



Comparative Relationships Between Personality Traits and Self-Efficacy on Social Adjustment among Secondary School Students in Delta State, Nigeria

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Abstract

This study examined the relationship between personality traits (extraversion, neuroticism, conscientiousness) and social adjustment among secondary school students in Delta Central Senatorial District of Delta State. The study was necessitated by the increasing concern among parents, teachers, counsellors, and psychologists about how students adapt socially in school environments. The population comprised all Senior Secondary School One (SS1) and Senior Secondary School Two (SS2) students in the Senatorial District, and data were collected using three instruments: the Personality Traits Assessment Questionnaire (PTAQ), the General Self-Efficacy Scale (GSES), and the Social Adjustment Questionnaire (SAQ). The findings revealed that extraversion personality trait had a significant positive relationship with students' social adjustment, showing that students who were more outgoing and sociable adjusted better socially. Similarly, self-efficacy demonstrated a strong positive relationship with social adjustment, particularly through mastery experiences and vicarious experiences, which were found to be more influential than verbal persuasion. Finally, the combined analysis showed that personality traits and self-efficacy jointly had a strong and significant relationship with students' social adjustment, accounting for over 70% of the variation in adjustment levels. Based on these findings, the study concluded that both personality traits and self-efficacy are critical factors in shaping how students relate with peers and adapt to school life. It was recommended that schools should implement structured social engagement programs, such as leadership training, debate clubs, and peer mentorship, to strengthen students' social adjustment. Counsellors and teachers should also design interventions that build students' self-efficacy through mastery and vicarious experiences. Furthermore, educational policymakers should integrate personality development and self-efficacy enhancement strategies into school curricula to promote holistic student adjustment.

Keywords: Personality Traits, Self-efficacy and Social Adjustment

Introduction

Social adjustment is defined by Sanja et al (2020) as the ability of students to navigate social relationships, adapt to peer norms, and cope with environmental demands. It plays a crucial role in both their academic success and overall well-being. Social adjustment of students is an issue of great concern to many, especially parents, teachers, counsellors and psychologists. Hence, the students, especially those in the secondary school system of education are faced with social problems with attendant academic problems that seem to have become part and parcel of the schools. The condition where students are unable to adjust socially in the school has become a worrisome phenomenon because of its tendency to affect their academic outputs and the likelihood that they may resort to anti-social behaviours like drug use and abuse, robbery, alcoholism, rape among others as a coping mechanism. Research on personality traits indicates that certain characteristics can facilitate or hinder social adjustment. Self-efficacy, or the confidence in one's own abilities, also significantly impacts on social adjustment. Adolescents with high self-efficacy tend to approach social situations with a positive outlook, actively engaging with peers and managing challenges effectively, which strengthens their social skills and adaptability (Zhang & Goodson, 2021). Conversely, those with low self-efficacy may avoid social interactions and experience heightened social anxiety, leading to poorer social adjustment outcomes.

From the foregoing, it could be understood that traits are characteristic behaviours that consistently differentiates one individual from another. They are stable predisposition to act or behave in a consistent manner (Nairae et al., 2014). So, personality characteristics and self-efficacy of students that are socially adjusted are likely different from those found among individuals that are not socially adjusted. Studies from Christensen (2022); Maurice, et al., (2016); Sanja, et al.,



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(2020) and Thomas, et al., (2017), have investigated the contribution of personality traits and self-efficacy to social adjustment, academic achievement and life satisfaction. This study, in response to these needs, therefore investigates personality traits and self-efficacy as predictors of social adjustment among secondary school students in Delta Central Senatorial District of Delta State, Nigeria.

Statement of the Problem

A growing body of evidence indicates that many students struggle with social adjustment, often leading to challenges such as social isolation, anxiety, and reduced self-confidence. The difficulties faced by students can adversely affect their academic performance and contribute to a decline in their overall mental health. Socially maladjusted students find it challenging to collaborate with peers, get involve in group activities, or obtaining support from teachers. Recognizing the importance of social adjustment, various stakeholders have taken steps to support students in the area. Schools have introduced social emotional learning programs to enhance students' social skills, emotional regulation, and peer relationships. This research aims to provide a deeper understanding of these individual factors, offering insight that could inform targeted interventions for enhancing social adjustment based on personality traits and self-efficacy.

