

introversion and–extroversion personality types on adjustment tendency among secondary school students in ogoja education zone - need for counselling

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## **Introversion and–extroversion personality types on adjustment tendency among secondary school students in Ogoja Education Zone - Need for counselling**

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### **ABSTRACT**

The study was to find out the influence of introversion and extroversion personality types on adjustment tendency among secondary school students in Ogoja Education zone. The factors responsible for maladjustment tendencies (introversion and extroversion) are poor parenting style, hostile family environment, poor motivation, lack of needs satisfaction, age of the individual, anxiety, and stress among others. The population of the study comprises of senior secondary school students in SS1 in Ogoja education zone of Cross River State. The sample of SSI studied was 868, made up of 10% of the population. The instrument used was a developed questionnaire known as “introversion/ extroversion personality trait and adjustment tendencies scale” (IEPTATS). It was validated and the reliability of the instrument was established using cronbach alpha statistics, data collected was analysed using multiple regression analysis. Based on the research findings, it was concluded that introversion/ extroversion personality traits influence academic and emotional adjustment of students in secondary schools. Based on this it was recommended that, professional counsellors and other therapists should perform their duties effectively to create opportunities for the children to interact freely with peers in school, parents at home to help them adjust both academically and emotionally

**Keywords: Introversion/Extroversion, Personality types, Adjustment Tendencies, Need for Counselling.**

### **Introduction**

It is unfortunate to observe that many students are having a lot of adjustment problems in school. Many students cannot cope with the demands of the class activities. Socially, many students find it difficult to interact with peers, answer and ask questions in the class, get along with others in classroom interactions, relate well with teachers or relate with parents. They isolate themselves from joining social groups, controlling themselves at a slightest provocation among others. Emotionally, these students are faced with anxiety, stress and fear that sometimes deny them of the opportunity of achieving or performing certain task. The effect of this maladjustment is that it leads to depression,

frustration, lack of self-confidence, low motivation, inadequate social skills, inferiority complex, school dropout tendencies, poor academic performance among others. Researchers, scholars, parents and even school administrators have continually bothered on what probably would have been the causes of the maladjustment tendencies. A lot of factors have been identified ranging from poor parenting style, hostile family environment, poor motivation, lack of needs satisfactions, age of the individual, socio economic status, anxiety, stress among others (Ekpang & Abuo 2015; Austine, 2010; Joymalya, 2012; Mondal, 2006; Sabeena& Viswanathan, 2013; Raju & Rahamtulla, 2007). There could be other reasons such as personality trait variances (introversion and extroversion differences) that could be responsible for this maladjustment tendencies and it is on this backdrop that this study was proposed to be carried out.

Personality is the unique combination of patterns that influence behaviours, thoughts, motivations and emotions in a human being. The five major traits of personality include; (i) openness, (ii) conscientiousness (iii) extroversion (iv) agreeableness and (iv) Neuroticism. Introversion is an attitude type characterised by orientation in life through subjective psychic contents “(focus on one’s inner psychic activity and extroversion as” as attitude type characterised by concentration of interest on the external objects (focus on the outside world, Jung, 1933) further explained that introversion and extroversion are typically viewed as a single continuum, meaning that high in one necessitates being low in the other. Carl Jung and associates provide a different perspective and suggests that everyone has both an extraverted side and introverted side with one being more dominant than the other. The child is born with the potential to mature and at successive age levels, grasp and learn the language, ways of behaving, attitudes and values of his culture. He is also born with the potential for reorganising and remoulding many aspects of his culture in harmony with changing conditions and needs. Thus, the child is a product of culture as much as he is of biology. Through maturation and learning, the child acquires a culture. The process that is called enculturation. In this process, the child adjusts his innate biological characteristic to the prevailing cultural practices in the society. Through the process of education, he is moulded to fit into a particular culture and to function effectively as a member of that culture (Garnson, 2015).

As the child grows to be enrolled into school, the environment of the school is completely different from the environment of the home and a number of physical and psychological changes occur in all dimensions of human development. The aspects of growth and development, intellectual, emotional, social and moral development are closely linked.

Isangedigi (2007) asserted that the task in school is different from the responsibilities at home. Therefore, adjustment becomes eminent at this point to enable the child to withstand obstacles that could come his/her way. Adjustment in psychology refers to the behavioural process of balancing conflicting needs or needs challenged by obstacles in the environment.

