Adolescents’ introversion and extroversion as a correlate of their social adjustment in Edo South senatorial District of Edo State

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Abstract
The study investigates Adolescents’ introversion and extroversion as a correlate of their social adjustment in schools. Adolescents tend to exhibit unacceptable behaviours which invariably affect their social adjustments and when these problems are not effectively handled, these adolescents end up manifesting deviant behaviours. The study utilized correlation research design to determine the relationship between the adolescents’ introversion and extroversion and their social adjustment. The population of the study was 48,867 junior secondary school adolescents in Edo South Senatorial District of Edo State. The sample for the study consisted of 720 adolescent students’ drawn through multi-stage sampling procedure. Two instruments were used in this study namely; the Eysenck personality questionnaire (EPQ) and Social Adjustment Scale (SAS). The findings from the study revealed amongst others, that there is no significant relationship between adolescents’ introversion and their social adjustment as well as extroversion. Based on the findings of the study, therefore, it was also recommended that school counsellors should provide frequent counselling services for adolescents and information that could improve their social adjustment and the counsellors should also encouraged parents to expose their children especially (adolescents) to sound formal education as well as training them in social norms.

Keywords: Adolescents’, Introversion, Extroversion, Social Adjustment

Introduction
Adolescence is the stage of human life during which the adolescents are confronted with diverse challenges that are capable of preventing them from developing essential life-survival skills and competencies, if they are left uncared for. Deviant behaviours (emotional and social) become more noticeable at this stage. Wang 2012 [55] observed that adolescence is a period of intense psychological and emotional changes for these adolescents that creates in them heightened emotional arousals and social conflicts with parents. Again, adolescence is generally viewed as a rebellious period, but it can be an exciting time of life, if the socializing agencies (home, school and society) play their roles adequately and effectively Okudo (2013) [44].

It is not uncommon today to see many adolescents wandering about aimlessly and purposelessly, lacking focus and without vision and motivation. Agulauna (2014) [1] noted the increased prevalence of deviant behaviours among Nigerian adolescents in terms of recorded delinquent cases and number of adolescents involved. It is note-worthy that the adolescents are the hope of the nation, the future work force for national development. This fact, no doubt, underscores the desire of this nation and indeed every other nation to have well adjusted adolescents who will promote the desired virtues of good citizenship both at home and in the wider society. Unfortunately today, one can say that this dream seems yet far fetched in this country. It is an undeniable fact that today in this nation, adolescents, manifest unwholesome behaviours such as truancy, cultism, exam malpractice, bullying etc in schools and outside the schools. This tends to dent our educational system with the suggestion that maladjusted individuals are being churned out of our educational system instead of well adjusted, individual’s which the stipulated lofty national educational goals and objectives, were designed to produce. The interest of the present researcher is on Introversion and Extroversion.
This type or dimension was first identified by Jung in his analytical theory (1921). According to Weeth and Lloyd, Jung divided all human personality into basically two distinctive types: Introverts and Extroverts according to the social participation of individuals and interests they take in social activities. Introverts, he said, tend to be occupied with the internal world of their own thoughts, feelings and experiences; they are generally contemplative and aloof. In contrast, extroverts tend to be interested in the external world of people and things. They are more out-going, talkative and tend to be interested in the external world of people and things. They are more out-going, talkative and friendly instead of reclusive.

Introverts often take pleasure in solitary activities such as reading, writing, using computers, hiking and fishing. An introvert is likely to enjoy time spent alone and finds less reward in time spent with large groups of people, though introverts may enjoy interactions with close friends. Introverts are typically more reserved or reflective; trust is usually an issue of significance to them. A virtue of utmost importance to introverts is choosing a worthy companion. (Cobb-Clark & Schurer, 2012; Nasir & Lin, 2012) on the whole introversion is the state of or tendency toward being wholly or predominantly concerned with and interested in one’s own mental life. The adolescent introverts prefer to concentrate on a single activity at a time and like to observe situations before they participate. Introverts are easily overwhelmed by too much stimulation from social gatherings and engagements. Introversion has even been defined by some in terms of a preference for a quiet, more minimally stimulating external environment.

Extroverts are energized by interaction with others. They are people of action. Extrovert’s are pulled into social life and find it difficult to settle down, read, or concentrate on homework. They may find college tasks, such as reading, research, and writing challenging. They learn best by talking and by physically engaging in activities in the environment. Extroverts learn better in small classroom settings where students can actively engage in conversations with peers and teachers as opposed to large lecture style classrooms where listening is the primary activity. Extroverts enjoy oral feedback from teachers, as well conversations before/after class or during office hours. Additionally, extroverts benefit from study groups where they can learn through speaking with others. Extroverts tend to enjoy human interactions and to be enthusiastic, talkative, assertive, and gregarious.

