

**PERSONALITY TRAITS AND SELF-EFFICACY AS PREDICTORS OF THE PUPILS'
SOCIAL ADJUSTMENT IN UYO LOCAL GOVERNMENT AREA, AKWA IBOM STATE**

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ABSTRACT

The study investigated the personality traits and self-efficacy as predictors of the pupils' social adjustment in Uyo Local Government Area. The study was guided by five purposes, research questions and five null hypotheses. Two theories were reviewed in the study which supported the five concepts reviewed by the researcher. The study adopted a correlational research design. A population of 3620 primary 5 pupils in all the 49 public primary schools in Uyo Local Government Area and the sample of 326 which represents 10% approximately of the total population selected through simple random sampling technique was used for this study. An instrument entitled Personality Traits Assessment and Self-Efficacy Questionnaire (PTAS-EQ) and Social Adjustment Questionnaire (SAQ) was used for data collection. The instrument was validated by three experts. The reliability of the instrument was established using Cronbach Alpha reliability which yielded the reliability coefficient of extraversion, 0.87; neuroticism, 0.85; openness to experience, 0.70; social self-efficacy, 0.79; and emotional self-efficacy, 0.83. Simple regression analysis to answer research questions as well as testing the null hypotheses at 0.05 level of significance. The result of the findings indicates that; personality traits of extraversion, neuroticism, openness to experience and social self-efficacy are significant predictors of pupils social adjustment while the emotional self-efficacy is not a significant predictor of social adjustment among primary school pupils in Uyo Local Government Area. Based on the findings of the study, it was recommended among others that school guidance counsellors should be equipped with necessary tools both material and intellectual to enable them render counselling services that is directed towards social adjustment of pupils which would go a long way in helping to build the self-efficacy of pupils with neurotic personality trait so that pupils with the neurotic personality trait can make up in areas where they need help to adjust socially.

Keyword: Personality traits, extraversion, neuroticism, openness to experience, self-efficacy as predictors of the pupils' social adjustment in Uyo Local Government Area, Akwa Ibom State

Introduction

The personality traits has been seen to have significant impact on social adjustment of an individual. Social adjustment is an harmony between an individual and their environment. Azuji (2014) describes social adjustment as the process of being in harmony with one's physical and social

environment. Rienties *et al.* (2021) emphasizes the importance of social adjustment in maintaining congruent relationships with others. Kaljahi (2016) highlights the critical role of social adjustment in predicting academic success. Burgoon *et al.* (2022) and Farmer *et al.* (2016) also emphasize the importance of social adjustment in achieving academic success and social integration. Wentzel (2013) identifies motivation, participation in school events, self-efficacy and personality traits as factors that promote positive social adjustment.

The personality traits of individuals according to Koludrovic, Bubic and Ercegovac (2014), could be predicted through their interactions with people in the social environments. Thus, personality trait according to Weiten, Lloyd, Dunn and Hammer (2019) is seen as a set of psychological traits and mechanisms within the individuals that are organized and relatively enduring that influences the individuals' interactions with, and adaptations to, the physical and social environs. In such instance, sustainability of any social relationship could be affected by behavioural adjustment problems relating to personality traits of the pupils. Similarly, Daminabo (2018), viewed personality traits as the sum total of the qualities that differentiates people or the stability of a person's behaviour across different situations.

Accordingly, an individual's personality is the totality of a person's behaviour which encompasses his thoughts, feelings and observable behaviour. This means that personality accounts for consistent and persistent behaviour of individuals. For example, one can be said to be intelligent, cheerful, hopeful, outgoing or friendly. The impression any of such people have about an individual is interpreted as the individual's personality. Hence, in the context of this study, personality trait refers to human characteristics that are responsible for the difference which distinguishes one individual from another and could be used to predict one's behaviour. Personality trait includes multiple traits that help to explain why pupils do not all act alike in the same situation. The personality traits that have received much attention in literature is the "Big Five" model by McCrae and Costa (2016) which consists of five aspects of personality, namely: extraversion, neuroticism, openness to experience, agreeableness and conscientiousness. Three of these traits are examined in this study to include, extraversion, neuroticism, openness to experience as possible predictors of pupils' social adjustment in schools.