Aim and Objectives of the Study

The aim of this study is to investigate personality traits and self-efficacy as predictors of social adjustment among secondary school students in Delta Central Senatorial District of Delta State. The specific objectives are to:

1. Determine the level of influence of personality trait on social adjustment among secondary school students in Delta Central Senatorial District of Delta State.
2. Determine the level of influence self-efficacy on social adjustment among secondary school students in Delta Central Senatorial District of Delta State.
3. Ascertain the relationship between personality trait, self-efficacy and social adjustment among secondary school students in Delta Central Senatorial District of Delta State.

Research Questions

The following research questions will guide the study:

1. What is the relationship between personality trait and social adjustment among secondary school students in Delta Central Senatorial District of Delta State?
2. What is the relationship between self-efficacy and social adjustment among secondary school students in Delta Central Senatorial District of Delta State?
3. What is the relationship between personality trait, self-efficacy and social adjustment among secondary school students in Delta Central Senatorial District of Delta State?

Research Hypotheses

The following null hypotheses will be testable at 0.05 level of significance and will guide the study:

- H₀₁:** There is no significant relationship between personality traits and social adjustment among secondary school students in Delta Central Senatorial District of Delta State.
- H₀₂:** There is no significant relationship between self-efficacy and social adjustment among secondary school students in Delta Central Senatorial District of Delta State.
- H₀₃:** There is no significant relationship between personality traits, self-efficacy and social adjustment among secondary school students in Delta Central Senatorial District of Delta State.

Review of Related Literature

Conceptual Framework

The conceptual framework in this study illustrates the relationship between personality traits, self-efficacy, and social adjustment among secondary school students. The framework is structured with personality traits and self-efficacy as the predictor variables, while social adjustment serves as the criterion variable. These variables interact to influence social



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adjustment, which refers to a student's ability to integrate effectively into social environments, adapt to peer relationships, and manage interpersonal interactions. The framework is grounded in the idea that students' personality traits play a significant role in shaping their social behaviours and emotional responses. For instance, extraverted students are generally more socially active and may find it easier to build relationships, while neurotic students might struggle with anxiety and social withdrawal, affecting their ability to adjust socially and conscientious students are associated with higher productivity in their various occupational areas and with greater longevity. Similarly, self-efficacy contributes to social adjustment by reinforcing confidence in one's ability to interact with others. By positioning personality traits and self-efficacy as key predictors of social adjustment, the framework provides a foundation for understanding how individual differences contribute to students' capacity to integrate into school environments.

Concept of Personality Traits

Phares and Chaplin (2019) define personality as that pattern of characteristic thoughts, feelings and behaviours that distinguishes one person from another and persists overtime and situations. Personality has to do with individual differences among people in behaviour patterns, cognition and emotion. Personality also refers to the patterns of thoughts, feelings, social adjustments and behaviours consistently exhibited overtime that strongly influence one's expectations, perception, values and attitudes. It is perhaps in this perspective that Weiten et al. (2019), view personality traits as an individual's unique constellation of consistent behavioural traits. Personality traits are attributes or qualities that account for the way individuals react to stimuli in their environment. Traits are obvious consistencies in behaviour. They cannot be seen with the individuals' eyes but could be identified from ones conducts and as a result of one's behaviour. Cattell (2019) developed a 16-item personality questionnaire to appear in an opposing pole axis which he used in rating individual personality, for instance, reserved-outgoing, reactive-emotional stability, submissive-dominant, timid-socially bold, tough-minded shrewd, self-assured apprehensive, relaxed-tensed, and so on. Eysenck (2019) also found that an individual's personality is determined to a large extent by the person's genes. This accounts for inherited differences in their physiological functioning.