Extroverts are energized and thrive in being around other people (Ali, 2015); Freyd, (2012) [3, 23]. An Extrovert is an individual in whom exists a diminution of the thought processes in relation to directly observable social behaviour with an accompanying tendency to make social contact (Fleeson, Malanos, & Achille, 2002; Gosling, 2008) [21, 27]. This group of people (the extroverts) take pleasure in activities that involve large social gatherings, such as parties, community activities, public demonstration, and business or political group. They also tend to work in groups. Fleeson (2011) [19] avers that an extroverted person is likely to enjoy time spent with people and find less reward in time spent alone. These persons tend to be energized when around other people and are more prone to boredom when they are by themselves. The adolescents of today are the adult of tomorrow. They are the future workforce of any society; this explains the desire of every society to have well-adjusted adolescents to promote the desired virtues of good citizenship. Unfortunately, this seems yet, far-fetched, as every contemporary society experiences numerous varieties of adolescents’ unwholesome behaviours such as gross indiscipline, truancy, cultism, gun/weapon-carrying, violence, bullying other behavioural problems seen in many adolescents. In the context of this work, adolescents refer to students within the age range of 10-21 years who are in the secondary school system.

**Statement of the Problem**

A well-adjusted adolescent is characterized as being physically, emotionally and socially adjusted, he/she enjoys wholesome adjustment in terms of physical health and physiological wellbeing. With respect to emotional adjustment, he/she demonstrates well balanced emotions and expresses emotions appropriately according to the needs of the situation and his/his own wellbeing. In terms of social adjustments, he/she is socially mature, relates appropriately with other people; has a repertoire of social skills and competencies for effective functioning in the home and society; knows his/her social environments and is capable of adjusting to the demands of the environment. Such an adolescent invariably tends to have high self-concept and self-efficacy beliefs that he/she can achieve. Consequently he is strongly motivated and can be expected to engage in learning activities that would enhance his academic achievement. Adolescents in schools face a lot of problems which invariably affect their social adjustments. Some of these problems emanate from their home and school environments (external determined) but many arise from within them (internally determined) as a result of their personality types. The personality type of an adolescent affects the way he/she will relates with others and would influence the adolescents’ social pattern. When these problems are not effectively handled, these adolescents end up manifesting deviant behaviours. The schools counsellors are employed to assist students develop wholesomely, with their expert knowledge, skills and competencies. But observations of what goes on in our school show that there is high incidence of maladaptive behaviours amongst the student populace. Since the dividing line between the socially maladjusted adolescent and juvenile delinquent adolescent could be very tenuous one, the former may be considered as unidentified delinquent. The socially maladjusted adolescent is more or less a social evil as the adolescent is likely to carry these problems into adulthood.

**Research Questions**

The following research questions guided the study:

1. What are the extroversion and introversion scores of adolescents?
2. What are the social adjustment scores of adolescents?
3. What is the relationship between adolescent introversion and social adjustment?
4. What is the relationship between male adolescent exroversion and social adjustment?

**Hypotheses**

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

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

Review of Related Literature
Conceptual Framework
The Concept of Adolescent
Adolescence starts with rapid physical changes, including gains in height and weight and the development of sexual functions. In adolescence, adolescents more intensely pursue independence and seek their own identity. Their thoughts become more abstract and idealistic. In addition to being period of the pursuance of higher education, it is a period of relatively physical and psychological stress during which the individual adjusts to the major changes in the body and the development of new emotions and desires and acquires more advanced life skills to meet the challenges of adulthood (Aihie, 2006 UNICEF, 2011) [12, 53]

Adolescence is the transition period between childhood and adulthood. It is during this period that patterns of behaviour with life long consequences are formed by the adolescents. Steinberg 2001 (as cited in Schaller, 2011) noted that three fundamental changes that occur in adolescents during adolescence: biological, cognitive and social and these contribute substantially to their well being. Therefore, whatever happens around this time either good or bad determines how these adolescents live their lives as men and women not only in reproduction life but also in social, emotional and economic life. Adolescent form attitudes towards themselves on the basis of what they are told about themselves.