Extraversion is a personality trait characterized by outgoingness, sociability, and a tendency to seek social interaction (Tackett *et al.*, 2017). Individuals high in extraversion tend to be assertive, enthusiastic, and seek excitement (McCrae and Costa, 2017). Research has shown that extraversion is associated with various positive outcomes, including better mental health (Lucas and Diener, 2021), higher academic achievement (Chamorro-Premuzic and Furnham, 2023), and greater career success (Boudreau and Boswell, 2021). One of the key aspects of extraversion is social interaction. Extraverts tend to have larger social networks and engage in more social activities (Cummings and Graziano, 2015). This social orientation may contribute to their increased happiness and well-being (Diener, 2020). However, extraversion also has its drawbacks. For instance, extraverts may be more impulsive and prone to reckless behaviour (Mocellin and Schmidt, 2020). Furthermore, their need for social validation can lead to anxiety and stress in social situations (Gillon and Schwartz, 2016). Research has shown that extraversion is positively correlated with social adjustment. Individuals high in extraversion tend to have better social adjustment, as they are more likely to seek social interaction and build relationships (Cummings and Graziano, 2015); be assertive and enthusiastic in social situations (McCrae and Costa, 2017); have larger social networks and engage in more social activities (Cummings and Graziano, 2015); be more empathetic and understanding of others (Gillon and Schwartz, 2016). Conversely, individuals low in extraversion may struggle with social adjustment, as they may be more introverted, socially anxious, or have difficulty forming and maintaining relationships (Mocellin and

Schmidt, 2020).

Likewise, people who score high in neuroticism are said to be anxious, hostile, self-conscious, insecure, and vulnerable. This personality trait is called negative emotionality. They are always anxious and tend to suffer from depression. Individuals here are often moody and easily discouraged. This state of emotion hinders them from thinking clearly, making rational decision and coping with stress (Shevaun, Mroczek and Avron, 2018). Recent research has shown that neuroticism is associated with poor social adjustment, including difficulties in forming and maintaining relationships (Kotov et al., 2019). Individuals high in neuroticism tend to have more conflict with others, experience more social anxiety, and have difficulty with emotional regulation (Tackett *et al.*, 2017). Furthermore, neuroticism has been linked to increased stress and burnout in social situations, leading to decreased social adjustment (Demerouti *et al.*, 2020). This can lead to a vicious cycle, where individuals high in neuroticism experience more stress and difficulty in social situations, which in turn exacerbates their neuroticism. On the other hand, individuals low in neuroticism tend to have better social adjustment, including more positive relationships and greater emotional well-being (Tackett *et al.*, 2017).

Openness to experience is a personality trait that people who register high on it are open to experience, have general appreciation for art, emotion and adventure. They are not stereotype but try new ideas. They are very imaginative and curious. They do not hold tenaciously to traditional or conventional ideas. They are intelligent, investigative and sensitive to beauty. They are creative, they can be controversial since they are unconventional. On the contrary people who score low on openness to experience are more reserved and conventional. They hold firmly to traditional beliefs. They are skeptical about new ideas and may not be comfortable with new scientific and technological developments. Furthermore, openness has been linked to increased creativity and problem-solving skills, which can help individuals navigate complex social situations and build stronger relationships (Plucker and Renzulli, 2020). This can lead to a positive cycle, where individuals high in openness experience more positive social interactions, which in turn increases their openness. On the other hand, Tackett *et al.*, (2017) reported that individuals who are low in openness may struggle with social adjustment, as they may be more rigid, close-minded, and less adaptable

Self-efficacy is an important variable which could help in the social adjustment of pupils in school. Necessary emotional resources such as self-efficacious beliefs are essential for effective coping and possible adjustment in social settings. Self-efficacy is thus seen as an individual's personal judgment of an individual's capabilities in successfully carrying out a given task. Bhagat and Baliya (2016) viewed self-efficacy as one's belief in his or her ability to produce designated levels of performance that exercise influence over events that affect their lives. Based on the importance of self-efficacy, many researches have centred on the concept, in order to understand the process of how individuals perceive their abilities and capabilities. Hence, Burgoon, Meece and Granger (2022), noted that in social situations such as the school, pupils with high self-efficacy are more likely to be socially adjusted in the school. This was adjudged based on the notion that a pupil with high self-efficacy would have the belief that they have the capabilities to execute the courses of actions required in managing any given situation. There are several types of self-efficacy, including: task self-efficacy, domain self-efficacy general self-efficacy, social self-efficacy, emotional self-efficacy, cognitive self-efficacy, behavioural self-efficacy, evaluative self-efficacy, coping self-efficacy, resilience self-efficacy, creative self-efficacy, entrepreneurial self-efficacy (Bhagat and Baliya, 2016). For the purpose of this study two of this self-efficacy are considered viz: social self-efficacy and emotional self-efficacy.

