
RELATIONSHIP BETWEEN TEACHERS' PERSONALITY TYPES, STUDENTS' ADJUSTMENT AND ACADEMIC PERFORMANCE IN SENIOR SECONDARY SCHOOLS IN OSUN STATE, NIGERIA

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Abstract

The study examined the relationship between teachers' personality types, students' adjustment and academic performance in senior secondary schools in Osun State, Nigeria. Specific objectives, research questions and hypotheses were formulated to guide the study. The research employed the descriptive survey research design. The sample was three hundred and eight four (384) students out of a population of 79,745 that were randomly selected to participate in the study. The questionnaires were titled: Teachers' Personality Types Questionnaire (TPTQ) and Students' Adjustment Questionnaire (SAQ) and a self-constructed Mathematics and English Language objective test questions. The validity and reliability of the instruments were established. The reliability index of 0.78 showed a high reliability of the items. The data collected were analyzed using simple percentages, mean statistics, standard mean deviation and the Pearson Product Moment Correlation was used to test the three hypotheses at 0.05% level of significance. The findings showed that in senior secondary schools in Osun State; there is significant relationship between extrovert teachers' personality type and students' adjustment; there is significant relationship between introvert teachers' personality type and students' adjustment; there is significant relationship between extrovert teachers' personality type and students' academic performance; there is significant relationship between introvert teachers' personality type and students' academic performance; there is no significant relationship between social adjustment and students' academic performance; and there is significant relationship between emotional adjustment and students' academic performance. Based on the findings the study recommended that secondary school teachers should be trained and retrained through workshops, seminars and symposium to actualize effective teachers' behaviour personality types during teaching and learning in public senior secondary schools in Osun State, Nigeria.

Key words: Teachers' personality types, students' adjustment, academic performance

Introduction

Personality can be regarded as the most fundamental issue because it is pivotal to the discussions on learning, motivation, perception, thinking, emotions and intelligence. The teacher may be the most important agent who can provide students with optimal opportunities to achieve the educational goals. In teaching process, not only the experience and professional views of teachers but also their personalities influence the provision of opportunities for learning, changes, and motivation among students.

Teachers' personality is the total sum of the teacher's characteristics combination of social and emotional behaviour that differentiate him from others (Adewale, 2013). Teachers' personality is the unique and relatively stable pattern of behaviour, emotions and thoughts shown by an individual. Bharhwaj (2010) agrees that teachers' personalities is the totality of one's behaviour towards oneself as well as others and includes everything about the teacher, his physical, emotional, social and mental makeup. Teachers' personality should be evaluated on the basis of generality of their behaviour (that is behaviour must be consistent in a number of situations). Mayes (2013) agrees that teachers' personality carries the following characteristics such as behaviours, thoughts, attitude, ideas, habits, interests, values, principles and mental capacity or intelligence. Teacher personality is based on the assumption that the teacher as a person is a significant variable in the teaching-learning process.

Teachers' personality types explain how a teacher receives, perceives information and shows necessary responses or behaviour to their immediate environment. Psychologists characterized personality types into extroverts, introverts and ambivert. Extrovert teacher are teachers that create lively classroom environment and freely interact with students. Extrovert teachers possess high confidence, emotional stability, friendly, low anxiety, sensitivity, problem solving ability, less inhibition, control, flexibility, sense of humor and less impulsive. Introverts teachers as individuals whose energy tends to expand through reflection and dwindle during interaction (Helgoe, 2018).

The advantages of being dominantly introvert are the abilities to reflect, to be alone and work independently. It is considered that introverted teachers have the abilities of strong reflection and independence at work. Introvert teachers prefer to spend time alone and engage in deeper quiet reflection in classroom. Introvert teachers are always interested in students' social and emotional wellbeing which in turn increases academic performance. Introvert teachers always need peace, quiet, calmness, less self esteem, less inhibition, they usually avoid excitement, persistence, rigid, shyness and less noise in classroom, at time most teachers fall in the mid range of introvert or extrovert types of teachers' personality. Ambivert teachers are individuals who fall more or less directly in between the middle (i.e introvert and extrovert). An ambivert is moderately comfortable with groups and social interaction, but also relishes time alone, away from a crowd. In face of authority or in presence of strangers, the person may be introverted. However, in the presence of student gathering or close friends, the teachers may be highly energetic or extraverted. Ambiverts teachers always have the ability of adaptation to many different situations. They are able to manage in large groups, but are also able to survive social isolation (Cohen & Schmidt, 2013).

