RELATIONSHIP BETWEEN EXTRAVERSION AND ACADEMIC ADJUSTMENT OF NIGERIAN CERTIFICATE IN EDUCATION (NCE) STUDENTS IN NORTHERN NIGERIAN CONFLICT STATES

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Abstract
This research examined the relationship between extraversion and academic adjustment among Nigerian certificate in education (NCE) students in Northern Nigerian conflicts states. The aim of the study was to find out the relationship that might exist between extraversion personality trait and students’ academic adjustment. The study was descriptive survey and population of the study was summed up to 5136 from Three Colleges of Education within Northern Nigerian Conflicts States. Three hundred and fifty seven (357) participants were randomly selected for the study. Therefore, three hypotheses were raised to guide the study. Oliver’s Personality Trait Inventory and Students’ Academic Adjustment Questionnaire (SAAQ) were adapted, modified and used for data collection. PPMC and t-Test were used for data analysis and the result showed a negative correlation between Extraversion and Academic adjustment in a conflict area and there was no significant difference in extraversion and Academic Adjustment between male and female students. It was therefore, concluded that extraversion has significant relationship with adjustment. It was thus recommended that, both academic and adjustment counselling be provided in schools to help extrovert adjust academically with no preferential treatment to any gender.

Keywords: Extraversion, Adjustment, Academic adjustment, Gender

Introduction
It appears students find it difficult to adjust to school activities, learning experience and academic demands. The situation is likely to be worse in hostile areas in terms of insecurity issue. The issue of Academic Adjustment has become necessary in school if learning must be achieved. Singh and Tukral (2010), observed that many students in schools are not without fear of school events and physical atmosphere of the school. The term academic adjustment can be defined as the ease at which students can feel psychologically relaxed and emotionally calm with the staff, learning environment and activities, fellow students and their entire experiences in the school which enables them give a relative appropriate responses to such. However, personality trait may affect the way individual student adjusts in school and academic activity in environment with insecurity problem. It seems to the researcher that extraversion personality trait may have relationship with Academic Adjustment. According to Ramalingam (2006), Extraversion is a personality trait which defines an individual who is optimistic, sociable, adventurous, talkative, frank and has open behaviour in dealing with others.
It became of great interest therefore, to find out if extraversion relates to Academic Adjustment among students in areas which have suffered Herdsmen-Farmers conflicts such as Kaduna state, Plateau and Adamawa state, which are likely to have undergone the worst of all Herdsmen-Farmers conflict in Nigeria from 2016 to 2017. Some of the adjustment challenges faced by NCE students in these areas include inability to concentrate in studies, maintenance of poor relationship among students, feeling of hostility with the environment and suspicion, among others.

**Review of Related Literature**

Academic Adjustment can be explained as the ability of a student to conform and respond appropriately to the school academic demands. Accordingly Fairweather (2012), states that Academic adjustment is the satisfaction of students with the behavior of class, fellow students, teachers, Heads of institution and also satisfaction from methods of teaching, timetable, co-curricular activities and healthy environment. Furthermore, academic adjustment can be deduced from Obi (2012), as learning adjustment and explains it as enduring ways of thinking and processing information despite the existence of difficulty and pressure from the environment. Therefore, academic Adjustment is likely to be determined by extraversion personality trait.

Extraversion is a personality trait which many scholars such as Obi (2012) opined that it could influence academic adjustment. According to Bennington-Castro (2017), Extraversion is a core aspect of people personalities and it describes those persons who are outspoken, outgoing and predominantly concerned with what is going on with outer world. In the same way, Woody and Claridge (2013), state that an extravert is characterized by excitability, sociability, talkativeness and high amount of gain energy. Extraverts have the tendency to lead in argument and whose anger is not hidden.

Paramanic, Saha and Mondal (2014) investigated the Academic Adjustment of secondary school students in relation to gender differences. The population of the study consists of all the Xth Standard students of secondary school level of Purulia District of West Bengal. The sample for the study was made up of 471 participants, out of whom 234 were boys while 237 were girls. Adjustment Instrument was developed for the data collection and Anova was applied for the data analysis. It was revealed that the Adjustment score was not high, but averagely positive and girls appeared better adjusted than boys with significant difference. Contrarily, Obi (2012), found high level of academic adjustment among students.

A study conducted by Huang, Chi, and Lawler (2007), on investigating the relationship between personality traits and Academic adjustment. The study focused in particular on the Big Five personality traits: extroversion, agreeableness, conscientiousness, neuroticism and openness to experience. The sample of eighty-three (83) participants in secondary school in US was used. Statistically, significant relationship between adjustment and three personality traits were found.