Social self-efficacy refers to an individual's belief in their ability to interact and relate to others effectively (Huang, 2019). It plays a crucial role in social adjustment, which is the process of adapting

to social situations and forming positive relationships with others (Kotov *et al.*, 2019). Research has consistently shown that social self-efficacy is positively correlated with social adjustment. A study found that individuals with higher social self-efficacy reported better social adjustment and more positive relationships (Huang, 2019). Another study found that social self-efficacy was a significant predictor of social adjustment in individuals with anxiety disorders (Kashy *et al.*, 2020). Furthermore, social self-efficacy has been linked to improved mental health outcomes, including reduced stress and anxiety (Kernan and Hanges, 2022). A study found that individuals with higher social self-efficacy reported lower levels of stress and anxiety in social situations (Wong, 2020). Social self-efficacy is an important factor in social adjustment, and individuals with higher social self-efficacy tend to have better social adjustment and mental health outcomes.

Emotional self-efficacy, the belief in one's ability to manage emotions and achieve emotional well-being, plays a crucial role in social adjustment (Kashy *et al.*, 2020). Individuals with higher emotional self-efficacy tend to have better social adjustment, as they are more effective in regulating their emotions and responding appropriately to social situations (Wong, 2020). Studies have shown a positive correlation between emotional self-efficacy and social adjustment. Kotov *et al.* (2019) in a study established that individuals with higher emotional self-efficacy reported better social adjustment and more positive relationships. Kashy *et al.* (2020) found that emotional self-efficacy was a significant predictor of social adjustment in individuals with anxiety disorders. Moreover, emotional self-efficacy has been linked to improved mental health outcomes, including reduced stress and anxiety (Huang, 2019).

Statement of the Problem

Social adjustment of pupils is an issue of great concern to many, especially parents, teachers, counsellors and psychologists. This is based on the notion that the pupils social dimension deals with interpersonal or public interactions with other individuals. Hence, the pupils, especially those in the primary school system of education are faced with social problems with attendant academic problems that seem to have become part and parcel of the schools. The condition were pupil are unable to adjust socially in school has become a worrisome phenomenon because of its tendency to affect their academic outputs and the likelihood that they may resort to anti-social behaviours like drug use and abuse, robbery, alcoholism, rape among others as a coping mechanism.

The pupils, especially those at the primary school level of education globally are many a time predisposed to numerous social adjustment concerns Their adjustment to those concerns in school is considered one of the main indicators of success in school as it is an indicator for the pupils' ability to face problems resulting from fulfilling high academic, social and emotional needs. Through achieving good social adjustment in school, the pupil will be able to form a good relationship with others in the school which would likely lead to enhanced academic achievement. Consequently, pupils becoming socially adjusted, both in and out of school would most likely lead to greater outcome, both socially and academically.

However, many of the pupils like those in Uyo Local Government Area primary seem inadequately prepared for the psychological, emotional and academic realities of the primary education. Hence, a good number of them are often times unable to deal with the situation they find themselves. Some of the pupils may end up becoming societal nuisance in the primary schools by getting involved in delinquent offences like truancy, fighting, refusing to participate in group projects in the school setting, pilfering and whole lots of other unwholesome behaviours.

Today, the problem of pupils poor social adjustment still persist and could be easily observed in schools, not only in Uyo Local Government Area, but else were around the country. Many of the

pupils exhibits characteristics of social maladjustment such as; rebellious or impulsive actions, anxiousness, feelings of sadness, hopelessness, and withdrawn attitude, lack of concentration, loss of self-esteem and suicidal thoughts both within the schools and outside schools. The situation is not only affecting the pupils alone but the classroom teachers, parents, school authorities and other well-meaning persons in the society. It has no doubt become a pointer to the need for a research of this nature which sought to empirically examine factors such as personality traits as possible predictors of the pupils' social adjustment in Uyo Local Government Area.