Students' adjustment is a continuous process by which individual varies his behaviour to produce a more harmonious relationship between himself/herself and his environment (Salami, 2011). This implies the changes in thinking and way of life to the demands in the society. Students' adjustment in school has been described as a very important aspect of

students' life. Teachers are advised to be more connected with the students' adjustment in school, because the primary purpose of education is to train students to be well adjusted in their social life. Poor adjustment leads to low academic performance, behavioural problems, discordant educational aspirations and even school dropout (Murray, 2012). Human beings have the capacity to adapt to new situations, they do not only adapt to physical demands, but also adapt to social pressure. Social pressure plays an important role in the choice students make.

In teaching and learning spheres, teachers' personality behaviour has become serious trait to students in secondary school in Nigeria. Over the years, teachers have underestimated the impact of their personality behaviour on their students learning process. During learning process students' are highly impress in the lessons of some teachers but are bored in the lessons of others. For this reason, it may be useful to clarify how students who exhibit low levels of academic performance in their lessons and how they often experience frustration and depression due to not getting the necessary encouragement and stimulation of challenging in the classroom especially in terms of communication (i.e teacher-student) because of the restrictions of the autocratic nature of the teachers (Igwe, 2012).

Overtime teachers interact negatively with students which sometime lead to students' drop out, academic failure, passivity, aimlessness and loss of interest towards achieving their career goals. Therefore, the ineffectiveness of teachers in professional interaction with the students could be responsible for improper adjustment which later result to poor academic success and the latterly in turns to fallen standard of education in Nigeria. Teachers' personality types is enough to be a moral to the success of any students. A student is an image of his teacher, when he is doing well, credits are given to his teacher and if otherwise, the teacher needs to be blamed. Most teachers in senior secondary schools have different personality behaviours, some have no regards for their students and sometimes discipline students like animals, such as asking them to kneel down under the sun for hours or to carry their desks on their heads without considering the health of the students.

While other teachers are angry and even beat students when their expectations are not met. During this process students find it difficult to cope or compete with their counter part with creative minds as well, lack the coping skills and ability of making proper adjustment. Some teachers have strong sense of duty, dependable and achievement focused while some are careless, disorganized and inactive. Similarly, some teachers are energetic, passionate and create a lively classroom for students while some teachers are living in their own world, unaware of what goes on in their classes (Afe, 2011). Most teachers exhibit low self esteem, mock students and impatient when dealing with students especially slow learners. In addition, they easily upset and cannot face classroom challenges while some are described as "tyrants teacher", incapable of love, full of bitterness and always vent their emotions on students. Students with such teachers are withdrawn, afraid, exhibit truancy, absenteeism and may perform woefully in examinations while some give students excessive freedom to do whatever they like, making demands of what they want, all to the detriment of their academic performance.

However, the improvement in teachers' competencies is either possible when a teacher properly planned for teaching, maintain classroom environment and maintain his personality (Wilson, 2011). Teachers' personality types significantly contribute to proper adjustment

styles and academic performance of the students. Therefore, in order to improve and promote students' academic performance teachers' personality types can be reached by good quality of a teachers' skill. Thus, students learn more from those teachers with good quality personality and experience. It is necessary and important for teachers to clarify all the topics for students, remain patient with students and promote the confidence level of the students and their adjustment style.

Statement of the Problem

The issue of teachers' personality in the educational system has been receiving a great deal of attention in the society in recent times. Parents as well as the entire society have been clamouring for good quality of teachers' personality behaviour during teaching. Teachers with personality behaviour are with good moral and attitude towards students' learning process. It is generally agreed and further stressed by the National Policy on Education, that teachers' good personality are needed to meet the demands of the new 9-3-4 system of education (FRN, 2010).

