RELATIONSHIP BETWEEN PERSONALITY TRAITS AND ADJUSTMENTS AMONG NIGERIAN CERTIFICATE IN EDUCATION (NCE) STUDENTS IN COMMUNAL CONFLICT STATES OF NORTHERN NIGERIA

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Abstract
This research was carried out to find the relationship between personality traits and adjustment among Nigerian Certificate in Education (NCE) students in conflicts states of Northern Nigeria. Therefore, Four (4) null hypotheses were raised to guide the study which took the form of descriptive survey. The population of the study consisted of 10893 NCE III students from three (3) selected Colleges of Education out of which 360 participants were randomly selected for the study in Kaduna, Plateau and Adamawa states. Descriptive statistic, Pearson Product Moment Correlation (PPMC) and multiple regression analysis were employed to analyse the data. The findings reveal significant influence of personality traits on social adjustment with ($R^2 = .133, p=.031$), psychological adjustment with ($R^2 =.120, p=.041$) and academic adjustment ($R^2 =.0137, p=.013$). It was therefore, concluded that personality traits has significant relationship between personality traits and social adjustment, psychological adjustment and academic adjustment. It was recommended that provision of social facilities should be made to help students who are neurotic and conscientious to cope with social maladjustment in conflict areas.

Keywords: Personality traits, Adjustments, Communal conflicts, Types of adjustment,

Introduction
The year 2016 to the early months of 2017, citizens of Godogodo Chiefdom and other parts of Jamaa Local government, Kaura, Zangon Kataf and Kajuru Local governments’ areas of Kaduna State experienced insecurity from communal attack between Fulani herdsmen and Indigenous Farmers in Southern Kaduna. Reports had it that it was worst in Local Governments, such as Jama’a and Kaura (Watch Tower Monitor, 2016). According to Shiklam (2016) quoting Catholic report of Kafanchan Diocese that about Hundreds of people lost their lives in Southern Kaduna from 2014 to 2017, many houses burnt and properties worth millions of Naira destroyed. However, the crisis of 2016/2017 was worst in Jama’a Local Government where it originated. It reached the extent that people deserted their homes and all schools closed down for the period with Kaduna State College of Education Gidan Waya inclusive. It appeared that individuals from every religious background and tribe; either Christians or Muslims, Local indigenes or Fulani Herdsmen were all badly affected by the crisis. The situation is not any better in many villages in Song, Numan and Girei local governments in Adamawa State where many died and valuables destroyed (Godswin, 2017). Similarly, Plateau state has been in “on and off”
conflicts between Farmers and Herdsmen for several years across many local governments in the state which include many villages and towns in local governments such as Basa, Bokkos, Riyom and Barkin Ladi, Local Government (Olokori, 2017)

Therefore, one wonders if this phenomenon would not have effects on adjustment of students regardless of their individual background. The researcher was thus inquisitive to find out the students adjustment and “whether students’ personality traits would have influence on their adjustment in communal conflict areas”. Personality traits here refer to characteristics that set an individual unique from others. According to Santrock, (2010), When the term Personality traits is mentioned, it denotes the Big five factors which are Openness to Experience, Conscientiousness, Extraversion, Agreeableness, and Neurotism. It is believed that these various traits which describe a person are likely to influence students’ adjustment either negatively or positively. By adjustment here it refers to the behavioural process of balancing conflicting needs, or needs against obstacles in the environment in terms of varied activity, or exploratory behaviour accompanied by problem solving. To Chauhan, (2010), adjustment suggests how efficient an individual can perform duties in different circumstance. Adjustment may include social, psychological and academic adjustment. In this regard, this paper aims at looking at the relationship between personality traits and adjustments among students in the Northern Nigeria.

Research Question:

What is the level of adjustment of NCEIII students in Herdsmen and Farmers conflict areas?