Purpose of the Study

The main purpose of this study was to investigate personality traits and self-efficacy as predictors of the pupils' social adjustment in Uyo Local Government Area. Specifically, the study sought to:

1. Determine the extent to which extraversion personality trait predicts pupils' social adjustment in Uyo Local Government Area.
2. Ascertain the extent to which neuroticism personality trait predicts pupils' social adjustment in Uyo Local Government Area.
3. Examine the extent to which openness to experience personality traits predicts pupils' social adjustment in Uyo Local Government Area.
4. Determine the extent to which social self-efficacy predicts pupils' social adjustment in Uyo Local Government Area.
5. Examine the extent to which emotional self-efficacy predicts pupils' social adjustment in Uyo Local Government Area

Research Questions

The following research questions guided the study:

1. To what extent does extraversion personality trait predicts pupils' social adjustment in Uyo Local Government Area?
2. To what extent does neuroticism personality trait predicts pupils' social adjustment in Uyo Local Government Area?
3. To what extent does openness to experience personality traits predicts pupils' social adjustment in Uyo Local Government Area?
4. To what extent does social self-efficacy predicts pupils' social adjustment in Uyo Local Government Area?
5. To what extent does emotional self-efficacy predicts pupils' social adjustment in Uyo Local Government Area?

Null Hypotheses

The following null hypotheses testable at 0.05 level of significance guided the study.

- H₀₁:** Extraversion personality trait will not significantly predict pupils social adjustment in Uyo Local Government Area.
- H₀₂:** Neuroticism personality trait will not significantly predict pupils' social adjustment in Uyo Local Government Area.
- H₀₃:** Openness to experience personality traits will not significantly predict pupils social adjustment in Uyo Local Government Area.
- H₀₄:** Social self-efficacy will not significantly predict pupils social adjustment in Uyo Local Government Area
- H₀₅:** Emotional self-efficacy will not significantly predict pupils' social adjustment in Uyo Local

Government Area.

Research method

The method adopted in the study are discussed under the following subheadings:

Design of the Study

The research design for this study was correlational survey research design. The correlation design tries to gather data concerning the degree and direction of relationship between independent and dependent variables. According to Akuezilo and Agu (2015), correlational research design dies the extent and direction of relationship between two or more variables. The design normally dedicates the direction and magnitude of the relationship. Also, Nwankwo (2013) opined that corelational research design is also used in making prediction in research works. Thus, the use ofhis correlation research design is justified on the basis that this study sought to investigate personality traits as predictors of the pupils social adjustment in Uyo Local Government Area.

Population of the Study

The population of the study consisted of all the 3620 primary 5 pupils in all the 49 public primary schools in Uyo Local Government Area of Akwa Ibom (State as at the time of the study State Universal Basic Education Board, SUBEB, 2024).

Sample and Sampling Techniques

A sample size of 326 which represents 10% approximately of the total population selected through simple random sampling technique was used for this study. This sample size was determined through the adoption of Nwana (1995) sampling procedure in determining the sample size. This 35 procedure states that if the population is in many hundreds, one needs a sample size of 20 percent, but if a population is in a few thousands one needs a sample size of 10 percent and for a population of several thousands or millions, a 5 percent sample or less will be representative of the population. On this basis, the sample size of 465 (10%) was used.

Instrumentation

Two research instruments were used in collecting data from the students for the study, namely: "Personality Traits Assessment and Self- Efficacy Questionnaire (PTAS-EQ) and Social Adjustment Questionnaire (SAOY, The Personality Traits Assessment and Self- Efficacy questionnaire (PTAS-EO) consists of Section A and B. Section A elicited information on personal data, while section B elicited information on Personality Traits Assessment and Self- Efficacy (10 arms each) with a total of 50 items. The PTAS-EQ was structured on a four-point Likert scale of Strongly Agree (SA); Agree (A); Disagree (D); and Strongly Disagree (SD) weighted 4, 3, 2, and 1 respectively. Higher points indicated a higher value in the assessed construct. The instrument was both positively and negatively worded. The negatively worded statements were weighted 1, 2, 3 and respectively.

Social Adjustment Questionnaire (SAQ): The instrument is a modified version of a standardised self-report questionnaire developed by Weisman and Paykel (1974) and used in Nigeria by Ogini and Ofodile (2014). The instrument as used by Ogini and Ofodile was adopted for this study. The instrument has 14 items assessing the functioning in each of the five role areas (house work; social and leisure activities; relationships with extended family and functioning in the family unit. It has a response option which ranges from not at all (1), occasionally (2), most of the time (3) and all the time (4).