Despite this, the researcher observed that teachers' personality behaviour has become a serious threat to most students in public senior secondary schools in Osun State, Nigeria. Teachers are not energetic and passionate enough to bring out the best in their students. All they want is complete calmness and quietness in the classroom, in the process of this the students find it difficult to bring out the best in them, at times they are full of fear to ask questions during and after lesson and also they find it very hard to express their feelings. During this process, students find it difficult to withstand the stress, tension and lack the coping skills and ability of making proper adjustment which has resulted to students' poor academic performance in Osun State. It is on this note that the researcher was inspired to investigate relationship between teachers' behaviour personality types, students' adjustment and academic performance in senior secondary schools in Osun State, Nigeria.

Research Questions

The following research questions were formulated to guide this study:

1. What are the teachers' personality types in senior secondary schools in Osun State?
2. What is the adjustment capacity of students in senior secondary schools in Osun State?
3. What is the students' academic performance in senior secondary schools in Osun State?
4. What is the relationship between extrovert teachers' personality type and students' adjustment in senior secondary schools in Osun State?
5. What is the relationship between introvert teachers' personality type and students' adjustment in senior secondary schools in Osun State?
6. What is the relationship between extrovert teachers' personality type and students' academic performance in senior secondary schools in Osun State?
7. What is the relationship between introvert teachers' personality type and students' academic performance in senior secondary schools in Osun State?
8. What is the relationship between social adjustment and their academic performance in senior secondary schools in Osun State?
9. What is the relationship between emotional and their academic performance in senior secondary schools in Osun State?
10. What is the relationship between teachers' behaviour personality types, students' adjustment and students' adjustment in senior secondary schools in Osun State?

Hypotheses

Based on the research questions, the following null hypotheses were developed.

- H₀₁:** There is no significant relationship between extrovert teachers' personality type and students' adjustment in senior secondary schools in Osun State.
- H₀₂:** There is no significance relationship between introvert teachers' personality type and students' adjustment in senior secondary schools in Osun State.
- H₀₃:** There is no significance relationship between extrovert teachers' personality type and students' academic performance in senior secondary schools in Osun State.
- H₀₄:** There is no significant relationship between introvert teachers' personality type and students' academic performance in senior secondary schools in Osun State.
- H₀₅:** There is no significance relationship between social adjustment and students' academic performance in senior secondary schools in Osun State.
- H₀₆:** There is no significance relationship between emotional adjustment and students' academic performance in senior secondary schools in Osun State.
- H₀₇:** There is no significance relationship between teachers' behaviour personality types, students' adjustment and students' adjustment in senior secondary schools in Osun State.

Methodology

The study employed a descriptive survey research design. Descriptive survey design is a process of collecting numeric data or information from a location without changing the environment. According to Orodho (2015), the descriptive survey research design is the most useful method for collecting information about people's opinions on education and other social issues. The descriptive survey design was deemed appropriate for this study because it facilitated the gathering of information on the relationship between teachers' personality types, students' adjustment and academic performance in senior secondary schools in Osun State, Nigeria. The population of this study constituted all the public senior secondary school students in Osun State. The total number of public secondary schools in Osun State is 329 schools while the total population of students is 79,745. The sample size for this study is 384 public senior secondary school students in Osun State. This was determined using Krejcie and Morgan (1970) table for determine sample size for specific population.

A proportionate sampling technique was used to select the respondents from each of the 15 schools to ensure adequate representation. The research instrument used for this study were adapted questionnaires. The questionnaires were Multi-Dimensional Inventory developed by Kenneth, Panksepp and Normansel, (2008); and Hugh (1994). The inventory contained 105 items which helped to determine the subject matter. The researcher modified the instrument into 43 items in line with the research objectives, research questions and hypotheses of the study. The questionnaires were titled: Teachers' Personality Types Questionnaire (TPTQ) and Students' Adjustment Questionnaire (SAQ).

The coefficient result of the analysis of the instrument using Cronbach Alpha yielded a reliability index of 0.78. The data collected was analyzed using descriptive and inferential statistics. Simple percentages were used to analyzed the bio-data information of the respondents while mean scores was used to analyze the research questions. Pearson Product Moment Correlation (PPMC) was used to analyze hypotheses one, two, three, four, five and six while Multiple Linear Regression Analysis (MLRPA) was used to analyze hypothesis seven.