Null Hypotheses

The following null hypotheses were formulated:

1. There is no significant influence of Personality Traits on Social Adjustment among NCE students in northern Nigerian Conflict state
2. There is no significant influence of Personality Traits on Psychological Adjustment among NCE students in northern Nigerian Conflict states
3. There is no significant influence of Personality Traits on Academic Adjustment among NCE students in northern Nigerian Conflict states
4. There is no significant relationship among Social, Academic and Psychological Adjustment among NCE students in northern Nigerian Conflict states

Literature Review

The concept of Personality Traits has been defined by Ramalingam (2006) as sum total psychological characteristics of a person that are common as well as unique. Santrock (2010) furthers that the term personality traits connote the Big Five personality factors which include Openness to experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. He therefore, characterizes “The Big Five”, with an acronym (OCEAN).

Similar to Bhakta (2016) on adjustment, Ramalingam (2006) defines Adjustment as a broad concept which attempt to explain the establishment of a satisfactory relationship between the individual and his environment. Colman (2011) and Li, Poon, Tong, and Lau, (2012), defined adjustment behaviour as the behavioural changes of balancing conflicting needs, or needs against obstacles in the environment. Yau,
Sun and Cheng (2012) differentiate and relate different types of adjustment behavioural problem that students can manifest and they include the social adjustment, academic adjustment and psychological adjustment.

Social adjustment in the technical language of psychology means, "getting along with the members of society as best as one can" is called social adjustment. According Jain (2012) as quoted below: “Plato says 'Man is a social animal.' We live in a society and form opinion about others and others have opinions about us. We try to behave according to the norms of the society so that we can adjust with others. But it is not an easy talk because the personality of each individual is a unique organization”.

In terms of Academic adjustment, the way students do response to academic activities, school environment and teachers’ instructions can be termed as Academic Adjustment. Boyle (2012) suggested that the ability of student to achieve adjustment with school life and reaching a state of satisfaction with his performance, colleagues, teachers and the environment as a whole tends to enhance the personality of that student. IG Global (2017) and fair-weather (2012) add that Academic Adjustment refers to the student’s development of coping skills and learning strategies aiming at achieving satisfactory academic result.

Concise Dictionary (2012), explain psychological adjustment as mental response of a person to a dread life situation such as death, war and AIDS. When the state of mind in the individual is calm, the person is said to have achieved psychological adjustment. To Seaton (2009), Psychological Adjustment refers to a phrase used to denote a positive mental health.

Empirically, Orwa, Aloka and Gudo (2016) carried out a study on the influence of introversion personality trait on Social Adjustment among 217 re-admitted Kenyan Secondary schools’ teen mothers and the result showed a negative relationship between introversion Personality traits and social adjustment. In another study conducted by Kline (1966), using Eysenck Personality questionnaire, and the result revealed a negative correlation between Extraversion and Academic Adjustment while Neuroticism insignificantly and negatively relates Academic Adjustment. Similar to Nagle and Anand (2012), Carver and Smith (2010) studied on the influence of Personality traits on responses to adversities coping skills. Using meta-analysis on the collected data, it was revealed that Extraversion, conscientiousness and openness related to adjustment coping skills.

In considering the big-five, Green, Miller and Gerand (1975) who used survey to find out the influence of personality Traits and social adjustment, the findings showed that personality traits positively relate Social adjustment. In finding influence of Personality traits on Psychological Adjustment among students, Bencomo and Liebster (2004), using 117 subjects as sample, the survey study showed Extraversion influences Psychological Adjustment. Huang, Lawler and Chi (2005) embarked on a study of the influence of expatriates’ personality traits on their adjustment to internal assignment and the result showed that adjustment influences Extraversion, Openness to Experience and Agreeableness. More so, Lu, Dai and Shi (2016) studied Openness to Experience as moderator of the relationship between Academic Adjustment and creativity.
The study made use of descriptive survey and 831 subjects were the sample of the study. The result of the study showed that openness to experience influences academic adjustment. Alkali (2016) studied the relationships among home background, social adjustment and academic adjustment among student in Niger State. The sample used were 331 participants, t-test, PPMC and ANOVA were employed to analyse the data and the study reveals that positive relationship exists between social adjustment and academic adjustment. Another study was carried out by Lee, Hou and Ma (2010) on personality traits and social behavior as predictors of psychological adjustment of Chinese People. The sample of the study was 54 participants, regression analysis was run on the collected data and it was found that neuroticism negatively correlate social adjustment. This is just as Adibili, Feizi, Mazaheri and Kasheleli (2015) found. Gerbino, Alesandri, Vecchione and Caprara (2010) used the 412 participants in cross-cultural study and it was found that conscientiousness positively related academic adjustment.