Validation of the Instrument

The two instruments which were used in the study, namely, Personality Traits Assessment and Self- Efficacy Questionnaire (PTAS-EQ) and Social Adjustment Questionnaire (SAQ) were standardized questionnaires which have been previously validated by experts and used in conducting

studies in many countries, including Nigeria. There were adopted for this study, Evidence of construct validity for the PTAQ was present the individual pattern and structure coefficients. Each item loaded significantly ($p < .05$) on its factor. This signifies that each item contributes significantly within its factor. Also important are the correlations between factors. The results suggest that the PTAQ can be a viable measure of the Big Five traits.

Reliability of the Instrument

The two instruments have all been subjected to internal consistency reliability test using Cronbach Alpha. The reliability coefficient of personality Trait Assessment scale (PTAS) facets as reported by Nkechukwu (2017) were extraversion, 0.87; neuroticism, 0.85; openness to experience, 0.70; social self-efficacy, 0.79; and emotional self-efficacy, 0.83; while that of social adjustment as reported by Ogini and Ofodile (2014) is 0.73. This researcher however went further to establish the internal consistency reliability of the instruments among primary school pupils using Cronbach Alpha statistics. Copies of the questionnaires were distributed to 30 primary 3 pupils, through purposive sampling technique. The participants were chosen from Uyo Local Government Area as they seem to share similar characteristics with the participants of the current study. The reliability coefficient for the five facets of personality trait assessment scale (PTAS) were extraversion, 0.93; neuroticism, 0.88; openness to experience, 0.78; social self-efficacy, 0.64, and emotional self-efficacy, 0.90. The coefficient alpha is 0.86 for Social Adjustment Scale.

Method of Data Collection

The administration of the instruments was done through direct delivery approach. By this method, copies of the questionnaires were distributed personally to the respondents by the researcher with the help of 3 research assistants who were briefed on content of the instruments and the procedure that was taken in administering the instrument to the respondents. The questionnaire distributed was dully retrieved and used for analysis.

Method of Data Analysis

The data collected were analyzed using simple regression analysis to answer research questions as well as testing the null hypotheses at 0.05 level of significance. The decision rule for judging the variables prediction included the use of r-square value and standardized beta coefficient. According to Cohen (2018) r-square value 12 or below indicated low, between 13 to 25 values indicate medium, 26 or above and above values indicate high effect size. A standardized beta coefficient on the other hand compares the strength of the effect of each individual independent variable to the dependent variable. The higher the absolute value of the beta coefficient, the stronger the effect of the prediction. For the hypotheses: Where significant value (P) is less than 0.05, reject null hypothesis, however, when the value (P) is greater than 0.05, do not reject the null hypothesis.

Result

Research Question 1: To what extent does extraversion personality trait predicts pupils' social adjustment in Uyo Local Government Area?

Table 4.1: Simple Linear Regression Analysis of the Extraversion Personality Trait Predict Pupils' Social Adjustment R

Model	R	RSquare	Adjusted Square	R	Std. Error of the Estimate
1	.431 ^a	.185	.183		3.19681

Predictors: (Constant), Extraversion

The data presented in Table 4.1 indicated a positive relationship between extraversion personality trait and pupils' social adjustment. This is shown by the calculated r of 431 and the calculated R^2 of 185 indicating that 18.5% of the variance observed on the extraversion personality trait was accounted for by their social adjustment. This implies that the r-square value indicates a medium effect size of prediction.

Research Question 2: To what extent does neuroticism personality trait predicts pupils social adjustment in Uyo Local Government Area?

Table 4.2: Simple Linear Regression Analysis of the Neuroticism Personality Trait Predict Pupils' Social Adjustment

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.621a	.386	.384		2.77611

a Predictors: (Constant), Neuroticism

The data presented data in Table 4.2 indicated a positive relationship between neuroticism personality trait and 59 pupils' social adjustment. This is shown by the calculated r of 621 and the calculated R of 386 indicating that 38.6% of the variance observed on the neuroticism personality trait was accounted for by their social adjustment. This implies that the r-square value Indicates a high effect size of prediction.

Research Question 3: To what extent does openness to experience personality traits predicts pupils social adjustment in Uyo Local Government Area?