Descriptive Data

Table 1: Mean Scores and Standard Deviations of Students Responses to the Instruments on Teachers' Behaviour Personality Types, Students' Adjustment and Academic Performance

N = 384			
Variables	N	$\bar{X}$	SD
Extrovert	384	3.06	0.70
Introvert	384	2.44	0.97
Social Adjustment	384	2.74	0.02
Emotional Adjustment	384	2.85	0.81
English Language	384	2.21	0.33
Mathematics	384	2.70	1.02

Table 1 shows the mean scores and standard deviations of students response. Extrovert teachers' behaviour personality type has a mean score of 3.06; introvert teachers' behaviour personality type has a mean score of 2.44; students' social adjustment has a mean score of 2.74; students' emotional adjustment has a mean score of 2.85; students performance in English Language has a mean score of 2.21 while students performance in Mathematics has a mean score of 2.70.

Table 2: Mean Scores and Standard Deviations of Students Responses to the Instruments on Teachers' Behaviour Personality Types, Students' Adjustment and Academic Performance

N = 384			
Variables	N	$\bar{X}$	SD
Personality Type	384	2.75	0.84
Students' Adjustment	384	2.80	0.42
Academic Performance	384	2.46	0.68

Table 2 shows the mean scores and standard deviations of students response. Teachers behaviour personality type has a mean score of 2.75; students' adjustment has a mean score of 2.80; students' academic performance has a mean score of 2.46. This indicates that majority of students' adjustment has a higher mean score than others.

Table 3: Mean Scores and Standard Deviations of Respondents in Mathematics and English Language

N = 384				
Subjects	Gender	N	$\bar{X}$	SD
English Language	Male	255	2.44	0.53
	Female	129	1.98	0.12
Mathematics	Male	255	3.13	1.33
	Female	129	2.26	0.71

Table 3 shows the mean scores and standard deviations of students in English Language and Mathematics. Male students have a mean score of 2.44 while female students have a mean score of 1.98 in English Language; Male students have a mean score of 3.13 while female students have a mean score of 2.26 in Mathematics. This indicates that majority of male students performed better than female students in English language and Mathematics.

Research Question One: What are the teachers' personality types in senior secondary schools in Osun State?

Table 4a: Extrovert Teachers' Personality Type in Senior Secondary Schools in Osun State

N = 384				
S/No.	Statement	Mean	Std Dev.	Decision
1	My teachers always enjoys looking forward to new ideas	3.54	0.66	Agree
2	My teacher always feels excited interacting with students	3.35	0.80	Agree
3	My teacher often feels sorrow for the pain students pass through	3.57	0.67	Agree
4	My teacher is extremely inquisitive on students' worries	3.49	0.70	Agree
5	My teacher always sees life as being full of opportunities to have fun	2.59	0.96	Agree
6	My teacher often feels soft hearted towards students' lesson	3.60	0.60	Agree
7	Often times my teacher feel like accomplish all the schools tasks	2.90	0.78	Agree
8	My teacher dislikes seeing things going wrong	3.26	0.60	Agree
9	When students make the teacher angry the teacher tend to remain silent	2.23	1.12	Disagree
10	My teacher hardly becomes angry or yell at students even when we go wrong	2.12	0.10	Disagree
Sectional Mean/Std. Dev.		3.06	0.70	Agree

Table 4a shows the extrovert teachers' personality type in senior secondary schools in Osun State. The sectional mean of 3.06 shows that students in the study area agreed with the items on extrovert teachers' personality type. This suggests that extrovert teachers tend to be more hard working and committed to students' learning process.

Table 4b: Introvert Teachers' Personality Type in Senior Secondary Schools in Osun State

N = 384				
S/No.	Statement	Mean	Std Dev.	Decision
1	My teacher often feels worried when students ask questions	2.39	1.01	Disagree
2	My teacher often likes being lonely	2.29	1.13	Disagree
3	My teacher does not feel courageous to drive best out of student	2.46	0.82	Disagree
4	My teacher often feels disturbed when students make noise	3.70	0.58	Agree
5	My teacher does not worry about students learning process	2.30	1.07	Disagree
6	Often times my teacher feels nervous and having difficult time relaxing with student	2.92	0.86	Agree
7	My teacher usually does not interested in solving students' problems	2.23	1.78	Disagree
8	My teacher does not have good feeling for students	1.76	0.64	Disagree
9	My teacher does not have fun with students	1.84	0.75	Disagree
10	My teacher does not believe that every student has his/her potential in learning	2.60	1.10	Agree
Sectional Mean/Std. Dev.		2.44	0.97	Disagree

Table 4b shows the introvert teachers' personality type in senior secondary schools in Osun State. The sectional mean of 2.44 shows that students in the study area agreed with the items on introvert teachers' personality type. This implies that introvert teachers' are less committed to school work.