Human beings are able to adjust to the physical, social and psychological demands that arise from having inter dependability with other individuals. Adjustment, as a process describes and explains the ways and means of an individual’s adaptation to his or her environment. It is an organizational behaviour in life situations at home, school and at work in growing up and in ageing. Ogoemeka, (2012) defined adjustment as conformity, and it deals with the way an individual adapts to his environment and demand of life. It refers to the psychological process through which people manage

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or cope with the demands and challenges of everyday life. Adjustment includes how we relate with others (interpersonal) and how we deal with our responsibilities and inner feelings. It helps one to keep out basic impulses at tolerable levels, to believe in one's own abilities and to achieve desired goals. Thus, adjustment helps for self-initiated growth and development along intellectual, emotional, social, physical, and vocational dimensions

Psychologically, adjustment helps the individual to cope with the demands and pressures of the outside world as well as the needs, desires and conflicts experienced from within. The rational for adjustment is born out of the fact that there are new inventions, revolutionary changes as well as demands that are presented to the individual. The individual who must meet up with these changes must be able to cope and make changes within himself or herself in order to meet up with the new task and demands. Adjustment is a big word with different dimension such as social, psychological, academic, physical and emotional adjustment.

Social adjustment is the process by which an individual tries to cope with standards, values and needs of a society in order to be accepted. It involves coping with new standard and value. In the technical language of psychology, Amadi (2009) noted that it is "getting along with the members of society as best as one could". Emotional adjustment also referred to as personal adjustment is the maintenance of emotional equilibrium in the face of internal and external stressors. This is facilitated by cognitive processes of acceptance and adaptation. An example would be maintaining emotional control and coping with behaviour in the face of an identity crisis . This capacity is an important aspect of mental health and where it is compromised, or not developed, psychopathology and mental disorder can result. Academic adjustments are modifications in how students participate in classes and activities to allow them to meet standards. Academic adjustments give students equal access to the educational opportunities of the school system. It is concerned with meeting up with school demands like assignments, home works school attendance among others.

### **Purpose of the study**

The purpose of the study is to find out the influence of introversion and–extroversion personality types on adjustment tendency among secondary school students in Ogoja Education Zone. Specifically, the researcher intends to find out:

- i. The influence of introversion and extroversion on social adjustment tendencies.
- ii. The influence of introversion and extroversion on academic adjustment tendencies.

### **Research questions**

The following research questions were raised to guide the study

- i. What is the influence of introversion and extroversion on social adjustment tendencies?
- ii. How do introverts and extroverts differ on their academic adjustment tendencies?

### **Statement of hypotheses**

The null hypotheses were stated to guide the study as follows:

- i. There is no significant difference in social adjustment tendencies between introvert and extroverts.
- ii. There is no significant difference in academic adjustment between introvert and extroverts.

### **Review of empirical and theoretical literature**

Costa and McCrae in Abanson (2005) have defined extroversion as representing the quantity and intensity of interpersonal interaction that the need for stimulation and the capacity for joy. This domain contrasts sociable, person oriented and active individuals with those who are reserved and quiet. There are two basic qualities assessed on this domain, the interpersonal involvement and the energy. Extroverts are sociable but sociability is one of the traits but in addition to liking people and preferring large group and gatherings extroverts are also assertive, talkative and active and they like stimulation and excitement and tend to be cheerful (Costa, McCrae & Holland 1984).

Orwa1, Aloka and Gudo (2016) carried out a study on influence of introversion personality trait on social adjustment among re-admitted teen mothers in Kenyan Secondary Schools. The purpose of this study was to investigate the influence of extroversion personality trait on social adjustment among secondary school re-admitted teen mothers in Rarieda Sub-County of Kenya. Eysenck's personality traits theory and Social comparison theory were used in this study. The study adopted a concurrent triangulation design. The study's target population of 217 consisted of all re-admitted teen mothers, 34 teacher counsellors and 34 deputy principals in the 34 day mixed secondary schools in Rarieda Sub-County. The sample size consisted of 149 teen mothers, 10 teacher counsellors and 10 deputy principals. Data collection tools were Eysenck personality questionnaire, social adjustment questionnaire and interview schedules. Validity was ensured by the assistance of the two university supervisor's judgement while reliability was ensured by the internal consistency technique and Cronbach's coefficient of  $r = 0.85$  was reported. Quantitative data were analysed by Pearson correlation while qualitative data were analysed using thematic analysis. The study revealed a strong negative correlation of  $-0.889$  between introversion personality traits on social adjustment among re-admitted teen mothers. The study recommended that Teacher Counsellors should adopt appropriate therapy techniques to assist the introverts and neurotic teen mothers adjust in school.