**Methodology**
This section captures all methods applied in the research such as design, population, sample, instrumentation and procedures for data analysis. Descriptive survey method was thus considered appropriate for this study because it enables a researcher to collect relevant data from a large population. The population of the study consists of 10893 from three (3) Colleges of Education in Fulani Herdsmen and Farmer conflict states of Northern Nigeria (Statistic, 2016).The sample of the study was 360 participants from three (3) randomly selected Colleges of Education within the population. This number was arrived at in line with the table of specification by Research Advisory (2006). The subjects were selected using simple random technique to give every subject equal opportunity to be selected. One hundred and thirty (130) participants were selected from Kaduna State College of Education (North West), One hundred and thirteen (113) from Federal College of Education Panshin (North Central) and One hundred and seventeen (117) from Adamawa State College of Education (North East) respectively

The instruments used for the study include the Oliver Big Five factor personality scale by Oliver and Srivastava (1999) adapted and modified and Students’ Adjustment Instrument developed, validated and pilot tested. The two instruments have the reliabilities of .86 and .79 respectively. The scoring of the instruments ranges from Strongly Agreed (SA) to Strongly Disagreed (SA) on five point ranges from 1 mark to 5 marks. Using the central point theory, 2.5 and above is considered positive on each of the instruments. The null hypotheses were analyzed using multiples regression which seemed appropriate for relationship among several variables.

**Results**

**Research Question**: What is the level of adjustment of NCEIII students in Herdsmen-Farmers conflict areas?

| Table 1: Description of social, psychological and academic Adjustment among the Participants |
|---------------------------------------------|---------|---------|----------|----------|----------|
| Variable                      | N       | Mean    | Std. Dev. | Minimum | Maximum  |
| Social Adjustment             | 360     | 2.3154  | .64541    | .80      | 3.90     |
| Psychological Adjustment      | 360     | 2.5885  | .83920    | .50      | 4.00     |
| Academic Adjustment           | 360     | 2.4968  | .81384    | 4.5      | 1.00     |

Table 1 shows the mean scores of social adjustment, psychological adjustment and academic adjustments as 2.3154, 2.5885 and 2.4968 respectively. The mean score (level) of psychological...
adjustment is positive (X > 2.5). This shows that the participants manifest negative social and academic adjustment in conflict areas because the social and academic adjustments levels are below average while with only psychological adjustment at slightly above average.

**Hypothesis One:** There is no significant influence of personality traits on social adjustment among NCE students in northern Nigerian Conflict states.

**Table 2: Multiple Linear Regression on Relationship between Personality Trait Social Adjustment**

<table>
<thead>
<tr>
<th>Variable</th>
<th>B</th>
<th>Beta</th>
<th>T</th>
<th>P</th>
<th>df</th>
<th>R</th>
<th>R²</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>1.295</td>
<td>.127</td>
<td>1.549</td>
<td>.364</td>
<td>.133</td>
<td>.031</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Openness</td>
<td>.513</td>
<td>.411</td>
<td>2.778</td>
<td>.008</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conscientiousness</td>
<td>-1.70</td>
<td>.122</td>
<td>-.843</td>
<td>.403</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extraversion</td>
<td>.148</td>
<td>.107</td>
<td>.683</td>
<td>.028</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agreeableness</td>
<td>.090</td>
<td>.059</td>
<td>.375</td>
<td>.009</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neuroticism</td>
<td>-.028</td>
<td>-.020</td>
<td>-.137</td>
<td>.891</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Df = 354; P-value < .05 at 2-tailed

Table 2 shows the R=.364, R²=.133 and P=.031 at .05 level of significance, depicting a significant influence of personality traits on social adjustment among students in conflict areas. With B=.513 (p=.008) openness positively predicts more social adjustment than extraversion and agreeableness while neuroticism negatively influences social adjustment of students in conflict area. Therefore, the null hypothesis which states there is no significant influence of Personality Traits on Social Adjustment among NCE students in northern Nigerian Conflict state is rejected.