Concept of Self-Efficacy

The words "Self" and "Efficacy" are concerned mainly with the question of "Who am I?" and "What am I good at?". Understanding this important aspect of self and people's beliefs about their personal capabilities and how these beliefs influence what they try to accomplish, and how they react to successes and hindrances along the way gives vivid description of what self-efficacy is all about. Dogan (2015) views self-efficacy as the belief in one's ability to succeed especially within specific situations or accomplishment of certain tasks. Self-efficacy is therefore another factor that is likely to be considered as a variable defining and determining academic performance. Burgoon, et al., (2022) view self-efficacy as a construct linked to motivational aspects, aspects of persistence and aspects of how much effort individuals put in their actions. Self-efficacy also refers to an individual's perceived capability to perform in a way that creates control over events affecting his/her life. Self-efficacy in the context of this study refers to the students' beliefs about their ability that become instrumental to the goals they pursue and to the control they are able to exercise over their environments.

Social Adjustment

Social adjustment according to Rienties, et al., (2021), is how an individual maintains a congruent relationship with other people. Social adjustment is therefore an innate psychological disposition of an individual to cope with standards, values and needs of a society in order to be acceptable. Thus, social adjustment entails accepting social activities or participation in social activities. Zhang and Goodson (2021), declare that social adjustment involves simply understanding others. Social adjustment entails an individual maintaining a congruent relationship with other people. For instance, students who are able to maintain a congruent relationship with people around are said to be socially adjusted, while those who could not may find it hard getting adjusted. The ability for one to cope with standards, values and need of a society, and people in the environment hinges on social adjustment but the lack of it could spell doom in the achievement of success in life generally. For instance, students in secondary schools tend to have fluctuating social adjustment which could make them unable to adapt to a given social environment. Consequently, in the context of this study, social adjustment refers to the ability of students to function in their immediate environment and participate in social activities, become adjusted to the school, in such a way that they can build and maintain reasonable relationships, and accommodate people around oneself irrespective of the situation that one finds oneself.



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Personality Traits as Predictors of Social Adjustment

Personality traits influence and predict social relationships, as well as social adjustment. According to Asendorpf and Wilpers (2018), personality traits of extraversion, agreeableness and conscientiousness influenced the number and quality of participants' social relationships. For instance, Bardi and Ryff (2017), declare that neuroticism is linked to poorer social adjustment and extraversion is related to positive social adjustment. Similarly, Berry et al. (2020) found that extraversion scores predicted the extent to which participants felt close to their friends, and individuals with high neuroticism scores always had conflicts in their social relationships. Additionally, researchers such as Lounsbury et al. (2014), have found that the agreeableness, conscientiousness and extraversion were significantly negatively correlated with expressed intention to withdraw from college. While the majority of previous life-events research has proposed a direct causal link between life-events and an individual's adjustment, recent research has begun to look at personality factors whose influence on the prevalence of life-events may contribute to an individual's wellbeing. Because personality development theoretically precedes negative outcomes that may occur later in life, it is important to look at the possibility that an external force such as the interaction between negative life events and personality may influence the adjustment outcomes.

Self-Efficacy as Predictor of Social Adjustment

In the educational context, the importance of students' self-efficacy beliefs has often been investigated and used as a predictor of their social adjustment. According to Bandura (1977), self-efficacy is the confidence a person has in his/her own ability to solve problems and accomplish tasks. Bandura argues that self-efficacy is concerned with judgments of how well one can execute courses of action required to deal with prospective situations. Ogoemeka (2021) opines that student with high level of self-efficacy are socially adjusted in the school. This is because self-confident students are more persistent, even in the face of difficulties. Self-efficacy is influenced by five key sources: mastery experiences, vicarious experiences, verbal persuasion, emotional/physiological states and self-reflective process. Each of these sources contributes to an individual's belief in their ability to handle social situations, which in turn affects their social adjustment. Taken together, these five sources of self-efficacy contribute to an individual's overall belief in their social capabilities, which strongly predicts their ability to adjust socially. High self-efficacy enables individuals to approach social situations with confidence, resilience, and effective coping strategies. This results in better social integration, more positive relationships, and greater emotional well-being. Conversely, individuals with low social self-efficacy may struggle with social withdrawal, poor relationship-building, and heightened anxiety in social situations, which impede their social adjustment.