Introversion
Introversion is the state of or tendency toward being wholly or mainly concerned with and interested in one’s own mental life. Introverts feel an increase of energy when alone, but a decrease of energy when surrounded by a large group of people. Eysenck in Camp and Hawley (2010) [10] described extroversion–introversion as the degree to which a person is outgoing and interactive with other people. These behavioural differences are presumed to be the result of underlying differences in brain physiology. Introverts prefer practical, comfortable clothes, introverts tend to be more reserved and less out –spoken in large groups. They often take pleasure in solitary activities such as reading, writing, music, and drawing, playing video games, watching movies and plays, and using computers; along with some more reserved outdoor activities such as fishing.

An introvert is likely to enjoy time spent alone and find less reward in time spent with large groups of people, though introverts may enjoy interactions with close friends. Introverts are easily overwhelmed by too much stimulation from social gatherings and engagement and are more analytical before speaking. Ogundanya (2012) said that introversion is not the same as shyness or the social outcast. Introverts choose solitary over social activities by preference; whereas shy people avoid social encounters out of fear.

Kuppen (2008) [33] avers that introverts are quiet, prefer reading rather than meeting people and talking to others, have few but close friends and usually avoid excitement. Introverts are motivated from within and they are oriented towards the inner realm of ideas, imagery, and reflection. These persons’ get their energy from within rather than from the outside world. An introvert values quiet time alone for thinking while an extrovert wants time with others for action. When an introvert is tired, stressed or feels bad he is likely to withdraw to a quiet place and engage in reflective activity that only involves himself. Introverts look to the inner world for energy and meaning.

Foreman (2007) [22] avers that introverts have lower social engagement and energy levels than extroverts. They tend to be quiet, low key, deliberate, and less involved in the social world. Their lack of social involvement should not be interpreted as shyness or depression instead they are more independent of their social world than extroverts. Introverts need less stimulation than extroverts and more time alone. This does not mean that introverts are unfriendly or antisocial; rather, these persons are reserved in social situation adjustment.

Extroversion
Singh (2012) [47] claims that extroversion is the act, state, or habit of being mainly concerned with obtaining gratification from what is outside the self. Extroverts tend to enjoy human interactions, are sociable, dominant in nature, thereby dominating their peers and tend to be enthusiastic, talkative, assertive, and gregarious. They take pleasure in activities that involve large social gatherings, such as parties, community activities, public demonstration, and business or political group. They also tend to work in groups. An extroverted person is likely to enjoy time spent with people and find less reward in time spent alone. They tend to be energized when they are around other people, and they are more prone to boredom when they are by themselves. Extrovert’s characters tend to be gregarious, while the introverted tend to be private. The activity of the extrovert is seen as directed towards the external world and that of the introvert inward upon one’s self. Extroverts are sociable, like parties, have many friends and need excitement in everything they do; they are sensation-seekers and are lively and active.

Little (2008) [34] describes the typical extrovert as sociable, likes parties, has many friends, needs to have people to talk to, and does not like reading or studying by himself. The extroverts crave for excitement, take chances, often stick their neck out, act on the spur of the moment and are generally impulsive individuals. The extroverts are fond of practical jokes, these persons like jesting, always have a ready answer and generally like change. The extroverts are care-free, easy-going, optimistic, and like to laugh and be merry. Researchers, such as Narges and Abodollah (2012) [38] lend support to this, noting that extroverts are easily distracted from studying, partly as a result of their gregariousness and partly because of their weak ability to concentrate for long periods. Extroverts tend to enjoy human interactions and to be enthusiastic, talkative, assertive, and gregarious. In other words, extroverts are motivated from without and their attention is directed outward. They are people who appear relaxed, confident, and have trouble understanding life until they have lived it. When they feel bad, low in energy, or stressed, they are likely to look outside themselves for relief. They get energized from the outside world, and they look for meaning outside of themselves.
Adjustment

The word adjustment connotes changes on the part of an individual in order to cope, fit and perform successfully in an environment where he belongs. Adjustment commences when one is born into this world, it cannot be averted. Man does not exist in a vacuum. He exists alongside others. According to Child in Eweniyi and Ogunsanya (2006), adjustment is a necessary phenomenon that precedes peace and peaceful co-existence in human co-habitation. Dhananjay and Indrajeet (2014) [16] liken adjustment to over size or undersized new clothes that necessarily require adjustment before achieving correct shape and usage. Adjustment focuses on understanding one’s environment, understanding others, living in harmony with ourselves and with others. Adjustment is an individual’s general adaption to his/her environment and demands of life. Life is a continuous process of adjustment. Each day adolescent make countless adjustments, most of them apparently insignificant and many of them carried out more or less automatically without thought and often without awareness. Adjustment can be made in different areas of life such as education, career, social and so on depending on what one wants, to achieve in life or ones expectations.