In a study on relationship between students' personality traits and their adjustment in Khyber Pakhtunkhwa, Pakistan by Safdar, Gulap and Ullah (2013). Theoretical framework of this study was based on Big Five Personality Trait Theory (Cattell's and Eysenck's 1973). Objectives of the study were: i) to find out different personality traits (as described in five factor theory) of secondary school students. ii) to identify the relationship between students different personality traits and their adjustment iii) to give recommendations to improve the situation and for further research. Descriptive survey design was used for this study. All the secondary school students of Khyber Pakhtunkhwa, Pakistan constituted population of the study. Out of 25 districts 2 districts were randomly selected. Out of 12009 students who were studying in the secondary schools of these districts 800 students of 10<sup>th</sup> class were selected through multistage random sampling method using proportional allocation technique as a sample of the study. A self developed questionnaire was used as a research instrument. Personally collected data were entered in SPSS-16. Percentage, mean, standard deviation and Pearson product moment correlation were applied as statistical test to achieve the objectives of the study. Results of the study revealed that "conscientiousness" and

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“agreeableness” personality traits were found high while “extroversion”, “neuroticism” and “openness to experience” personality traits were found low in secondary school students. Overall there was no significant relationship found between the students’ personality traits and their adjustment.

Similarly, in another study on adolescent’s personality type in relation to their adjustment and academic achievement by Pramod, Anshu and Shubhra (2015). The investigators noted that human life has two aspects, biological and sociological. The biological aspect of human life is maintained and transmitted by nutrition and reproduction whereas the social aspect of human life is maintained and transmitted by education. The researchers selected schools from Tehri Town and its surrounding rural area. From these schools 1000 students were selected in the sample on the basis of their availability in the school on the very date of data collection. The result showed that in any sub group of adolescents, there are less number of introverts and more number of ambiverts. The ambiverts exhibits better degree of adjustment and introverts as of poor degree of adjustment whereas the extroverts are in between on their adjustment status. The high levels of academic-achievers are mostly introvert-adolescents and the ambiverts show low level of their academic achievement. However the extroverts remain in between in their academic achievement.

Pascarella and Terenzini (1991) argued that for most students, the transition to university classroom requires an adjustment of academic habits and expectations. First year students find that at university, competition is more acute, classes are larger, there is a lot of work, lecturers use different teaching styles, the volume and frequency of written work are higher and standards are higher. It is imperative that the new students respond to the demands by studying harder, change their study habits and rearrange their priorities (Ngwenya 2004; Pascarella and Terenzini 1991). As expected, Beder’s (1997) carried out a study on determinants of academic adjustments. The study found that first year students had difficulty adjusting to the different styles of teaching compared to other students. This is consistent with Adler et al.’s (2008) assertion that adjustment to university is critical for academic success. The researchers argue that poor college adjustment correlates with poor academic performance, low graduation rates and poor success later in life. It is therefore intriguing that most high school graduates have academic and social difficulties that delay their adaptation to the new university environment.

In a study on selected factors influencing social and academic adjustment of undergraduate students of Egerton University; Njoro Campus by KyaloandRose (2011). It was noted that the provision of education and training to all Kenyans is fundamental to the success of the Government’s overall development strategy. A successful adjustment of students to University environment enables them to complete their studies on time. However, students’ failure to adjust to the University environment is still a persistent problem facing education in Kenya. The underlying factors that influence students’ social and academic adjustment at the University have not received adequate research. These factors may influence students’ behaviour which determines the adjustment at the University. This study sought to investigate the influence of selected factors on students’ social and academic adjustment at the University. The study adopted ex post facto’s Causal-comparative research design. The target population was 4831 undergraduate students enrolled at Egerton University and three staff from the Dean of students’ office. A random sample of 357 students and purposive sample of - 40 Student peer counsellors, 2 Student counsellors and the Dean of Students were selected. Data were

collected using closed and open ended University Students' Questionnaire (USQ) and interview schedule conducted among selected respondents. The collected data was processed and analysed using descriptive statistics (frequencies, means and percentages) and inferential statistics (Chi square, Pearson Correlation and ANOVA). The Statistical Package for Social Science (SPSS) version 15.0 for windows was used to aid in the data analysis. All tests were done at  $\alpha = 0.05$  level of significance.

