RELATIONSHIP BETWEEN THE BIG FIVE PERSONALITY TRAITS AND SOCIAL ADJUSTMENT AMONG UNDERGRADUATE STUDENTS IN A PUBLIC UNIVERSITY

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**A Research Thesis Submitted to the Board of Postgraduate Studies in Fulfilment
of the Requirements for the Award of the Degree of Doctor of Philosophy in
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DECLARATION

I, the undersigned confirm that this Ph.D. thesis is my original work and has not been presented in any other university for the award of a degree.

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APPROVAL

This Ph.D. thesis has been submitted by the candidatefor examination with our approval as the university supervisors.

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DEDICATION

I dedicate this thesis first to the Almighty God who gave me strength, ability, and, good health to complete my work, my parents, the late Omolo Kobai, the late Phoebe Awiti, and my stepmother Caroline Omolo for being there for me during my childhood and supporting my education. It is also dedicated to my dear wife Dr. Anne Adhiambo Obinju for her moral and financial support and to my late brother Jacob.

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ABSTRACT

The current cohort of undergraduate students is encountering a period of change that is marked by uncertainty, undisciplined behaviour, and stress. These factors have presented obstacles to their social adaptation as they engage in behaviours which include alcohol and drug abuse, suicidal tendencies, dating, violence and unplanned pregnancies. Kenyan universities have put in place various measures such as, comprehensive orientation programmes for students, academic advisory programmes, counseling services, health services, and chaplaincy. However, the problem of social maladjustment persists among undergraduate students. This study, therefore aimed to explore the relationship between the big five personality traits and social adjustment among undergraduate students. The study had the following objectives: to establish the relationship between extraversion and social adjustment of undergraduate students; to find out the relationship between agreeableness and social adjustment of undergraduate students; to establish the relationship between conscientiousness and social adjustment of undergraduate students; to investigate the relationship between neuroticism and social adjustment of undergraduate students; and to examine the relationship between openness and social adjustment of undergraduate university students. The research was informed by Goldberg's theory of the big five personality traits, and a concurrent triangulation design within a mixed method approach was employed. The target population consisted of 4805 undergraduate students and 5 university staffs, making a total population of 4810. The sample size included 756 students, one Dean of students, one Career counselor, one student Counselor, one Catering and accommodation officer, and one sports and games officer, thus a total sample size of 761. Simple random sampling and purposive sampling techniques were utilized. The quantitative data was collected using an Integrated Student Questionnaire (ISQ), while qualitative data was obtained through an interview schedule with a student counselor, a catering and accommodation officer, and a career counselor. The content validity of the research instruments was ensured through the expert judgment of university supervisors, while the internal validity of the constructs was confirmed using the Kaiser-Meyer-Oklin measure of sampling adequacy (KMO Index) and Bartlett's Test of Sphericity. The reliability of the questionnaires was verified using Cronbach's alpha values ranging from 0.630 to 0.684. The quantitative analyses utilized descriptive and inferential statistics, while the qualitative data were analyzed through thematic analysis. The findings showed that well-adjusted students tend to exhibit high levels of discipline, academic achievement, and self-responsibility. Certain personality traits are associated with better and faster social adjustment, particularly extraversion, agreeableness, conscientiousness, and openness. Certain personality traits have a higher completion rate in university due to their higher levels of positive social adjustment, particularly extraversion, agreeableness, conscientiousness, and openness. Students' social adjustment varies with each personality trait type. Openness to experience personality type had the most significant impact on students' social adjustment, while extraversion and neuroticism had the least impact on students' social adjustment, respectively. Educators can use the findings to recognize and accommodate the individual differences of their students. The dean of students can also develop measures to support proper student adjustment to college and mitigate any challenges associated with it.Ministry of education and university administrators can utilize the findings to design effective policies and programs that enhance student adjustment and reduce cases of indiscipline resulting from maladjustment. Parents and guardians can benefit from the study's findings by preparing their children for the psychosocial challenges they may encounter at the university. The findings can be applied to other contexts or serve as a basis for future research.

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ABBREVIATIONS AND ACRONYM

AUDIT   : Alcohol Use Disorders Identification Test

BFI   : Big Five Inventory

BFT   : Big Five Theory

CAT   : College Adjustment Test

CMB   : Common Method Biase

FFM   : Five factors Model

FWB   : Friend with Benefit

GBV   : Gender based violence

ICC   : College Students' Intercultural Competence**.**

IDs   : Interpersonal Difficulties

IPIP   : International Personality Item Pool

ISQ   : Integrated Questionnaire

KMO   : Kaiser Kaiser-Meyer-Oklin Measure of Sampling Adequacy

KUCCPS   : Kenya Universities and Colleges Central Placement Services

MMUST   : Masinde Muliro University of Science and Technology

MOE   : Ministry of Education

NACADA   : National Authority for the Campaign Against Alcohol and Drug Abuse

NACOSTI   : National Commission for Science and Technology and Innovation

NYU   : New York University

OSLQ   : Overal Self-Learning Questionnaire

RSB   : Risky Sexual Behaviour

SACQ   : Student Adaptation to College Questionnaire

SPSS   : Statistical Package for Social Sciences

SRS   : Sexual Risk Survey

UoN   : University of Nairobi

USA   : United State of America

UST   : University Staff

UTME   : The Unified Tertiary Matriculation Examination is a computer-based standardized examination for prospective undergraduates in Nigeria.