Table 4.3: Simple Linear Regression Analysis of the Openness to Experience Personality Trait Predict Pupils' Social Adjustment

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.311a	.097	.094		3.36625

a Predictors: (Constant), Openness

The data presented data in Table 4.3 indicated a positive relationship between openness to experience personality trait and pupils' social adjustment. This is shown by the calculated r of 311 and the calculated R of .097 indicating that 9.7% of the variance observed on the openness to experience personality trait was accounted for by their social adjustment. This implies that the r-square value indicates a low effect size of prediction.

Research Question 4: To what extent does social self-efficacy predicts pupils social adjustment in Uyo Low Government Area?

Table 4.4: Simple Linear Regression Analysis of the Social Self-Efficacy Predict Pupils' Social Adjustment

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.204a	.042	.039		3.46733

Predictors: (Constant), Social Self-Efficacy

The data presented data in Table 4.4 indicated a positive relationship between social self-efficacy and pup social adjustment. This is shown by the calculated r of .204 and the calculated R^2 of .042 indicating that 4.2% of the variance observed on the social self-efficacy was accounted for by their social adjustment. This implies that the r -square value indicates a low effect size of prediction.

Research Question 5: To what extent does emotional self-efficacy predicts pupils' social adjustment in Uyo L Government Area?

Table 4.5: Simple Linear Regression Analysis of the Emotional Self-Efficacy Predict Pupils' Social Adjustment

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.092a	.008	.005		3.52695

Predictors: (Constant), Emotional Self-Efficacy

The data presented data in Table 5 indicated a positive relationship between emotional self-efficacy and pupils' social adjustment. This is shown by the calculated r of .092 and the calculated R^2 of .008 indicate 0.8% of the variance observed on the emotional self-efficacy was accounted for by their adjustment. This implies that the r -square value indicates a very low effect size of prediction.

Hypothesis One: Extraversion personality trait will not significantly predict pupils social adjustment Local Government Area.

Table 4.6: Regression Analysis Test of Significance of Pupils' Extraversion Personality Trait as a Predictor of their Social Adjustment

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	753.570	1	753.570	73.738	.000 ^b
1 Residual	3311.145	324	10.220		
Total	4064.715	325			

a. Dependent Variable: Social Adjustment

b. Predictors: (Constant), Extraversion

The data presented data in Table 4.6 show that the F -calculated value of 73.738 for the extent of prediction of pupils social adjustment by extraversion personality trait has an associated probability value of 0.000. Since the probability value of 0.000 is less than the 0.05 level of significance, the null hypothesis was rejected. This means that extraversion personality trait significantly predict pupils' social adjustment in Uyo Local Government Area.

Hypothesis Two: Neuroticism personality trait will not significantly predict pupils' social adjustment in Uyo Local Government Area.

Table 4.7: Regression Analysis Test of Significance of Pupils' Neuroticism Personality Trait as a Predictor of their Social Adjustment

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1567.709	1	1567.709	203.419	.000 ^b
1 Residual	2497.006	324	7,707		
Total	4064.715	325			

a. Dependent Variable: Social Adjustment

b. Predictors: (Constant), Neuroticism

The data presented data in Table 4.7 show that the F -calculated value of 203.419 for the

extent of prediction of pupils' social adjustment by neuroticism personality trait has an associated probability value of 0.000. Since the probability value of 0.000 is less than the 0.05 level of significance, the null hypothesis was rejected. This implies that neuroticism personality trait significantly predicts pupils social adjustment in Uyo Local Government Area.

Hypothesis Three: Openness to experience personality traits will not significantly predict pupils social adjustment in Uyo Local Government Area.

Table 4.8: Regression Analysis Test of Significance of Pupils' Openness to Experience Personality Trait as a Predictor of their Social Adjustment

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	393.269	1	393.269	34.705	.000 ^b
1 Residual	3671.446	324	11.332		
Total	4064.715	325			

a. Dependent Variable: Social Adjustment

b. Predictors: (Constant), Openness to Experience

The data presented data in Table 4.8 show that the F-calculated value of 34.705 for the extent prediction of pupils' social adjustment by openness to experience personality trait has an associated of probability value of 0.000. Since the probability value of 0.000 is less than the 0.05 level of significance, the null hypothesis was rejected. This implies that openness to experience personality trait significantly predict pupils' social adjustment in Uyo Local Government Area.

Hypothesis Four

Social self-efficacy will not significantly predict pupils' social adjustment in Uyo Local Government Area.