Hakimi and Hajazi (2011), undertook a research on relationship between personality traits and academic adjustment among students. The sample for the study was 285 participants made up of 191 female and 94 male students. The instruments used include the NEO Big five personality factors and Academic Adjustment instrument. The results showed that personality trait significantly relate to academic adjustment. Stepwise regression analysis reveals that personality characteristics accounted for 84 percent of the variance in academic adjustment and that neuroticism negatively related academic.
adjustment. The result also indicated conscientiousness, which explains 39 percent of the variance in academic adjustment, was the most important predictor variable. Finally, ANOVA and t-test indicated there was no significant gender difference in personality characteristics and academic adjustment.

Peraro, McLiveen and Oliver (2015), conducted a research to examine the model of the roles of extraversion, focus on coping strategies and Academic adjustment to university as mediators in the putative chain of events with the dispositional traits for Achievement. The sample of 498 five year students was used for the research. The design used was multi-wave with measure of extraversion and adjustment for data collection. The analysis made and the result shows that extraversion was associated with academic coping adjustment, but there was no difference in extraversion and Academic adjustment between male and female students.

Scope of the Study
This research focused on the relationship between Extraversion and Academic Adjustment among NCE students in northern Nigeria. The scope covers three Colleges of Education one from each of the three geopolitical zone in northern Nigeria. It includes Kaduna State College of Education Gidan Waya, Adamawa State College of Education, Hung and Federal College of Education Panshin, Plateau. The study was delimited to NCE III of 2017/2018 session. Gender difference was also considered.

Objectives of the Study
The specific objectives of the study were to:
1. determine the level of Academic Adjustment among NCEIII students in conflict areas,
2. find out the relationship between Extraversion Trait and Academic Adjustment among NCEIII students in conflict areas,
3. determine the difference in Academic Adjustment between Male and Female NCEIII students in conflict areas.
4. determine the difference Extraversion between Male and Female students in conflict areas.

Research Question
1. What is the level of academic adjustment of NCE III students in conflict areas?

Hypotheses
The following null hypotheses were raised to guide the study:
1. There is no significant relationship between Academic Adjustment and extraversion among NCE III students in conflict areas.
2. There is no significant difference in Academic Adjustment between male and female Students in conflict areas.
3. There is no significant difference in Extraversion between Male and Female NCE III students in conflict areas.
Methodology
The population of the study consists of 10893 from NCE III students from three (3) Colleges of Education in Kaduna, Adamawa and Plateau states (Research and Statistic Unit; Kaduna State College of Education Gidan Waya & Pwanagba; 2016). Simple random sampling technique appeared suitable to obtain the subjects for the study. Accordingly, 375 participants were selected for the study from the selected Colleges of Education. Table of specification by Research Advisory (2006), which differs insignificantly from Krejcie, and Morgan (1970), was used to select the participants for the study. 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.

Oliver’s Personality Trait Inventory and Students’ Academic Adjustment Questionnaire (SAAQ) were adapted, modified and used for data collection. The instruments were validated by experts to ensure both contents and face validity. Pilot study was conducted and instruments yield the reliabilities of .84 and .74 respectively. They were in 5-points Likert rating scale from Strongly Agree (SA) to Strongly Disagree (SD). For the data analysis, average mean was used for the research question, Pearson, Product Moment Correlation and t-Test were employed test the null hypotheses for significance of relationship and differences.

Results

Research Question: What is the level of academic adjustment of NCE III students in conflict areas?

Table 3: Level of Academic Adjustment of Students in a Conflict Area

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Adjustment</td>
<td>360</td>
<td>1</td>
<td>4.50</td>
<td>2.49678</td>
<td>.81384</td>
</tr>
</tbody>
</table>

Data in table 3 shows the average mean of 2.4978 and Standard Deviation of .81384 for students’ Academic Adjustment. This means the Academic adjustment of the NCE III students from Colleges of Education in Herdsmen-Farmers’ conflict areas was positive at slightly below average level and not high.

Hypothesis One: There is no significant relationship between academic adjustment and extraversion among NCE III students in conflict areas.

Table 4: Correlation between Extraversion and Academic Adjustment

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>df</th>
<th>r-Calculated Value</th>
<th>p-value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extraversion</td>
<td>360</td>
<td>358</td>
<td>-.307</td>
<td>.013</td>
<td>Significance</td>
</tr>
<tr>
<td>Academic Adjustment</td>
<td>360</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P-value < .05 at 358 df (2tailed Sign.)

Table 4 showed the r-calculated value of -.307 and p-value of .013 at .05 significant level. Since the p-value is less than the .05 significant level, it shows a significant correlation between Extraversion and Academic Adjustment. However, the r-calculated is negative denoting that the correlation is
significantly negative. That suggests that the more extravert an individual is, the less the student is academically adjusted.