The findings of the study indicated that interpersonal relationships and the attitude of students towards university environment and academic programme were critical factors influencing social adjustment and academic adjustment of undergraduate students in the university. Both male and female students were exposed to the same environment that influenced their similar social and academic adjustment in the university. First year students have a higher level of academic adjustment compared to other students in the university. Guidance and counselling programme has a critical role to play in assisting students to adjust in the university. The study recommends that there is need for the university to encourage social activities that can facilitate effective interpersonal relationships among students. There is need for the university to increase the level of publicity of guidance and counselling services programme and its services in the universities so as to assist students un coping and adjusting to university life.

Mostacado (2000), revealed that, academic demands increase and new social relations are established when students join higher level of institution. Students are often uncertain of their abilities to meet these demands. They need to be assisted to develop coping skills, that will enable them overcome the challenges they encounter at the university. Academic adjustment (how well students deal with educational demands) includes; students motivation to complete academic work, success in meeting academic requirements, academic effort and satisfaction with academic environment Russell and Petrie (1992), in their study on academic adjustment of colleges and/or university student concluded that many students who succeed academically in high school do not show similar patterns of success in the university. Guidance and counselling services play a major role in assisting students to adjust adequately to university environment and to take heed to academic issues by developing time management skills for better performance (Students Handbook, 2008).

Nirmala (2012) carried out a study on a study of adjustment of students in relation to personality and achievement motivation. Healthy Adjustment is necessary for normal growth of an individual in the life and education. Education trains persons for healthy adjustment in various life situations of the present and future. This logic implies that education and adjustment are interlinked and complementary to each other. Therefore, it is imperative for educators and researchers to understand the trends in adolescents' adjustment and the factors contributing to their good mental health. The study conducted by the investigator was a sincere attempt to understand the problems of adjustment faced by adolescents in areas- Emotional, Social, Educational and General/ Total sphere. Educational personnel can review and plan for reforms in school educational programmes accordingly it would help in developing social and emotional maturity among the learning youth. The sample consisted of 699 students studying in high school classes in the state of Haryana. To study student's adjustment in the educational, social and emotional areas in relation to their personality and achievement motivation three tests - Adjustment inventory for school students A.K.P. Sinha and R.P. Singh, Agra; Eysenck's Personality Questionnaire (Junior) for E and NHindi adaptation by Dagar and

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Achievement Motivation Test- P. Mehta, Delhi were applied. It was found that achievement motivation has no effect on the adjustment, Extroversion has positive effect on social, educational and general adjustment and Neuroticism has negative effect on the emotional, social, educational and general adjustments. Effect of other secondary aspects on adjustment like sex and school location are also analysed and found that rural students proved better than the urban students on social, Educational and General/Total adjustment.

**Methodology**

The study adopted a survey research design with a stratified and purposive sampling technique to select the respondents. The study was carried out in Ogoja Education Zone which is the description of the Northern Senatorial District. The population of the study consist of Senior Secondary School Students One (SS1) in Ogoja Education Zone of Cross River State. The sample of the study was made up 10% of the population. The sample of the study was 868 SS1 students. The research instrument that was developed for data collection was questionnaire known as; Introversion/Extroversion Personality Trait and Adjustment Tendencies Scale (IEPTATS) which was constructed by the researcher to elicit response from the sample. The instrument was validated by experts in Measurement and Evaluation Experts and the reliability of the instrument was established using Cronbach alpha and the coefficient was high. The data was collected by the researcher and other research assistants and multiple regression analysis was used and the result is presented below.