Research Question Two: What is the adjustment capacity of students in senior secondary schools in Osun State?

Table 5a: Social Adjustment of Students in Senior Secondary Schools in Osun State
N = 384

S/No.	Statement	Mean	Std Dev.	Decision
1	I enjoy social gathering just to be with people	3.32	0.87	Agree
2	I find it very difficult to speak in public	2.99	0.90	Agree
3	I feel encouraged even when I am with my associates	2.32	0.14	Disagree
4	It is difficult for me to play with people that are not my friends	2.63	1.00	Agree
5	I feel shy to ask questions in class	2.59	0.58	Agree
6	I feel discourage when I am not with my friends	3.31	0.92	Agree
7	I feel embarrassed when entering class after everyone else has been seated	2.23	0.96	Disagree
8	I get discouraged easily whenever I am in midst of friends	2.43	1.01	Disagree
9	I always hesitate to volunteer in class recitation	2.28	1.12	Disagree
10	I always try to manage few friends rather than many causal friends	3.15	0.89	Agree
11	I find it difficult to make friends with opposite sex	2.54	0.87	Agree
12	I find school activities interesting	3.18	0.88	Agree
Sectional Mean/Std. Dev.		2.74	0.02	Agree

Table 5a shows the social adjustment of students in senior secondary schools in Osun State. The sectional mean of 2.74 shows that students in the study area agreed with the items on social adjustment. This suggests that secondary school students' exhibit proper social adjustment in school. Therefore, it is concluded that students adapt to new situation, they do not only adapt to their social pressure, but also adapt to their day to day school activities.

Table 5b: Emotional Adjustment of Students in Senior Secondary Schools in Osun State
N = 384

S/No.	Statement	Mean	Std Dev.	Decision
1	I easily stop thinking about things that scare me	2.82	1.15	Agree
2	I have trouble with feelings of inferiority	3.22	0.62	Agree
3	I always envy other people's happiness	2.80	0.90	Agree
4	I consider myself a nervous person	2.86	1.02	Agree
5	I always keep calm when things go wrong	2.84	0.52	Agree
6	I find it difficult in getting rest/sleep even when there is no noise	3.15	0.89	Agree
7	I feel worried too long over humiliating experience	3.60	0.72	Agree
8	I feel unwanted in school	1.94	0.91	Disagree
9	It takes me a lot of time to get irritated	1.77	0.57	Disagree
10	I always stay calm in stressful situation	2.81	1.03	Agree
11	I feel self-conscious when the teacher enters the class	3.64	0.62	Agree
Sectional Mean/Std. Dev.		2.85	0.81	Agree

Table 5b shows the emotional adjustment of students in senior secondary schools in Osun State. The sectional mean of 2.85 shows that students in the study area agreed to all the items on emotional adjustment. This suggests that secondary school students' exhibit proper emotional adjustment in school. It is therefore most likely that students adapt to new situations, they do not only adapt to their physical demands, but also adapt to their emotional feelings.

Research Question Three: What is the students' academic performance in senior secondary schools in Osun State?

Table 6 Mean Score and Standard Deviation of Respondents in Mathematics and English Language

Subjects	N	$\bar{X}$	SD
English Language	384	2.21	0.33
Mathematics	384	2.70	1.02

Table 6 shows the mean score of students in English Language and Mathematics. Students have a mean score of 2.21 in English Language while students have a mean score of 2.70 in Mathematics. This implies that majority of students performed better in Mathematics than English language in the examination conducted by the researcher.

Research questions 4, 5, 6 and 7 bothered on relationship and were tested in the section on testing of hypotheses.