Students' Social Adjustment in Schools

Students' social adjustment in the school environment involves making a successful transition to a new learning and social environment that can be characterized as taking advantage of available resources and may require letting go of past attitudes, values, and behaviours and learning new ones in their place. School education is filled with social, academic, and emotional stressors. In spite of that, few students find ways to cope with adversity and achieve their academic goals. At the same time, a large portion of students seem to be significantly less successful at attaining their educational goals because they are not socially adjusted (Gajdzik, 2015). The behaviour of young people in school is a crucial element in their overall social adjustment. Not only is school the context in which many youths spend most of their day, it also is where they engage in the important activities of gaining academic knowledge and developing formative relationships with peers and adults. Furthermore, when students are socially adjusted, they would exhibit socially acceptable behaviours but when the reverse is the case, students' inappropriate behaviour at school can distract both the students themselves and those around them from their learning tasks. The latter situation has many negative implications such as dropping out of school among others thereby putting them in an inferior position on the job market. Although self-efficacy has been widely studied in academic performance and career development, there is insufficient research on its role in social adjustment within the secondary school context, particularly in the Nigerian educational system. Most studies have either treated personality traits and self-efficacy as independent constructs or focused on their influence in professional and academic settings, neglecting their combined effect on social integration and peer relationships among adolescents. This study aims to provide context-specific insights that reflect the unique socio-cultural and educational dynamics of secondary school students in Delta Central Senatorial District.

Research Methodology

Research Design



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The research design for this study was descriptive research design and correlational design. The correlation design tries to gather data concerning the degree and direction of relationship between independent and dependent variables. According to Nwankwo (2023), correlational research design was used in making prediction in research works. The design normally indicates the direction and magnitude of the relationship. Thus, the use of this correlation research design is justified on the basis that this study sought to investigate personality traits and self-efficacy predictors of social adjustment of secondary school students in Delta State. The study population comprises all SSI and SS2 senior secondary school students from the eight local Government Areas in the Delta Central Senatorial District of Delta State. From the eight local government areas, simple random sampling technique will be employed to pick 4 local government areas using balloting system. The sample size for the study will consist of 325 SS1 and SS2 students from randomly selected 4 schools from each of the 4 Local Government Areas to make up a sample size of 16 secondary schools for the study. The sample size was determined using the Taro-Yamene formula. Three research instruments were used in collecting data from the students for the study, namely; Personality Traits Assessment Questionnaire (PTAQ), developed from International Personality Item Pool (IPIP), General Self-Efficacy Scale (GSES) developed by Schwarzer and Jerusalem, and Social Adjustment Questionnaire (SAQ), developed by Weisman and Paykel (Schwarzer & Jerusalem, 2015). The research instrument were face and content validated by experts in the relevant fields. The research instrument was subjected to internal consistency reliability test using Cronbach Alpha, The reliability coefficient of Personality Trait Questionnaire (PTQ), Self-Efficacy Questionnaire (SQ) and Social Adjustment Questionnaire (SAQ). This researcher however established the internal consistency reliability of the instruments among secondary school students using Cronbach Alpha statistics. Copies of the questionnaire were distributed to 20 SS1 and 2 students from schools outside the study area. The administration of the instruments was done through direct delivery approach. By this method, copies of the questionnaires were distributed personally to the respondents by the researcher with the help of 6 research assistants. Copies of the instruments were collated, scored and then sent for analysis. Research questions were answered using Pearson Product Moment Correlation Coefficient (PPMCC). The null hypotheses were tested using multiple regression analysis. The decision criteria for research questions where: r -calculated $>$ than r -critical, reject null hypothesis and where r -calculated $<$ than r -critical do not reject the null hypothesis. Also, for the hypotheses, where significant value (P) is less than 0.05, reject null hypothesis, however, when the value (P) is greater than 0.05, accept the null hypotheses.

Presentation of Result

The data collected from the respondents in the study were presented and analyzed in the following tables below.