The adolescent cannot exist alone because he cannot live in isolation, he co-exists and co-habits with other human beings. Adjustment is a behavioural process by which a person maintains balance among various needs that one encounters at a given point of time. Each and every situation of life demands that the person concerned should be able to effectively perform in accordance with some guiding Principles and should be able to strike a balance among various forces. Adjustment is defined as a process wherein one builds variations in the behaviour to achieve harmony with oneself, others or the environment with an aim to maintain the state of equilibrium between the individual and the environment. Adjustment is the outcome of the individual’s attempts to deal with the stress and meet his needs: also his efforts to maintain harmonious relationships with the environment. DeGraff, (2011) [13].

Adjustment is an important component of man’s existence as we strive all through our daily living to make one form of adjustment or the other. Adjustment refers to the process of adaptation in which one tries to strikes a balance between the environment and his needs. Adjustment is behavioral process by which adolescents maintain a balance between their needs and the obstacles of their environment.

Theoretical Framework

Theories of Adolescence

The importance attached to adolescence had led some philosophers and psychologists into scientific study of the adolescent period. Notable in this field are Hall, and Rousseau. Their studies have been put together in what is called ‘Theories of Adolescence’.

Hall’s Theory (1904). At the beginning of the 20th century, scientific interest in the study of adolescence arose. The first psychologist to devote most of his time to the observational and experimental study of adolescent period was G.S. Hall. Hall (1904), considers adolescence a unique period in human development and the period between eight and twelve years of human life. At this period the adolescent experience a marvellous new birth. The personality and character of the individual take shape at this stage. Sexual organ is awaken with social instinct let loosed. Because of the new world the adolescent finds himself, he experiences stress with wreckage of body, mind and moral. Hall’s effort must be praised for being the systematic approach to the study of the adolescence. No wonder then it influenced many educationists of his time. But from recent studies a few defects can be detected in his theory. The first of these is that hall did not take into account the social rapport among adolescents and the relationship between them and their social environment that may help adolescents to be socially adjusted. Next, he seems to be unaware of individual difference, hence he considers all adolescents as one unit. Consequently, there were no peculiar deviations from the group. This explains why he believes that acquired characteristics at this stage are definitely carried over to the next stage. This is also a serious weakness in the theory.

Rousseau’s View: Rousseau’s basic premise is that each condition and age of human life has its own maturity and perfection. His second premise is that each stage of human development corresponds with the growth of the individual and the history of human race. On these two premises, Rousseau based his school curriculum.

The first two years of life is an animal life in which the infant is unable to differentiate between feelings. The second is between two to twelve years of age which Rousseau called savage period. During this period, the individual operates on the animal level with neither reasoning nor sound judgment in his actions. The third stage is a short period, and it is between twelve to fifteen years of age. Although there is increase in physical strength, the adolescents live relatively self-sufficient lives with personal interest in their actions.

The fourth and final stage is a period of sex awakening which falls between fifteen and twenty-five years of age. It is a period of rebirth where many concepts: such as truth, beauty, goodness acquires a new meaning. The conscience then rules one’s life and his actions can then be judged either wrong or right. The major criticism against this theory is that it is highly philosophical. It has neither observational basis nor experimental backing. The fact that Rousseau was neither a successful teacher nor a devoted parent compounded the whole situation thereby making the theory unacceptable scientifically.

Bandura Theory of Social learning

Bandura (1969) [7] proposes, in his social learning theory that all facets of human behaviour are learnt from the environment. We learn or acquire a variety of new responses such as aggression, from a model. This implies therefore, that behaviour responses can be learnt through modelling such as parents, peers, teachers, and others in the environment. He suggested that environment causes behaviour, true; but behaviour causes environment as well. This person-environment behaviour element is highly correlated and represented by this model. In his social learning theory, models are important source for learning new behaviour and for achieving behavioural change in an institutionalized setting (school), that all facets of human behaviour are learnt from the environment by observation and imitation. Adolescents learnt or acquire a variety of new responses such as socially adjusted behaviour, from a model. Bandura meant to emphasize that new behaviour can
be observed and learnt in order to change a person’s perception or either be changed by them for when there is a socially maladjusted behaviour in the personality types of adolescent, the introvert or extrovert will be affected.

**Empirical Studies**

**Relationship between Extroversion and social adjustment**

As earlier stated, extroverts are often found to have higher levels of happiness and positive affect than introverts. Similar results were found in a large longitudinal study by Thompson, (2008) which assessed 14,407 participants from 100 areas of continental United States. Using the abbreviated General Well-Being Schedule, this tapped positive and negative effect on extroversion. Shiner, and Caspi (2008) reported that extroverts experienced greater well-being at two points in time, during which data were collected: first between 1971 and 1975, and later between 1981 and 1984. Furthermore, Young and Bradley (2008) showed that extroverts respond more to positive effect than to negative effect, since they exhibit more positive-effect reactivity to the positive-effect induction, yet they do not react more negatively to the negative-effect induction.