Testing of Hypotheses

The null hypotheses were tested using Pearson Product Moment Correlation (PPMC) and Multiple Linear Regression Analysis (MLRPA). All hypotheses were tested at 0.05 level of significance.

H₀₁: There is no significant relationship between extrovert teachers' personality type and students' adjustment in senior secondary schools in Osun State.

Table 7: Correlation Test between Extrovert Teachers' Personality Type and Students' Adjustment

Variables	N	$\bar{X}$	SD	r-cal	p-value	Decision
Extrovert Teachers and Students' Adjustment	384	3.07	.70	.867	.000	Rejected

Correlation is significant at 0.05 level (2-tailed) PPMC

The correlation coefficient on table 7 was carried out to determine whether there is significance in the relationship between extrovert teachers' personality type and students' adjustment in senior secondary schools. A significant value of .000 less than 0.05 level of significance. The hypothesis was rejected. This therefore shows that there is significant relationship between extrovert teachers' personality type and students' adjustment in senior secondary schools in Osun State.

The coefficient of r^2 value 867 obtained indicates that about 86% of the variance in students' adjustment can be explained on the basis of extrovert teachers' personality type.

The positive value of 'r' points direction of relationship between the variables. It indicates verse relationship showing that increase in one variable corresponds to increase in the other. Hence, it was established that high level of extrovert teachers' personality type related with high students' adjustment.

H₀₂: There is no significant relationship between introvert teachers' personality type and students' adjustment in senior secondary schools in Osun State.

Table 8: Correlation Test between Introvert Teachers' Personality Type and Students' Adjustment

Variables	N	$\bar{X}$	SD	r-cal	p-value	Decision
Introvert Teachers and Students' Adjustment	384	2.44	.97	.896	.021	Rejected

Correlation is significant at 0.05 level (2-tailed) PPMC

The correlation coefficient on table 8 was carried to determine whether there is significance in the relationship between introvert teachers' personality type and students' adjustment in senior secondary schools. A significant value of .021 less than 0.05 level of significance. The hypothesis was rejected. It was therefore showed that there is significant relationship between introvert teachers' personality type and students' adjustment in senior secondary schools in Osun State.

The coefficient of r^2 value 896 obtained indicates that about 89% of the variance in students' adjustment can be explained on the basis of introvert teachers' personality type.

The positive value of 'r' points direction of relationship between the variables. It indicates verse relationship showing that increase in one variable corresponds to increase in the other. Hence, it was established that high level of introvert teachers' personality type related with high students' adjustment.

H₀₃: There is no significant relationship between extrovert teachers' personality type and students' academic performance in senior secondary schools in Osun State.

Table 9: Correlation Test between Extrovert Teachers' Personality Type and Students' Academic Performance

Variables	N	$\bar{X}$	SD	r-cal	p-value	Decision
Extrovert Teachers and Academic Performance	384	3.07	.70	.913	.011	Rejected

Correlation is significant at 0.05 level (2-tailed) PPMC

The correlation coefficient on table 9 was carried to determine whether there is significance in the relationship between extrovert teachers' personality type and students' academic performance in senior secondary schools. A significant value of .011 less than 0.05 level of significance. The hypothesis was rejected. It was therefore concluded that there is significant relationship between extrovert teachers' personality type and students' academic performance in senior secondary schools in Osun State.

The coefficient of r^2 value 913 obtained indicates that about 91% of the variance in students' academic performance can be explained on the basis of extrovert teachers' personality type. The positive value of 'r' points direction of relationship between the variables. It indicates verse relationship showing that increase in one variable corresponds to increase in the other. Hence, it was established that high level of extrovert teachers' personality type related with high students' academic performance.

H₀₄: There is no significant relationship between introvert teachers' personality type and students' academic performance in senior secondary schools in Osun State.

Table 10: Correlation Test between Introvert Teachers' Personality Type and Students' Academic Performance

Variables	N	$\bar{X}$	SD	r-cal	p-value	Decision
Introvert Teachers and Academic Performance	384	2.44	.97	.867	.000	Rejected

Correlation is significant at 0.05 level (2-tailed) PPMC

The correlation coefficient on table 10 was carried to determine whether there is significance in the relationship between introvert teachers' personality type and students' academic performance in senior secondary schools. A significant value of .037 less than 0.05 level of significance. The hypothesis was rejected. It was therefore concluded that there is significant relationship between introvert teachers' personality type and students' academic performance in senior secondary schools in Osun State.