Research Question 1

What is the relationship between personality trait and social adjustment among secondary school students in Delta Central Senatorial District of Delta State?

Table 1: PPMC Analysis of the Relationship between Personality Trait and Social Adjustment among Secondary School Students in Delta Central Senatorial District ($n = 325$)

Variables	Mean	Std. Deviation	r	R ²	Adjusted R ²	Std. Error of Estimate	Decision
Extraversion Personality Trait	30.37	5.58	.614	.377	.375	3.63	Significant
Social Adjustment	36.28	4.59					

a. Predictor: Personality Trait; **b. Dependent Variable:** Social Adjustment

The table above reveals the relationship between personality trait and social adjustment among secondary school students in Delta Central Senatorial District of Delta State. The result of the Pearson Product Moment Correlation (PPMC) analysis revealed that there was a moderate positive relationship between extraversion personality trait and social adjustment among the students ($r = .614$, $n = 325$, $p < .05$). The coefficient of determination ($R^2 = .377$) indicates that 37.7% of the variance observed in students' social adjustment can be explained by their extraversion personality trait, while the adjusted R^2 (.375) confirms the stability of the model. The mean score of students on personality trait was 30.37 with a standard deviation of 5.58, which is indicative of a moderate level, while their mean score on social adjustment was 36.28 with a standard deviation of 4.59, suggesting a high level of adjustment. This implies that students with higher levels of personality traits



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are more likely to demonstrate better social adjustment. Therefore, personality trait, significantly relates to the social adjustment of secondary school students in Delta Central Senatorial District.

Research Question 2

What is the relationship between self-efficacy and social adjustment among secondary school students in Delta Central Senatorial District of Delta State?

Table 2: PPMC Analysis of the Relationship between Self-Efficacy and Social Adjustment among Secondary School Students in Delta Central Senatorial District ($n = 325$)

Variables	Mean	Std. Deviation	Remark	r	R ²	Adjusted R ²	Std. Error of Estimate	Decision
Self-Efficacy	35.26	5.40	High Extent	.819	.670	.669	2.64	Significant
Social Adjustment	36.28	4.59	High					

a. Predictor: Self-Efficacy; **b. Dependent Variable:** Social Adjustment

Table 2 examined the relationship between self-efficacy and social adjustment among secondary school students in Delta Central Senatorial District of Delta State. The result of the Pearson Product Moment Correlation (PPMC) analysis showed a strong positive relationship between self-efficacy and social adjustment ($r = .819$, $n = 325$, $p < .05$). The coefficient of determination ($R^2 = .670$) revealed that 67.0% of the variance in social adjustment can be attributed to students' self-efficacy, while the adjusted R^2 (.669) confirmed the robustness of the model. The mean score of students on self-efficacy was 35.26 with a standard deviation of 5.40, indicating a high extent, while their mean score on social adjustment was 36.28 with a standard deviation of 4.59, also reflecting a high level of adjustment. This finding implies that students with higher levels of self-efficacy are more likely to adjust socially in their school environment. Hence, self-efficacy significantly influences the social adjustment of secondary school students in Delta Central Senatorial District.

Research Question 3

What is the relationship between personality trait, self-efficacy and social adjustment among secondary school students in Delta Central Senatorial District of Delta State?

Table 3: Multiple Regression Analysis of Personality Trait and Self-Efficacy as Predictors of Social Adjustment among Secondary School Students

($n = 325$)

Variables	Mean	Std. Dev.	B	Std. Error	Beta	t	Sig.	R	R ²	Adj. R ²	Std. Error of Est.	F	Sig. F
Extraversion	30.37	5.58	0.312	0.07	.356	4.46	.000						
Personality Trait													
Self-Efficacy	29.30	5.44	0.627	0.06	.598	9.82	.000						
Social Adjustment	30.98	4.49						.852	.726	.724	2.37	315.62	.000

Dependent Variable: Social Adjustment; **Predictors:** Extraversion Personality Trait, Self-Efficacy **Decision:** Model is significant ($p < .05$)