Ali, (2008) examined the reality of adjustment in social, educational, emotional and discipline wise dimensions on the part of An-Najah National University students in Palestine. It also aimed at reaching the difference in the adjustment reality and the interaction amongst its variables, namely, college, gender, major change and lodging in the university environment. To realize the objectives of the study, the researchers had used the adjustment to university questionnaire prepared by Alleil, (1993). The sample of study was 845 students, 346 male and 499 female in the second semester 2007/2008. One finding of the study was that the adjustment reality, across the four dimensions, was positive, first came the social dimension 74.8% and emotional 56.47% third was the discipline factor 54.80% and last, educational/academic study 51.53%. Nasir and Lin (2012) compared personality variables of pre-degree students of regular and correspondence stream and found that regular students are socially well adjusted than the correspondence students. In another study Nasir et al. (2012) compared over and under achievers in science with their social adjustment and found that there exists no significant difference of over achievers and under achievers in science with their social adjustment.

**Relationship between Introversion and social Adjustment**

Boileau (2008) studied the relationship between introversion and extroversion among identical twins and their social interaction. It was carried out in the U.S and it was discovered that extroversion and introversion have a genetic component 39 to 58. The twins self inventory scale was used, data collected were analysed using t-test. The findings are, there is a significant difference between the influences of extroversion on socialization than on the introversion, adolescents from urban areas tended to be better socially than introvert adolescent in rural area. It was also discovered that no twins behave the same; no matter how identical they are, because their personality type differs.

**Relationships between Extroversion and social adjustment**

Wealth Ogie (2014) carried out a study to investigate the relationship between extroversion and social adjustment in Government secondary schools in Delta State. In order to carry out this research, eight hypotheses were formulated. The research design adopted for the study was descriptive correlational survey method. The sample size consisted of two hundred and eighty students drawn from six schools in Warri North and South Local Government Area. Two questionnaires were used to collect the data for this study. The researcher adopted the Eysenck personality inventory (E.P.I) while the social adjustment questionnaire was adopted. Data were collected and analyzed. The statistical method employed in analyzing the data was Pearson product moment correlation. To test the hypotheses, the significance level of 0.05 level was adopted to reject or accept the hypotheses. The result revealed that there is a significant relationship between extroverted students and social adjustment. It revealed that there is significant relationship between extroverted students and with their peers. It is recommended that extroverted students should be given proper guidance and counseling, so that they do not play down on their study, since it obvious they are social able, outgoing, enjoy time spent with others They are encouraged to prioritize their studies. This will help them to adjust well in school.

Bose Ovie (2015) investigated the relationship between extroversion and school social adjustment. The study employed modeling responses techniques. The subjects were eighty undergraduate students majoring in education at University of Lagos the University, during the 2000-2011 academic years. Subjects were selected from a larger group of students who had all been tested with EPI. The independent variable in the study consisted of extroversion as identified by the scores on EPI scale. The dependent variable modeling techniques (MT) was assessed by using the Ovie modeling Scale which was a self developed instrument. The research hypotheses were formulated to investigate relationship between extroversion and school social adjustment via a modeling treatment. All hypotheses were tested using a direct observation. The 05 level of significant difference between extroverts, males and females on the pre-observation, post-observation or gain scores of MT. The result of the observation supported the conclusions that there is no relationship between extroversion personality type and school social adjustment, when personality type is defined by dichotomizing subjects on the extremes of extroversion using the EPI, and MT is observed via short-term modeling. Secondly, treatment gained equally when observed via short-term peers modeling regardless of sex and personality type.

**Relationships between introversion and social adjustment**

Eriba (2014), investigated the outcome of social adjustment on academic achievement introverted adolescents in senior secondary schools of Edo state. Four hundred and eighty (480) samples were randomly drawn from three senior secondary schools. Six research questions and hypotheses were formulated and tested. The research design used for the study was descriptive survey. The instrument used for the
study was a self-developed questionnaire on social life adjustment on academic achievement of introverted adolescent was analyzed by Pearson’s Product moment correlation statistics and fishers z for gender. Instrument was content validated by experts in faculty of Education, university of Benin and reliability was 0.781. With significant at 0.05 alpha level. The findings showed that social life adjustment influences introverted adolescent students’ academic achievement. It was therefore recommended that Stakeholders should educate their introverted students on the need to be focus on their studies and learn to interact with their peers. There is the need also, to organize programmes that will help the introverted adolescent to air their views about their environment and socialize with their peers, and also adjust properly.