The coefficient of r^2 value 839 obtained indicates that about 83% of the variance in students' academic performance can be explained on the basis of introvert teachers' personality type. The positive value of 'r' points direction of relationship between the variables. It indicates verse relationship showing that increase in one variable corresponds to increase in the other. Hence, it was established that high level of introvert teachers' personality type related with high students' academic performance.

H₀₅: There is no significant relationship between social adjustment and students' academic performance in senior secondary schools in Osun State.

Table 11: Correlation Test between Social Adjustment and Students' Academic Performance

Variables	N	$\bar{X}$	SD	r-cal	p-value	Decision
Social Adjustment and Academic Performance	384	2.74	.02	.906	.219	Accepted

Correlation is significant at 0.05 level (2-tailed) PPMC

The correlation coefficient on table 11 was carried to determine whether there is significance in the relationship between social adjustment and students' academic performance in senior secondary schools. A significant value of .219 more than 0.05 level of significance. The hypothesis is accepted and retained. It was therefore concluded that there is no significant relationship between social adjustment and students' academic performance in senior secondary schools in Osun State.

The coefficient of r^2 value 906 obtained indicates that about 90% of the variance in students' academic performance can be explained on the basis of social adjustment.

The positive value of 'r' points direction of relationship between the variables. It indicates verse relationship showing that increase in one variable corresponds to increase in the other. Hence, it was established that high level of social adjustment related with high students' academic performance.

H₀₆: There is no significant relationship between emotional adjustment and students' academic performance in senior secondary schools in Osun State

Table 12: Correlation Test between Emotional Adjustment and Students' Academic Performance

Variables	N	$\bar{X}$	SD	r-cal	p-value	Decision
Emotional Adjustment and Academic Performance	384	2.85	.81	.933	.000	Rejected

Correlation is significant at 0.05 level (2-tailed) PPMC

The correlation coefficient on table 12 was carried to determine whether there is significance in the relationship between emotional adjustment and students' academic performance in senior secondary schools. A significant value of .000 less than 0.05 level of significance. The hypothesis is rejected. It was therefore concluded that there is significant relationship between emotional adjustment and students' academic performance in senior secondary schools in Osun State.

The coefficient of r^2 value 933 obtained indicates that about 93% of the variance in students' academic performance can be explained on the basis of emotional adjustment.

The positive value of 'r' points direction of relationship between the variables. It indicates verse relationship showing that increase in one variable corresponds to increase in the other. Hence, it was established that high level of emotional adjustment related with high students' academic performance.

H₀₇: There is no significant relationship between teachers' behaviour personality types, students' adjustment and academic performance in senior secondary schools in Osun State.

Table 13: Regression Test between Teachers' Behaviour Personality Types, Students' Adjustment and Academic Performance

Model	Sum of Square	df	Mean Square	F.	Sig.
Regression	1772.472	4	43.118	836.040	.000
Residual	200.348	378	.530		
Total	1972.820	382			

The correlation coefficient on table 13 was carried to determine whether there is significance in the relationship between teachers' behaviour personality types, students' adjustment and academic performance in senior secondary schools in Osun State. The F-calculated value of 836.040 greater than 0.05 level of significant. Therefore the null hypothesis is rejected which state that there is significant relationship between teachers' behaviour personality, students' adjustment and academic performance in senior secondary schools in Osun State.

Summary of Findings

The following are the findings in the study.

1. The study shows that there is significant relationship between extrovert teachers' behaviour personality type and students' adjustment in senior secondary schools in Osun State.
2. The result shows that there is significant relationship between introvert teachers' behaviour personality type and students' adjustment in senior secondary schools in Osun State.
3. It was also found out that there is significant relationship between extrovert teachers' behaviour personality type and students' academic performance in senior secondary schools in Osun State.
4. The research shows that there is significant relationship between introvert teachers' behaviour personality type and students' academic performance in senior secondary schools in Osun State.
5. The study found that there is no significant relationship between social adjustment and students' academic performance in senior secondary schools in Osun State.
6. The study revealed that there is significant relationship between emotional adjustment and students' academic performance in senior secondary schools in Osun State.
7. The study revealed that there is significant relationship between teachers' behaviour personality types, students' adjustment and students' academic performance in senior secondary schools in Osun State.