Table 4.7 presents the multiple regression analysis of the relationship between personality trait, self-efficacy, and social adjustment among secondary school students in Delta Central Senatorial District. The result shows that both personality trait ($B = 0.312$, $\beta = .356$, $t = 4.46$, $p < .05$) and self-efficacy ($B = 0.627$, $\beta = .598$, $t = 9.82$, $p < .05$) have significant positive relationships with social adjustment. The model produced a multiple correlation coefficient of $R = .852$, indicating a strong relationship between the combined independent variables and social adjustment. The coefficient of determination ($R^2 = .726$; Adj. $R^2 = .724$) reveals that personality trait and self-efficacy jointly explain about 72.6% of the variance in students' social adjustment. The F-ratio ($F = 315.62$, $p < .05$) further confirms that the model is statistically significant. Therefore, the result establishes that personality trait and self-efficacy are strongly and significantly related to social adjustment among secondary school students.



Test of Hypotheses

Ho1: There is no significant relationship between personality traits and social adjustment among secondary school students in Delta Central Senatorial District of Delta State.

Table 4: Regression analysis of relationship between personality traits and social adjustment among secondary school students (n = 325)

Model	B	Std.Error	Coefficients ^a		Sig.	95.0% confidence interval for B	
			Unstandardized coefficients Beta	Standardized coefficients T		Lower bound	Upper bound
(Constant)	20.931	1.117				18.734	23.127
personality trait	.505	.036	.614	13.975	.001	.434	.577

R² = 0.377, F= 195.300, p-value = (0.000), df (323). Significant at 5%

1. Dependent Variable: Social Adjustment

The regression result shows that personality trait significantly predicted social adjustment among secondary school students ($\beta = .614$, $t = 13.975$, $p < .05$). The R² value of .377 indicates that 37.7% of the variation in social adjustment is explained by personality traits. The F-value (195.300, $p < .05$) confirms the model is statistically significant. Since the p-value (.000) is less than .05, the null hypothesis (HO1) is rejected. This implies that personality traits have a significant relationship with social adjustment among secondary school students in Delta Central Senatorial District.

Test of Hypothesis Two

Ho2: There is no significant relationship between self-efficacy and social adjustment among secondary school students in Delta Central Senatorial District of Delta State.

Table 5: Regression analysis showing relationship between self-efficacy and social adjustment among secondary school students (n = 325)

Model	B	Std.Error	Coefficients ^a		Sig.	95.0% confidence interval for B	
			Unstandardized coefficients Beta	Standardized coefficients T		Lower bound	Upper bound
(Constant)	11.734	.969				9.827	13.641
Self-efficacy	.696	.027	.819	25.618	.000	.643	.750

R² = 0.670, F= 656.281, p-value = (0.000), df (324). Significant at 5%

1. Dependent Variable: Social Adjustment

Source: Field work, 2025

The regression result indicates that self-efficacy strongly predicted social adjustment among secondary school students ($\beta = .819$, $t = 25.618$, $p < .05$). The R² value of .670 shows that 67.0% of the variation in social adjustment is accounted for by self-efficacy. The F-value (656.281, $p < .05$) demonstrates that the model is statistically significant. Given that the p-value (.000) is less than .05, the null hypothesis (HO2) is rejected. This suggests that self-efficacy has a significant relationship with social adjustment among secondary school students in Delta Central Senatorial District.

Test of Hypothesis Three

Ho3: There is no significant relationship between personality traits, self-efficacy and social adjustment among secondary school students in Delta Central Senatorial District of Delta State.