Table 9: Regression Analysis Test of Significance of Pupils' Social Self-Efficacy as a Predictor of their Social Adjustment

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	169.468	1	169.468	14.096	.000 ^b
1 Residual	3895.246	324	12.022		
Total	4064.715	325			

a. Dependent Variable: Social Adjustment

b. Predictors: (Constant), Social self-efficacy

The data presented data in Table 9 show that the F-calculated value of 14.096 for the extent of prediction of pupils social adjustment by social self-efficacy has an associated probability value of 0.000. Since the probability value of 0.000 is less than the 0.05 level of significance, the null hypothesis was rejected. This implies that social self-efficacy significantly predict pupils' social adjustment in Uyo 63 Local Government Area,

Hypothesis Five: Emotional self-efficacy will not significantly predict pupils' social adjustment in Uyo Government Area.

Table 4.10: Regression Analysis Test of Significance of Pupils' Emotional self-efficacy as a Predictor of their Social Adjustment

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	34.360	1	34.360	2.762	.097 ^b
1 Residual	4030.355	324	12.439		

Total	4064.715	325
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a. Dependent Variable: Social Adjustment

b. Predictors: (Constant), Emotional self-efficacy

The data presented data in Table 4.10 show that the F-calculated value of 2.762 for the extent of prediction of pupils social adjustment by emotional self-efficacy has an associated probability value of 0.097. Since the probability value of 0.097 is greater than the 0.05 level of significance, the null hypothesis was accepted. This implies that emotional self-efficacy do not significantly predict pupils social adjustment in Uyo Local Government Area.

Discussion of Findings

The finding of the study are discussed under the following subheadings.

Extraversion Personality Trait as Predictor of Pupils' Social Adjustment

The findings of the study revealed that extraversion personality trait is a significant predictor of pupils' social adjustment in Uyo Local Government Area. What this implies is that extraversion personality trait could predict whether a pupil will have good or poor adjustment. The findings of the study are in agreement with Nirmala (2021), Schnuck and Handel (2021), and Christensen (2022) which indicated that extraversion personality trait predicted social adjustment. Since this study revealed that pupils have poor social adjustment, the finding thus revealed that though pupils high in extraversion tend to seek out social stimulation and opportunities to engage with others, it is nowhere guarantee that such pupils would have good social adjustment. Nevertheless, the finding is not supported by the previous study of Hayes and Joseph (2003) which showed that extraversion was linked to a person being socially adjusted. This does not seem to be the case with the finding of the current study as majority of pupils" indicted poor adjustment. The reason for this could be attributed the idea that people who are high in extraversion need social stimulation to feel energized. They inspiration and excitement from talking and discussing ideas with other people. It could be possible therefore that the pupils are not getting enough social stimulation they need to feel thrilled which might also be necessary for their social adjustment.

Neuroticism Personality Trait as Predictor of Pupils' Social Adjustment

More so, the findings of the study revealed that neuroticism personality trait is a significant predictor of pupils' social adjustment in Uyo Local Government Area. This finding implies that neuroticism personality trait could forecast whether pupils would have good or poor social adjustment. This finding is in agreement with the findings of Gleckel (2015), Maurice *et al.* (2016). and Quevedo and Abella (2021). These studies indicated that neuroticism predicted social adjustment and that neurotic individuals were poorly adjusted socially. This leads to the conclusion that, as many scholars proposed, neuroticism has a negative effect on performance, by creating negative emotions, withdrawal tendencies and a negative reaction to the fear of failure which would likely affect the pupils' social adjustment negatively.

The reason for this finding could be attributed to the notion that pupils with neurotic personality traits more likely to interpret ordinary situations as threatening, and minor frustrations as hopelessly difficult. Their negative emotional reactions tend to persist for unusually long periods of time, which means they are often in a bad mood. For instance, neuroticism is connected to a pessimistic approach toward work, confidence that work impedes personal relationships, and apparent anxiety linked with work. Hence, problems in emotional regulation can diminish the ability of the pupils that scored high on neuroticism to think clearly, make decisions, and cope effectively with social situations.