Discussion of Findings

The study reveals that there is significant relationship between extrovert teachers' personality type and students' adjustment in senior secondary schools in Osun State. This finding is consistent with the finding of Westler (2017) states that there is significant relationship between extrovert teachers personality type and students adjustment. Similarly, Tobi (2011) revealed that the types of personality extroversion respondents were high mean and there was a significant relationship between personality and students adjustment.

The result shows that there is significant relationship between introvert teachers' personality type and students' adjustment in senior secondary schools in Osun State. This findings corroborates with the finding Tobi (2011) whose finding shows that introvert teachers' personality type affects the students adjustment especially in the classroom situation, on the assembly ground and outside the school setting. He further revealed those teachers'

personality types particularly type “A” are easily irritated, time conscious, competitive, hostile, always aggressive, impulsive, fierce, impatient, show social dominance and excess repression. This negatively affects students’ adjustment in school.

It was also found out that, there is significant relationship between extrovert teachers’ personality type and students’ academic performance in senior secondary schools in Osun State. This finding is in line with the finding of Westler (2017) who states that students with extroverted teachers significantly outperform the students with introverted teachers. The finding revealed that teachers with extroversion personality type have positive relationship with students’ academic performance.

The researcher found out that there is significant relationship between introvert teachers’ personality type and students’ academic performance in senior secondary schools in Osun State. This finding is consistent with the finding of Kahn (2016) who showed that introvert personality of teachers is among the key components of teachers’ personality types affecting significantly on students adjustment and academic performance in schools. To confirm that most teachers’ aggressive behaviour can be frustrating and overwhelming for many students leading to emotional maladjustment and depression, which may, in turn, negatively affect students’ performance.

The study found out that there is no significant relationship between social adjustment and students’ academic performance in senior secondary schools in Osun State. This finding is contrary with the finding of Lloyd (2012) who showed that social adjustment contributed independently to the prediction of each area of academic performance. Gender differences in the patterns of the results were present particularly for the impact of social adjustment and academic performance.

The study revealed that there is significant relationship between emotional adjustment and students’ academic performance in senior secondary schools in Osun State. This finding is in line with the finding of Spinrad (2014) the findings showed that there is a significant difference between emotional stability and the academic performance of students. Emotional adjustment affects the academic performance of students. In addition, the students who are prone to proper adjustment may experience high academic performance partly because emotion is associated with high quality of peer and teachers relationship. Similarly, the finding of Othman (2014) showed that the hierarchical regression analyses indicated that emotional adjustment is the most significant predictor of academic performance with p-value of 0.000. Therefore, family support was found to enhance the relationship between affective emotional adjustment and academic performance.

Conclusion and Recommendations

Teachers’ personality types play a crucial role in educational attainment because the teacher is ultimately responsible for translating educational policies and principles into actions based on practice during teaching. Aside of this, they also have been known to have important influence on students’ adjustment and their academic performance in school.

Based on the finding the researcher concluded that secondary school teachers’ exhibit great personality types to improve students’ skills and ability of making proper adjustment and as well enhance a better academic performance in schools.

Based on the findings the following recommendations were made from the findings of the research.

1. Secondary school teachers should be trained and retrained through workshops, seminars and symposium to actualize effective teachers' personality types during teaching and learning in public senior secondary schools in Osun State, Nigeria.
2. Psychologists, counsellors, teachers and parents should counsel students on how to overcome maladjustment and to develop adaptive coping strategies and techniques to remedy the menace in schools.
3. Osun State government should endeavour to employ teachers with good personality types in order to stimulate effective teaching and learning process in school.
4. School management should have functional psychological testing and counseling centres in order to readdress students with social problem for proper adjustment.
5. Osun State government should encourage teachers with proper and quality personality behaviour in classroom in order to stimulate healthy competition among students and also boosting high academic performance.
6. Teachers and school administrators should pay more attention to students with emotional problems and refer them to schools psychological and counseling centres by adopting this will reduce students' emotional challenges.

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