**Hypothesis Two:** There is no significant influence of personality traits on psychological adjustment among NCE students in northern Nigerian Conflict states.

**Table 3: Multiples Regression on Influence of Personality Traits on Psychological Adjustment**

<table>
<thead>
<tr>
<th>Variable</th>
<th>B</th>
<th>Beta</th>
<th>T</th>
<th>P</th>
<th>df</th>
<th>R</th>
<th>R²</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>1.535</td>
<td>.47</td>
<td>2.033</td>
<td>.47</td>
<td>354</td>
<td>.347</td>
<td>.120</td>
<td>.041</td>
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<tr>
<td>Openness</td>
<td>.425</td>
<td>.38</td>
<td>2.550</td>
<td>.014</td>
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<tr>
<td>Conscientiousness</td>
<td>-.078</td>
<td>-.063</td>
<td>-.430</td>
<td>.669</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extraversion</td>
<td>.055</td>
<td>.045</td>
<td>.282</td>
<td>.778</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agreeableness</td>
<td>.430</td>
<td>.031</td>
<td>.196</td>
<td>.038</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neuroticism</td>
<td>-.028</td>
<td>-.022</td>
<td>-.153</td>
<td>.879</td>
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</table>

Df = 354; P-value < .05 at 2-tailed

Table 3, reveals R=.347, R²=.120, P=.041 at .05 level of significance. This is a positive and significant influence of personality traits on psychological adjustment. Personality traits thus influences .12 (12%) of psychological adjustment among students. Openness, agreeableness and extraversion influences psychological adjustment with B=.425 (p=.014), .430 (p=.038) and .055 (p=.778) with openness as the major factor influencing psychological adjustment. Neuroticism and conscientiousness adversely influence psychological adjustment of individual in conflict area. Therefore, null hypothesis is hereby rejected.
**Hypothesis Three:** There is no significant influence of personality traits on academic adjustment among NCE students in northern Nigerian Conflict states.

**Table 4: Multiples Regression Influence of Personality Traits on Academic Adjustment**

<table>
<thead>
<tr>
<th>Variable</th>
<th>B</th>
<th>Beta</th>
<th>T</th>
<th>P</th>
<th>df</th>
<th>R</th>
<th>R²</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td>2.963</td>
<td>.005</td>
<td>354</td>
<td>.370</td>
<td>.013</td>
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</tr>
<tr>
<td>Openness</td>
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<td>.409</td>
<td>2.768</td>
<td>.008</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Conscientiousness</td>
<td>.120</td>
<td>.157</td>
<td>.110</td>
<td>.761</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extraversion</td>
<td>.032</td>
<td>.169</td>
<td>.187</td>
<td>.853</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agreeableness</td>
<td>-.054</td>
<td>.187</td>
<td>-.046</td>
<td>-.289</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neuroticism</td>
<td>-.008</td>
<td>-.007</td>
<td>-.050</td>
<td>.960</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Df = 354; P-value <.05 at 2-tailed

Table 4 shows R=.370, R²=.0137 at .013 level of significance. This depicts significant influence of personality traits on Academic adjustment. Openness, however, majorly influences academic adjustment with B=.399 and p=.008, though extraversion and conscientiousness insignificantly influence academic adjustment while neuroticism and agreeableness did not influence academic adjustment. The null hypothesis is thus rejected.