**Presentation of result**

Hypothesis one

There is no significant influence of introversion and extroversion on academic adjustment. The independent variable is introversion and extroversion while the dependent variable is academic adjustment measured continuously. To test this hypothesis, multiple regression analysis was used and the result as presented in Table 5 showed that the correlation coefficient of the variable as .357 which implied that there is a strong relationship between introversion and extroversion and academic adjustment. More so, the result showed that  $Adj R^2 = .126$  which implies that the variation in the dependent variable (academic adjustment ) can be accounted for by 12.6 % of introversion and extroversion characteristics . A cursory look at the table also showed an analysis of variance result of ( $F=62.56, p<.05$ ). This implies that even though the percentage contribution is small, the result also showed that introversion and extroversion characteristics significantly influence academic adjustment. Hence the null hypothesis is rejected. A further looks at the relative effect of each of the variable showed that extroversion characteristics is the strongest predictors ( $\beta= .314, p<.05$ ) followed by introversion ( $\beta= .127, p<.05$ ).

Table 5

Multiple regression analysis on the influence of introversion and extroversion on academic adjustment

| Source of variation | Sum of Squares | df  | Mean Square | F      | Sig.              |
|---------------------|----------------|-----|-------------|--------|-------------------|
| Regression          | 474.084        | 2   | 237.042     | 62.565 | .000 <sup>b</sup> |
| Residual            | 3235.568       | 854 | 3.789       |        |                   |

| Total          | 3709.652                    | 856        |                           |        |      |
|----------------|-----------------------------|------------|---------------------------|--------|------|
| Variables      | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|                | B                           | Std. Error | Beta                      |        |      |
| (Constant)     | 10.616                      | .361       |                           | 29.414 | .000 |
| Introversion   | .090                        | .023       | .127                      | 3.908  | .000 |
| Extroversion t | .122                        | .013       | .314                      | 9.672  | .000 |

R= .357 ; R<sup>2</sup>= .128; Adj R<sup>2</sup>= .126; Std Error=1.987

Hypothesis two

There is no significant influence of introversion and extroversion on emotional adjustment. The independent variable is introversion and extroversion while the dependent variable is emotional adjustment measured continuously. To test this hypothesis, multiple regression analysis was used and the result as presented in Table 6 showed that the correlation coefficient of the variable as .276 which implied that there is a positive relationship between introversion and extroversion and emotional adjustment. More so, the result showed that Adj R<sup>2</sup> = .074 which implies that the variation in the dependent variable (emotional adjustment ) can be accounted for by 7.4 % of introversion and extroversion characteristics . A cursory look at the table also showed an analysis of variance result of (F=35.175, p<.05). This implies that even though the percentage contribution is small, the result also showed that introversion and extroversion characteristics significantly influence emotional adjustment. Hence the null hypothesis is rejected. A further look at the relative effect of each of the variable showed that extroversion characteristics is the strongest predictor (β= .193, p<.05) followed by introversion (β= - .233, p<.05).

Table 6

Multiple regression analysis on the influence of introversion and extroversion on emotional adjustment

| Source of variation | Sum of Squares | df  | Mean Square | F      | Sig.              |
|---------------------|----------------|-----|-------------|--------|-------------------|
| Regression          | 332.839        | 2   | 166.420     | 35.175 | .000 <sup>b</sup> |
| Residual            | 4040.442       | 854 | 4.731       |        |                   |
| Total               | 4373.281       | 856 |             |        |                   |

  

| variables    | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|--------------|-----------------------------|------------|---------------------------|--------|------|
|              | B                           | Std. Error | Beta                      |        |      |
| (Constant)   | 13.055                      | .403       |                           | 32.368 | .000 |
| Introversion | -.180                       | .026       | -.233                     | -6.972 | .000 |
| Extroversion | .082                        | .014       | .193                      | 5.772  | .000 |

R= .276 ; R<sup>2</sup>= .076; Adj R<sup>2</sup>= .074; Std Error=2.19

**Discussion of findings**

Hypothesis one that stated that there is no significant influence of introversion and extroversion on academic adjustment was rejected. This implies that there is a significant influence of introversion



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and extroversion on academic adjustment. This could be due to the fact that extroverts that have the highest percentage contribution when their beta weight were assessed have the tendency to relate well with others, ask questions in the class as well as meet the class teachers for further explanation on what will be difficult to understand as a person. They can get along with others who probably can help them get used to the academic demands of the system. When this happen, they tend to get used to what probably would have been so difficult. on the other hand, the introverts find it difficult to go with others in the class, participate in group activities and this may not help them to adjust well in academic