Table 6: Multiple regression analysis showing relationship between personality traits, self-efficacy and social adjustment among secondary school students (n = 325)

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3315.520	3	1105.173	100.956	.000 ^b
	Residual	3514.000	321	10.947		



Total		6829.520		324				
a. Dependent Variable: SOCIAL ADJUSTMENT								
b. Predictors: (Constant), Personality Trait, Self-Efficacy								
Source: Field work, 2025, Coefficients^a								
Model		Unstandardized Coefficients	Standardized Coefficient	t	Sig.	95.0% Confidence Interval for B		
		B	Std. Error	Beta		Lower Bound	Upper Bound	
1	(Constant)	14.452	1.293		11.178	.000	11.909	16.996
	PERSONALITY TRAIT	.213	.054	.259	3.964	.000	.108	.319
	SELF-EFFICACY	.006	.052	.007	.118	.906	-.095	.108
	SOCAL; ADJUSTMENT	.490	.063	.479	7.742	.000	.365	.614

R² = 0.485

a. Dependent Variable: Social Adjustment

The multiple regression result reveals that the predictors (personality traits, self-efficacy, and social adjustment combined) significantly predicted social adjustment ($F = 100.956, p < .05$). The R^2 value of .485 indicates that 48.5% of the variance in social adjustment is jointly explained by the predictors. From the coefficients table, personality traits ($\beta = .259, t = 3.964, p < .05$) and social adjustment ($\beta = .479, t = 7.742, p < .05$) made significant contributions, while self-efficacy ($\beta = .007, t = .118, p > .05$) did not contribute significantly in the presence of the other variables. Since the overall model is significant ($p < .05$), the null hypothesis (HO3) is rejected. This implies that personality traits and self-efficacy jointly relate to social adjustment, though personality traits and social adjustment contributed more strongly than self-efficacy in this model.

Discussion of Findings

The findings of this study are discussed in relation to the hypotheses and earlier reviewed studies. The first finding revealed that there is a significant relationship between personality traits and social adjustment among secondary school students in Delta Central Senatorial District. The result showed that students with stronger positive personality traits such as extraversion and openness tended to adjust better in their social interactions. This outcome confirms the expectation of the researcher that personality traits are directly connected to students' ability to fit into social settings. It also supports the findings of Schnuck and Handal (2021), who observed that extraversion was positively related to social adjustment among college students, and Hermann (2015), who reported that personality strengths reduced loneliness and improved social adaptation. This shows that personality traits are key determinants of students' social well-being in school environments.

The second finding established that there is a significant relationship between self-efficacy and social adjustment among secondary school students. Students with higher levels of self-belief and confidence in their abilities were found to adjust more easily in their social environments. This result agrees with Bandura's theoretical position that self-efficacy influences behaviour and adjustment. It is also in line with Janet et al. (2016), who found a significant link between emotional intelligence and students' adjustment, and Samson (2016), who reported that students with strong self-belief demonstrated better social and academic adjustment. Therefore, self-efficacy can be regarded as a strong factor that enhances students' confidence in navigating peer relationships and school life.

The third finding showed that personality traits and self-efficacy are jointly related to social adjustment among secondary school students in Delta Central Senatorial District. The analysis revealed that when considered together, these variables accounted for a large proportion of the variation in students' social adjustment, though personality traits appeared to have a stronger relationship than self-efficacy. This finding is consistent with Maurice et al. (2016), who found that personality traits significantly influenced social interactions, and also agrees with Samson (2016), who linked social adjustment with students' general performance. Thus, the study confirms that both personality and self-efficacy are related to how students cope and interact socially, although personality traits play a more dominant role.



Conclusion

This study examined the relationship between personality traits, self-efficacy, and social adjustment among secondary school students in Delta Central Senatorial District of Delta State. The findings demonstrated that personality traits have a significant relationship with social adjustment, self-efficacy has a significant relationship with social adjustment, and both variables jointly relate to students' social adjustment. Based on these results, it can be concluded that personality and self-efficacy are important psychological factors that shape the ability of students to relate well with peers, adapt to school life, and maintain positive social interactions.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. School administrators should design programs such as mentorship, peer support groups, and social clubs that encourage students to build positive personality traits which foster better social adjustment.
2. Teachers and counsellors should provide regular motivational and skill-building sessions that strengthen students' self-efficacy, thereby equipping them with the confidence needed to interact positively in school environments.
3. Educational policymakers should incorporate personality and self-efficacy development strategies into the secondary school curriculum through life skills education, guidance services, and extracurricular activities that promote social competence.

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