Ogunsanya, (2015) [43] investigated the social adjustment of adolescent introverted students in secondary schools in Imo State. Six research questions and eight hypotheses guided the study. The study utilized the ex-post facto research design. The population consisted of 15,980 JSS1 students Imo State. The multistage sampling technique was used for the selection of the samples by first selecting three education zones from which ten schools each were selected. From these thirty schools, a sample size of 500 students was obtained. Two instruments namely; the social Adjustment questionnaire, tagged “SAS”, and the teacher report scores of those introverted and social adjustment level formed the sample that were used to collect data for the study. The SAS was validated by two experts, and the reliability was tested using the Cronbach Alpha technique to obtain coefficient of 0.83. The SAS was scored using the 4-point rating scale. The research questions were analyzed using aggregate score while the null hypotheses were analyzed using ANOVA at 0.05 level of significance. The major findings of the study include that the mean score of introverted adolescents in schools significantly differ, and the mean social adjustment scores of adolescents differ significantly as well. This therefore means that the higher the social adjustment level, the better and well adjusted the introverted. The study also revealed that the social adjustment of male adolescents vary significantly across schools. Consequently, the null hypotheses were rejected. Based on the findings of the study, it was recommended among others that teachers should employ individualized instructional strategies in classroom so that adolescents unique characteristics will be taken into consideration and counsellors should encouraged students to socialize, interact with others in the class and isolation be discouraged and parents be encouraged to allow their children to play with their peers this will help them to be well adjusted.

George, (2014) [25] investigated effect of adolescents’ introversion and social adjustment on academic performance of secondary school students in Uyo metropolis of Akwa Ibom State of Nigeria. The population was JSS 2 students, students in Uyo metropolis as at 2015/2016 session was 1580. A total of 380 students constituted the sample size of the study. Simple random sampling techniques were used in selecting the sample. A researcher designed was used to collect data for the study. A pilot test was conducted and the value was found to be high enough for the research instrument to be used; six research questions and hypotheses guided the study. The data were tested with t-test statistics. The finding revealed that a significant difference exists in the academic performance of introverted adolescent who are socially adjusted male introverted adolescent students exposed to frequent counselling services from that of their counterparts not exposed to frequent counselling. It was recommended that teachers should give more attention to the females’ adolescent introverted in class to enable them cope up academically and socially with their male counterparts.

**Method**

**Research Design**

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

**Area of the Study**

The area for the study is Edo South Senatorial District which consists of seven Local Government Areas namely: Egor, Oredo, Ikpoba-Okha, Ovia north East, Ovia South West, Orhionmwon and Uhunmwode. The State is bounded in the North by Kogi, in the west by Ondo, in the South and East by Delta. The people of this area are mainly civil servants, business men, and farmers. They are also renowned for various farm produce like garri, plantain, pineapple, yams, rice, palm wine and bush meats. The study covered both private and public co-educational secondary schools in all the seven Local government Areas.

**Population of the Study**

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

**Sample and Sampling Technique**

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

**Method of Data Collection**

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

**Method of Data Analysis**

Data collected from the study were analyzed using aggregate scores, to answer the research questions one and two and Pearson product moment correlation to answer research questions three to eight. The hypotheses were tested using Pearson Product Moment Correlation of significance where the indices of correlation were compared with critical values in statistical tables for the appropriate decisions on the hypotheses test. The scores from the data collected from the field work were judged using the following criterion; in the case of the Extroversion-introversio scale, a score higher than the norm (Boy -15.58, Girls – 13. 75) indicates extroversion-introversio. These criterion norm values were also adopted for data analyses in this study.

For research question 1 and 2 scores are judged as representing unadjusted, adjusted for adolescent’s introverts and extroverts respectively as follows:

- 66.00-120.00 Unadjusted/maladjusted
- 121.00-200.00 Adjusted

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

Table 1 shows that 32 (14.75%) of the male adolescent students with the scores ranging from 8.00 – 15.58 have personality type of introversion, while 185 (85.25%) of them who scored between 15.91 – 23.00 are extroverted, where 113 (23.40%) of the female adolescent students with the scores ranging from 8.00 – 13. 75 are introverted, while 370 (76.60%) others who scored between 13.76 – 23.00 have the personality types extroversion.

**Research Question 2**

What are social adjustment score of adolescents?