Hypothesis Two: There is no significant difference in academic adjustment between male and female NCEIII Students in conflict areas.

Table 5: Difference in Academic Adjustment between Male and Female Students

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>t-cal</th>
<th>t-crit</th>
<th>P-val</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>202</td>
<td>2.4956</td>
<td>.8838</td>
<td>355</td>
<td>-.165</td>
<td>1.645</td>
<td>.871</td>
<td>Upheld</td>
</tr>
<tr>
<td>Female</td>
<td>158</td>
<td>2.5067</td>
<td>.8364</td>
<td>358</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5 showed the t-cal value of -.165, t-critical value of .645 and p-value of .871. This means there is no significant difference in the Academic Adjustment between male and female NCEIII students in conflict areas. It suggests that being male or female does not affect Academic Adjustment of students in conflict areas. Therefore, the hypothesis which states that there is no significant difference in Academic Adjustment between male and female NCEIII Students in conflict areas is rejected.

Hypothesis Three: There is no significant difference in extraversion between male and female NCEIII students in conflict areas.

Table 6: Difference in Extraversion between Male and Female Students

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Df</th>
<th>t-Cal</th>
<th>t-Crit.</th>
<th>P-value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>202</td>
<td>3.6</td>
<td>.44936</td>
<td>355</td>
<td>-.348</td>
<td>1.645</td>
<td>.732</td>
<td>Upheld</td>
</tr>
<tr>
<td>Female</td>
<td>158</td>
<td>3.7</td>
<td>.36332</td>
<td>358</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data in the table revealed the t-calculated value of -.348, t-critical of 1.645 and p-value of .732 at .05 level of significance. The t-cal is less than the t-critical and the p-value is greater than the .05 level of significance which suggest that no significant difference in Extraversion between male and female NCEIII students in conflict areas. It means that gender is not a factor affecting extraversion in student. This result justifies the retaining of the hypothesis that there is no significant difference in Extraversion between Male and Female students in conflict areas.

Discussions of Findings

The research question showed academic adjustment of below average level of academic adjustment of the participants. Contrary Obi, (2012) revealed a high level of academic adjustment. This difference may be as a result of differences in population. Obi (2012) did not use subjects from conflict areas but the present study draws sample from conflict areas which could account for the difference in result. This shows that the level of adjustment of NCEII in conflict areas is not positive. The present study, agreed with the finding of Paramanic, Saha and Mondal (2014) which showed low level of academic adjustment of students.
Hypothesis one revealed that there is significant relationship between Extraversion and students’ Academic Adjustment in Herdsmen-Farmers’ conflict areas. This shows that Extraversion personality does influence Academic Adjustment of Students. This confirms the finding of Huang, Chi, and Lawler (2007) which also earlier found a significant relationship between Extraversion and Academic Adjustment. Hakimi and Hajazi, (2011) also found significant relationship between Extraversion Personality traits and Academic Adjustment.

The second hypothesis showed no significant difference in Academic Adjustment between male and female participants. This means that Academic Adjustment of NCE students in Herdsmen-Farmers conflict areas does not differ on the basis of gender. However, this finding differs from the finding of Paramanic, Saha and Mondal (2014) whose study found difference in Academic Adjustment between male and female students in favour of female students. In confirmation of the present study, Hakimi and Hajazi (2011) found no significant difference in Academic Adjustment between male and female students just as Peraro, McLiveen and Oliver (2015) also did not find any significant difference between the Academic Adjustment of students on the basis of gender. The only contradiction may possibly be due to ecological factors or differences in instrumentation since Paramanic, Saha and Mondal (2014) did not use Oliver’s Big Five personality scale.

The third hypothesis also revealed no significant difference in Extraversion personality trait between male and female students. That denotes that significant difference does not exist in Extraversion on the basis of gender among NCE students in a conflict area. The research results of Peraro, McLiveen and Oliver (2015) and Hakimi and Hajazi (2011) are in agreement with the present study that significant difference does not exist in Extraversion trait between male and female NCE students in Herdsmen-Farmers conflict area.

**Conclusion**

There is a significant relationship between Extraversion and Academic Adjustment among NCE students in Herdsmen-Farmers conflict area. That is, Extraversion has influence on Academic Adjustment of students. More so, there is no significant difference in Extraversion and Academic Adjustment on the basis of gender. This means gender is not a factor that influences Extraversion or Academic Adjustment of students.

**Recommendations**

1. Psychological counselling service should be provided in schools to help extraverts adjust academically in all areas which has have suffered communal conflicts.
2. In assisting students to adjust academically, no preferential treatment should be given to students on the basis of gender.

**References**

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