The findings of the study were in line with that of Orwa, Aloka and Gudo (2016) carried out a study on influence of introversion personality trait on social adjustment among re-admitted teen mothers in Kenyan Secondary Schools. The study adopted a concurrent triangulation design. The study's target population of 217 consisted of all re-admitted teen mothers, 34 teacher counsellors and 34 deputy principals in the 34 day mixed secondary schools in Rarieda Sub-County. The sample size consisted of 149 teen mothers, 10 teacher counsellors and 10 deputy principals. Data collection tools were Eysenck personality questionnaire, social adjustment questionnaire and interview schedules. Validity was ensured by the assistance of the two university supervisor's judgement while reliability was ensured by the internal consistency technique and Cronbach's coefficient of  $r = 0.85$  was reported. Quantitative data were analysed by Pearson correlation while qualitative data were analysed using thematic analysis. The study revealed a strong negative correlation of  $-0.889$  between introversion personality traits on social adjustment among re-admitted team mothers.

Hypothesis two that stated that there is no significant influence of introversion and extroversion on emotional adjustment was rejected. This implies that there is a significant influence of introversion and extroversion on emotional adjustment. This could be due to the fact that extroverts that have the highest percentage contribution when their beta weight was assessed have the tendency to relate well with others, as well **dowse down tension**. They do not allow things to linger on especially when they can get consolation from elating with their peers. The association with others makes them happy to forget their depression, moodiness and anger that may have characterized their emotions. However, the introverts because of their nature may not find it easy to resolve their emotional problems as they may not be able to even share it with other around them. They tend to suffer deep seated emotional issues as people may not even know what they are going through

The findings of the study were in line with a study that examines factors influencing social and academic adjustment of undergraduate students of Egerton University; Njoro Campus by Kyalo and Rose (2011). The study adopted ex post facto's Causal-comparative research design. The target population was 4831 undergraduate students enrolled at Egerton University and three staff from the Dean of students' office. A random sample of 357 students and purposive sample of - 40 Student peer counsellors, 2 Student counsellors and the Dean of Students were selected. Data were collected using closed and open ended University Students' Questionnaire (USQ) and interview schedule conducted among selected respondents. The collected data was processed and analysed using descriptive statistics (frequencies, means and percentages) and inferential statistics (Chi square, Pearson Correlation and ANOVA). The Statistical Package for Social Science (SPSS) version 15.0 for windows was used to aid in the data analysis. All tests were done at  $\alpha = 0.05$  level of significance.

The findings of the study indicated that interpersonal relationships and the attitude of students towards university environment and academic programme were critical factors influencing social adjustment and academic adjustment of undergraduate students in the university. Both male and female students were exposed to the same environment that influenced their similar social and academic adjustment in the university. First year students have a higher level of academic adjustment compared to other students in the university. Guidance and counselling programme have a critical role to play in assisting students to adjust in the university.

### **Conclusion and recommendation**

Based on the findings of the study, it was concluded that it was concluded that introversion-extroversion personality traits influence academic and emotional adjustment of students in secondary school. Based on the conclusion of the study, it was recommended that students should be created with opportunity to interact appropriately with their peers and others in the school so as to help them adjust academically and emotionally.

Also, it was recommended that there is need to counsel those student to secure there academic performance in school.

- Professional counsellors should carry out a strong counselling services as a supportive relationship and modelling human behaviours, care giving and help to assist those student inside and outside the school who exhibit introvert and extrovert behaviours.
- Counsellors should organise a very effective training on adolescents with introversion and extroversion characteristics to channel their attention towards academic, in order to boost their good performances.
- Counsellors and other therapists should design an effective interventional programme for those students to eradicate or bring to the minimum these maladaptive behaviours in these children.
- The needed counselling services should be proactive in order to extend to be administer not only to those students with introversion and extroversion behaviours but also to be used in preparing and preventing these unwanted behaviours in the whole of the ogoja education zone of cross river state.
- Counselling should encourage parents to have a good relationship with their children to avoid triggering them into exhibiting these unwanted behaviours.

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