**Table 1: Range of scores on adolescent introversion and extroversion**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Range of scores</th>
<th>N</th>
<th>%</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>8.00 – 15.58</td>
<td>32</td>
<td>14.75%</td>
<td>Introverted</td>
</tr>
<tr>
<td></td>
<td>15.59 – 23.00</td>
<td>185</td>
<td>85.25%</td>
<td>Extroverted</td>
</tr>
<tr>
<td>Females</td>
<td>8.00 – 13. 75</td>
<td>113</td>
<td>23.40%</td>
<td>Introverted</td>
</tr>
<tr>
<td></td>
<td>13. 76 – 23.00</td>
<td>370</td>
<td>76.60%</td>
<td>Extroverted</td>
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</tbody>
</table>

Table 2 shows that 20 (62.50%) of the introverted male adolescent students with the scores ranging from 66.00 – 120.00 are maladjusted, while 12 (37.50%) of them who scored between 121.00 – 200.00 are adjusted, where 86 (46.49%) of them who are extroverted are maladjusted, while 99 (53.51%) others who are well or properly adjusted. Also, 49 (43.36%) of the introverted female adolescent students with the scores ranging from 66.00 – 120.00 are maladjusted (SA), while 64(56.64%) of them who scored between 121.00 – 200.00 adjusted, where 179 (48.38%) of them who are extroverted are maladjusted, while 191 (51.62%) others are adjusted.

**Research Question 3**

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

Answer to this research question is presented in table 3.

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>N</th>
<th>Introversion r</th>
<th>Social adjustment r</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>145</td>
<td>1.00</td>
<td>0.008</td>
<td>Low Positive Relationship</td>
</tr>
<tr>
<td>Social adjustment</td>
<td>145</td>
<td>0.008</td>
<td>1.00</td>
<td></td>
</tr>
</tbody>
</table>

Table 3 shows that there is low positive relationship of r = 0.008 existing between the adolescent introversion and their social adjustment.

**Research Question 4**

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

Answer to this research question is presented in table 4.
Table 4: Pearson r on adolescent extroversion scores and their social adjustment

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>N</th>
<th>Extroversion r</th>
<th>Social adjustment r</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introversion</td>
<td>555</td>
<td>1.00</td>
<td>-0.12</td>
<td>Low negative Relationship</td>
</tr>
<tr>
<td>Social adjustment</td>
<td>555</td>
<td>-0.12</td>
<td>1.00</td>
<td></td>
</tr>
</tbody>
</table>

Table 4 shows that there is low negative relationship of r = -0.12 existing between the adolescent extroversion and their social adjustment.

Discussion, Conclusion and Recommendations

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

- Number of adolescent introversion and extroversion among students.
- Relationship between adolescent introversion and social adjustment.
- Relationship between adolescent Extroversion and social adjustment.

Number of Adolescent Introversion and Extroversion among Students
The findings of the study reveal large number of females’ adolescent introversion and extroversion existing among public junior secondary school students in Edo South Senatorial District of Edo State, (see table 1). The table shows that large number of females’ adolescent introversion and extroversion exist among public junior secondary school students in Edo South Senatorial District of Edo State. Considering the number to male’s adolescent introversion and extroversion in public junior secondary school in Edo South Senatorial District of Edo State. It shows that the females adolescent are more than the males adolescent in public school. The above finding is in contrast with the findings of (Soheila, Seyed and Alireza, 2015) who reported that from a population size of 234 students, 122 were male while 112 were female. It shows that the number of male were more than the number of female adolescents and the number of introverted and extroverted adolescents in schools also varies and shows that there is significant difference between the boys and the girls and there is need for proper adjustment between the two groups. This study is in line with the findings of Ali, (2015) who reported that the number of female adolescent is more than the male adolescents. Perhaps one reason for this gap is that female tends to be more in number in the society at large. In a similar study, Laurie, (2010) found out that females adolescents had a significantly higher number and significantly having more positive attitude towards social adjustment than their male counterpart.