**Hypothesis Four:** There is no significant relationship among social, academic and Psychological adjustment among NCE students in northern Nigerian Conflict states

**Table 5: Relationship among Academic, Social and Psychological Adjustment**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Academic Adjustment</th>
<th>Psychological Adjustment</th>
<th>Social Adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Adjustment</td>
<td>Pearson Correlation</td>
<td>.381</td>
<td>.411</td>
</tr>
<tr>
<td>Sig. (2-Tailed)</td>
<td></td>
<td>.050</td>
<td>.049</td>
</tr>
<tr>
<td>N</td>
<td>360</td>
<td>360</td>
<td>360</td>
</tr>
<tr>
<td>Psychological Adjustment</td>
<td>Pearson Correlation</td>
<td>.381</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-Tailed)</td>
<td>.050</td>
<td>-</td>
<td>.050</td>
</tr>
<tr>
<td>N</td>
<td>360</td>
<td>360</td>
<td>360</td>
</tr>
<tr>
<td>Social Adjustment</td>
<td>Pearson Correlation</td>
<td>.411</td>
<td>.285</td>
</tr>
<tr>
<td>Sig. (2-Tailed)</td>
<td>.049</td>
<td>.050</td>
<td>-</td>
</tr>
<tr>
<td>N</td>
<td>360</td>
<td>360</td>
<td>360</td>
</tr>
</tbody>
</table>

Df = 354; P-value <.05 at 2-tailed

Table 5 shows r=.38 and p=.050 between academic adjustment and psychological adjustment at .05 level of significance. For correlation between social adjustment and academic adjustment, r=.411 and p=.049, and between social adjustment and psychological adjustment, r=.285, p=.050. These show that significant correlation exists between Academic adjustment and psychological adjustment as well as between social adjustment and psychological adjustment and between Social adjustment and psychological adjustment. Therefore, the null hypothesis is rejected.

**Discussions of Findings**
This study reveals low level of adjustment a significant influence of personality traits on social adjustment with openness to experience majorly influencing social adjustment. However, neuroticism and conscientiousness adversely influences social adjustment. This confirms the findings of Orwa, Aloka and Gudo whose findings reveal a significant influence of personality traits and social adjustment. Other finding in support of this finding include Nangle and Anand (2012), Gerand (1975), and Bencomo and Liebster (2004). The present study also reveals that there is significant influence of personality traits (particularly, openness to experience and conscientiousness) on psychological adjustment of students in conflict areas while neuroticism and extraversion negatively influences psychological adjustment. Studies agreeing with this are Cover and Smith (1966), Lee, Hou and Ma (2010) and Chi (2004).

The present research found a significant influence of personality traits on academic adjustment of students in herdsman-farmers’ conflicts states. Particularly, it was found that openness to experience, conscientiousness and agreeableness influences academic adjustment while extraversion and neuroticism negatively influences academic adjustment of the students just as is was previously found in studies by Kline (1966), chi (2005), Shi (2016) and Gerbino, Alesandri, vecchione and Cabrara (2010). The present study also found a significant correlation among social adjustment, psychological adjustment and academic adjustment of students. This finding agrees with studies carried out by Alkali (2016) and Lee, Hou and Ma (2010) both found correlations among social adjustment, psychological adjustment and academic adjustment.

Conclusions

It was concluded that there is significant influence of personality traits on social adjustment of students in conflicts areas with openness to experience, conscientiousness and agreeableness as the main influencers of social adjustment while neuroticism does not have significant influences on social adjustment, personality traits factor as predictors of psychological adjustment. It was also concluded that personality traits influences academic adjustment with openness to experience as the main influence and neuroticism and conscientiousness adversely influencing psychological adjustment. The conclusions made in this study also states that there is significant relationship among social adjustment, psychological adjustment and academic adjustment.

Recommendations

1. Governments should provide social facilities and atmosphere that help students who are neurotic or conscientious in conflict areas cope with social maladjustment.
2. Non-Governmental agencies and philanthropists should spend to provide psychotherapist to help the neurotic and the extrovert cope with psychological maladjustment due to unrest in conflict areas.
3. School authorities should reorient staff with necessary skills to help students in conflict areas cope with academic maladjustment.
4. Both parents and teachers are recommended to concentrate on positively influencing one dimension of student’s adjustment in conflict areas at a time so that other dimension can be influenced.

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