Openness to Experience Personality Trait as Predictor of Pupils' Social Adjustment

Findings of the study further revealed that openness to experience personality trait is a

significant predictor of pupils' social adjustment in Uyo Local Government Area. This implies that openness to experience personality trait could foretell whether pupils will have poor or good social adjustment. This finding is in accord with the findings of Schnuck and Handel (2021) that openness to experience is a significant predictor of social adjustment. The finding thus suggests that pupils who have openness to experience personality traits tend to reflect the degree of intellectual curiosity, creativity and a preference for novelty. They may likely adopt a more logical approach to interacting actively with their fellow pupils in school which would likely lead to their social adjustment. However, the fact that majority of the pupils in this study have poor social adjustment means that their being adjusted may not be dependent on the pupils' personality traits, but possibly on other factors.

Social Self-efficacy as Predictor of Pupils' Social Adjustment

Further, the findings of this study revealed that Social Self-efficacy is a significant predictor of pupils' social adjustment in Uyo Local Government Area. This shows that pupils with agreeable personality traits would much likely have either good or poor social adjustment. However, in this study, it was indicated that pupils have poor social adjustment. This implies that agreeableness personality trait predicted poor social adjustment. The finding is in line with the study of Selfhout *et al.* (2020), Nagle and Anand (2022) that indicated that social Self-efficacy predicted social adjustment. In other words, social Self-efficacy plays a very important role in people's social interactions and dealings. The findings thus represent changes over time of adjustment experienced by the pupils as they live, learn and socialize in schools,

Emotional Self-efficacy as Predictor of Pupils' Social Adjustment

Finding of the study further revealed that emotional self-efficacy is not a significant predictor of pupils social adjustment in Uyo Local Government Area. This implies that emotional self-efficacy do not forecast whether a pupil will have good or poor social adjustment. This finding differs from those of Christensen (2022), Gleckel (2015), and Sabine et al (2017) where emotional self-efficacy was found to predict social adjustment. This finding seems surprising because emotional self-efficacy is related to the way in which people control, regulate, and direct their impulses. So, based on the notion that a good number of pupils scored high on emotional self-efficacy which is an indication that they have a preference for planned rather than spontaneous behaviour, it was naturally expected by this researcher that it would lead to the pupils having good social adjustment in school. However, that was not the case as the findings of this study, with predictive power of 0.8 percent show that conscientiousness is nowhere a determinant factor to social adjustment of pupils in Uyo Local Government Area.

This means that the fact that a pupil is self-disciplined, and hardworking, does not put the individual at an advantage as regards being socially adjusted. On the other, since the findings of the study revealed that majority of the pupils have poor social adjustment, it could be speculated that that emotional self-efficacy may actually predict good social adjustment of pupils. Such speculative assertion may go a long way to address the observed difference between what is obtained in the current study and what was obtained in literature in studies like Christensen (2022), Gleckel (2015), and Sabine, Hanke, and Greetjevander (2017). In the same manner, the observed difference between the findings of the studies and the present study could be attributed to the fact that the searches were all carried out outside Nigeria which is a different setting with a different way of doing things.

CONCLUSIONS

Based on the findings of the study, the study concludes that personality traits of extraversion, neuroticism, openness to experience and social self-efficacy are significant predictors of pupils' social adjustment in Uyo Local Government Area while the emotional self-efficacy is not a significant predictor of social adjustment among primary school pupils in Uyo Local Government Area. The

study also concludes that manifestations of personality traits and self-efficacy may be the means by which pupils maintain their social adjustment goals in schools.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made:

- i. School guidance counsellors should be equipped with necessary tools both material and intellectual to enable them render counselling services that is directed towards social adjustment of pupils which would go a long way in helping to build the self-efficacy of pupils with neurotic personality trait so that pupils with the neurotic personality trait can make up in areas where they need help to adjust socially.
- ii. Teachers should be informed on how to identify pupils with social adjustment problems and the need to make appropriate referral to the guidance counsellor for counselling.
- iii. School guidance counsellors should work towards ensuring that the high self-efficacy of primary school pupils in Uyo Local Government Area is maintained.
- iv. School administrators should work towards organizing programmes for the pupils in the schools to get them acquainted with social skills.

Suggestion for Further Studies

Based on the findings of the study, the following suggestions are made for further studies. A number of areas related to this study could be carried out as follows:

- i. The study can be replicated on primary school pupils in other Local Government Area.
- ii. Personality traits and self-efficacy as predictors of sports participation and performance among primary school pupils
- iii. Personality traits and self-efficacy as predictors of entrepreneurial interest among primary school pupils.

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