Relationship between adolescent introversion and their social adjustment
The results presented in table 3 and 9 reveals that there is very low positive relationship of 0.008 exist between adolescent introversion and their social adjustment. This means that adolescent in the study find it difficult to adjust socially, and that there is significant relationship between adolescent introversion and social adjustment (cal.r = 0.008, Crit.r > 0.195). The finding of this study which indicates very low positive relationship between introverts and their social adjustment can therefore be better explained in the light of the nature of introverts. Since introverts are likely to enjoy time spent alone and find less reward in time spent with large groups of people, feel increase of energy when alone, their level of involvement and social adjustment may be low, though they enjoy interactions with close friends. Introvert often take pleasure in solitary activities such as reading, writing, music, and drawing, playing video games, watching movies and plays and using computers; along with some more reserved outdoor activities such as fishing. Considering the number of adolescent introverts in schools today, it is not surprising to note that the introverts are reserved and withdrawn, do not partake in social activity. Osa-Edoh and Iyamu (2012) also observed that the social life of adolescents influences their academic adjustment. Furthermore, it shows the social agencies of socialization should fill in the gap in modelling or educating adolescent on the need be focus and attentive, and the need for relevant agencies of socialization to organize programmes that will help introverted adolescent to air their views so that they can well adjusted. It may go a long way to motivate these adolescents to enhance their overall adjustment in life. In a country like Nigeria where there is a growing social maladjustment, there should be a progressive move by school counsellors and other social organization to help in modelling the social behaviours and attitudes of the young ones(adolescent) introverts towards realizing their social adjustment goals in the future especially to make a better choice of a well adjusted life.

In a similar study, Cobb (2012) found out that the personality of the introverts is reflected in their presence for and on their greater satisfaction with the world around them. They retreat to their world when difficulties arise, perhaps in order to avoid conflict. Their actions are cautious, and they do not like situations where they are in danger of losing control of themselves and where they may become the centre of interest.

Moreover, the findings agree with Harms (2012), study which found that the extreme introverts as well as extreme extroverts (Ambivert) manifest melancholy and deep depression, if left alone or uncared for, this type of personality may most likely to commit suicide. There is need for proper counselling of these adolescents who are introverted especially those in the extreme. Interaction and socialization are necessary tools for learning, it does make learning easy, and without it, learning may be difficult, these can lead to social adjustment problem. The assertion above is in line with the findings of Matthew et al., (2003) who sees introverts as belonging to two distinct groups: Group A: Self-sufficient, confident, hardworking, with firm goals, self-actualizing, reserved, preferring activities that involve inner experience and introspection; and Group B: Shy, timid, withdrawn with low self-concept, lacking in communication skills, demonstrating fear of people, dread of doing things in front of others, who prefer being left alone. Adolescents introvert, can only conjecture whether or not some of the elements in group B are a result of being constantly criticized for not being more social or more outgoing. It can lead to suicidal tendencies therefore, may not change his/her response pattern to social adjustment.
Relationship between Adolescent Extroversion and their Social Adjustment

The result shows that there is a very negative relationship of -0.12 existing between the adolescent extroversion students and their social adjustment. This means that some adolescent extroversion students encounter social adjustment problems. The result of the study also reveals a significant positive correlation between adolescent extroversion and social adjustment. \( \text{cal.r} = 0.123, \text{Crit.r} > 0.062 \). The findings of this study however concord with the finding of Owuh (2011) who found that there is a significant relationship between extroverted students and relationship with their peers, attitude to classwork and social activities. The result also lends credence to the findings of George and Ukpong (2012) \(^{20}\) that provided an excellent review of the literature on the relationship between personality and social adjustment of adolescents and reported a poor interaction of introverts when it comes to social adjustments. It is not surprising that adolescent students who are extroverts tend to perform better than those who are introverts. The emphasis is that, personality is identified as the learner factor that is capable of affecting learning and consequently enhances the adolescent adjustment in all facets of human life.

Similarly, the study agree with Little, (2008) \(^{34}\) found out that the typical extrovert as sociable, likes parties, has many friends, needs to have people to talk to, and does not like reading or studying by himself. The extrovert crave for excitement, take chances, often stick their neck out, act on the spur of the moment and are generally an impulsive individuals. The adolescent may have what Burger (2010), called a prototypical extrovert which Bulger described as “outgoing” impulsive and uninhibited, having many social contacts and frequently taking part in group activities. The typical extrovert is sociable, likes parties, has many friends, and needs to have people to talk to and does not read or study by himself.

Conclusion

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

Recommendations

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

1. School counsellors should provide frequent counselling services for adolescents, information that could improve their social adjustement should be provided and the cousslerr should also encourage parents to expose their children especially adolescents to sound formal education as well as training them in right social norms/values.

2. Counsellors should help the adolescent introverts and extroverts adjust from various anti-social behaviours so as to enhance their social adjustment.

3. Counsellors should encourage formation of group meeting like Girls Guide, Christian fellowship, Boys scout, drama group and debating society, where the students can interact in semi-controlled ways in order to improve their life styles in schools as way of preventing the development of social adjustment problems.

References


21. EHIHM University, Dynamics of personality. 2015


