciano, A., McCrae, R.R. (2005). Gender Differences in Personality Traits Across Cultures: Robust and Surprising Findings. *Journal of Personality and Social Psychology*, 81 (2), 322–331.

- De Feyter, T., Ralf C., Claudia V., & Dries B., (2012). Unraveling the Impact of the Big Five Personality Traits on Academic Performance: The Moderating and Mediating Effects of Self-efficacy and Academic Motivation. *Learning and Individual Differences* 22: 439–448.
- Deone, Z., Cathleen M., & Charles M.V. (2014). *Examining the Interaction of Extroversion and Network Structure in the Formation of Effective Informal Support Networks*. Northridge: California State University.
- DeYoung, C. G., Quilty, L. C., & Peterson, J. B. (2007). Between Facets and Domain: 10 Aspects of the Big Five. *J. Pers. Soc. Psychol.* 93, 880–896.
- Dhingra & Colleagues (2005). Adolescents self-concept and social Adjustment. Of Indian students. *J. Hum. Ecol.*, 18(4), 313-317.
- Diener, E; Oishi, S; Lucas, R (2003). Personality, Culture, and Subjective Well-Being: Emotional and Cognitive Evaluations of Life. *Annual Review of Psychology* 54 :403–425.
- Diprete, T. A., & Jennings J.L. (2013). Social and Behavioural Skills and the Gender Gap in Early Educational Achievement, *Social Science Research*, 41(1) (2012), 1-15.
- Dunapo, S.O. (2013). A comparative Study of the Personal and Social Adjustments of Secondary School Adolescents. The Nigeria Adolescents in Perspective: *Journal of the Nigerian Society for Educational Psychology*, 1, (1.) 47-55.
- EIILM University, (2015). Dynamics of Personality.
- Fleeson & Gallagher, (2009). That is, someone who Scores high on a Trait will exhibit Psychological States related to that trait more often and to a greater extent than individuals who Score low on that Trait.
- Freyd, J. (2012). Impact of Family Background on Personality Trait of Adolescents: Introvert and Extrovert. *Neuroscience Research*, 72(2), 53-59.
- George, I. N. & Ukpong, D.E. (2012). Adolescents' Sex Differential Social Adjustment Problems and Academic Performance of Junior Secondary School Students in Uyo Metropolitan City. *International Journal of Business and Social Science*, 3(19), 245 – 252.
- Gray, G. (2011). The Impact of Counselling on the Personality Traits of Secondary Students. India. *India streams Research Journal*, 11 (10), 18-27.
- Harms, P. (2012). An Evaluation of the Consequences of using Short Measures of the Big Five Personality Traits. *Journal of Personality and Social Psychology* 102 (1), 874–888.
- Hartup, W.W., & Rubin, Z. (2013). *Relationships and Development*. New York: Psychology Press.
- Jennifer, O. G. (2010). Introversion and Autism: A conceptual exploration of the placement of introversion on the autism spectrum: *An unpublished Master Thesis*, University of Central Florida.
- Joshua, W., & William, R. (2008). *Extraversion*. Norway: Northwestern University Press.
- Judge, T., Livingston, B. A., & Hurst, C. (2012). Do Nice guys—and Gals—really Finish last? The Joint Effects of Sex and Agreeableness on Income. *Journal of Personality and Social Psychology*, 102 (2), 390–407
- Ko, P. & Busken, V. (2013). *Dynamics of Adolescents friendships: The Interplay between Structure and Gender*. Department of Sociology/ICS, Erasmus University, Netherland.
- Lucas, A. (2012). "If the Person-situation Webate is really over, why does it still generate so Much negative effect: *Journal of Research in Personality* 43:(3) 146-149.

- Mahdokht & Mina (2009) Comparative Study of Introversion and Extroversion Study
Habit in English Language: Implication for Counselling: *Unpunished Master Thesis*. Sokoto State University.
- Matthews, G., Deary, I. J., & Whiteman, M. C. (2003). *Personality Traits (PDF) (2nd ed.)*. NY: Cambridge University Press. ISBN 9780521831079.
- Musek P.P and Janet P. (2010). Personality Profiles of Cultures: Aggregate Personality Traits: *Journal of Personality and Social Psychology*, 89 (3), 407–25.
- Norris, C. J., Larsen, J. T., & Cacioppo, J. T. (2007). Neuroticism is Associated with Larger and more Prolonged Electro dermal Responses to Emotionally Evocative Pictures. Psychophysiology Neuroticism and Internalizing Disorders. *American Journal of Psychiatry*, 163(1), 857-864.
- Nuthanap, M. C. (2007). *The Effective Personality of Adolescent*. Richmond: University of Virginia.
- Nworgu, B.G. (2015). *Educational Research Basic Issues & Methodology* (3rd Eds). Nsukka: University Trust Publishers.
- Okoh. A.A (2015). Sex Difference and Social Adjustment of Secondary School Studies in . Oredo Local Government Area of Edo State. Unpublished Master Thesis, . Department of Health Education, University of Benin.
- Osaige A.A (2014). Impact of Sex on Social Adjustment of Adolescence Studies in Benin . . Metropolis. Unpublished A Master Thesis, Department of Health Education, . University of Benin.
- Rebecca, G., Jessica, V., Emily, W.E., & Nicole, B. E. (2013). Examining Social Adjustment to College in the Age of Social Media: Factors Influencing Successful Transitions and Persistence: *Journal of Personality*, 77(2), 447-70.
- Rentfrow, P.J., Gosling, S. D., & Potter, J. (2008). A Theory of the Emergence, Persistence, and Expression of Geographic Variation in Psychological Characteristics. *Perspectives on Psychological Science*, 3 (5), 339–69.
- Roberts, B. W., & Mroczek, D. (2008). Personality Trait Change in Adulthood: *Current Directions in Psychological Science*, 17(1), 31–35.
- Robins, R. W., & Tracy, J. L. (2003). Setting an Agenda for a Person Centered Approach to Personality Development. *Monographs of the Society for Research in Child Development*, 68, 110–122.
- Schacter, Gilbert, Wegner (2011). *Psychology (2nd ed.)*. Worth. 474–475.
- Soheila, Y., Seyed M. K., & Alirexa M. (2015). Self-Concept, Social Adjustment and Academic Achievement of Persian Students.
- Soto, C. J., Gosling, P. (Feb 2011). Age Differences in Personality Traits from 10 to 65: Big Five Domains and Facets in a Large Cross-sectional Sample. *Journal of Personality and Social Psychology*, 100 (2), 300–348.
- Spencer, R. B., James, B.V., Anthony, L.C., & Charles, F.H. (2004). Adolescent Personality. A five-factor Model Construct Validation, EIIIm University Sikkim (2015) *Dynamics of personality*.
- UNICEF (2012). *Defining Quality in Education; working Paper Series, Education Session Programme Division*. United Nation Children's Fund. New York, USA.
- Weiss, A; King, JE; Hopkins, W.D., (2007). A Cross-Setting Study of Chimpanzee (Pan troglodytes) Personality Structure and Development: Zoological Parks and Yerkes National Primate Research Center. *American journal of primatology*, 69 (11), 1264–77.