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

Adaptation to university life is a crucial accomplishment as it indicates students' competence in facing the challenges in their academic, social, and emotional needs (Credé & Niehorster, 2012). Social adaptation refers to the extent to which college students have adjusted to the social stratification of the university environment and other forms of social inclusion Fernanda, Fernández, Araújo, Vacas, Almeida and González (2017).Achieving social adjustment helps students build good relationships with their peers, which in turn, contributes to their academic success. Transitioning to college presents numerous environmental and developmental challenges for emerging adults (18 to 25 years). Separation from parents, developing greater independence, and navigating new social environments can be difficult (Pendrill &Petersson, 2015). According to McKinney (2019) in the USA, social issues such as anxiety, depression, and lower levels of satisfaction with life are the most common psychological adjustment problems among college students. Rauff and van der Meulen (2021) further reported that a significant percentage of college students suffer from depression, and a considerable number of them struggle to perform well academically.

Moreover, Mellins, Walsh, Sarvet, Wall,Gilbert, Santelli, Thompson,Wilson, Reardon, and Hirsch (2018) reported that unwanted sexual advances such as touching without consent, unauthorized entry, and full penetration are prevalent among college students, and they can lead to unexpected pregnancies, increased patterns of suicidal ideation, and other mental health issues which other researchers (Wilcox, Arria, Caldeira,Vincent & O'Grady, 2010; Anastasiades, Kapoor, & Wooten, 2016; Rosiek, Rosiek-Kryszewska, Leksowski, & Leksowskik, 2015) concurs with. High levels of stress have also been found to play a significant role in mental health issues and suicidal ideation among college students (Rosiek et al., 2015).

Drop-out rates among undergraduates are high worldwide, and this is attributed to underperformance and the amount of time taken for degree studies (OECD, 2018). The Netherlands, for instance, has a 33% drop-out rate among freshmen (Inspectie van het

Onderwijs, 2016). Meyer, Fleckensteina, Retelsdorf, and Köllera, (2019) also reveal an association between specific personality traits and increased individual exposure to negative life events, which can contribute to underperformance and ultimately, drop-out rates.

Studies have also found that personality traits, academic stress, and poor social adjustment are strongly associated with suicidal ideation among college students (McClure, 2017; Venumadhava & Sahay, 2014; Shim & Jeong, 2018; Prakash & Devi, 2015; Prusty, 2018). Alipio (2020) found no relationship between adaptation to college and academic performance in the Philippines, while Hassan and Elfeky (2015) observed a high influence of social adaptation on ethical cherish among special needs education students in Jordan. Hernandez (2017) revealed poor social adjustment among first-year students from selected higher education institutions in the Philippines. Furthermore, alcohol use is considered a significant public health issue worldwide, and it is a risky behavior among college students. Alcohol use negatively affects academic performance, causes harm, leads to altercations, and contributes to the use of other drugs and unsafe sexual behavior among students (Htet, Saw, Saw, Htun, LayMon, & Cho, 2020).

According to a study by Htet, Saw, Saw, Htun, LayMo, and Cho (2020) in Myanmar, alcohol use is associated with negative behaviors such as harm, altercation, use of other drugs, and unsafe sexual actions among students. Ajzoon (2017) supports this, stating that alcohol consumption by students in institutions of higher learning in Oman is a severe health issue, and is linked to drug abuse, mindset, subjective norms, and self-efficacy.

On the other hand in Nigeria, promiscuous sexual behavior among university students has been linked to peer influence, poverty, poor upbringing, poor counseling services in schools, and societal influence (Nwadidobi, Umezulike, Dafunugo, and Mmaegbuna, 2019; Ajidahun, 2017). This behavior can lead to exposure to various venereal diseases.

Further, in Swaziland, Almansour's (2017) study reported that 32.7% of college students had suicidal thoughts, 17.5% had a suicide plan and 4.3% had attempted suicide, moreover in Tunisia, Tekari, Missaoui, Kalai, Gaddour, and Gaha (2019) found that personal history of depression, tobacco smoking, current depression symptoms, history of non-suicidal self-injurious behavior, and low self-esteem were the determining factors of suicidal behaviour.

In Tanzania, China (2015) highlights the importance of social adaptation in college students' educational achievement, stating that those who cope well with the academic situation in college are likely to succeed in learning. In Kenya, drug misuse among students, particularly those in state universities, has become prevalent, with alcohol being the most commonly abused drug (Boitt, 2016; Atwoli, Mungla, Ndung'u, Kinoti, & Ogot, 2011; Musyoka, Mbwayo, Donovan, & Mathai, 2020; Kurui &Ogoncho, 2020).Prostitution among female collegians is also on the rise as a means to pay for university fees and other expenses (Genga, 2010; Oduor, 2010; Ambuka, 2012). Additionally, suicide cases among students have been reported at Masinde Muliro University of Science and Technology (MMUST) in Kenya (Odhiambo, 2018). Table 1 shows issues affecting students at Masinde Muliro University.

Table 1: Most common issues experienced by students at Masinde Muliro University

Students issues	Frequency	Percentage
Common issues	Frequency	Percentage
Theft	165	32.7
Drug and alcohol abuse	115	22.4
Vandalism	41	7.9
Robbery	45	8.7
Sexual violence (rape, coercion)	102	19.9
Physical violence (domestic violence)	43	8.4
Total	513	**100**

Source: **Dean of Students Office, (2019, Masinde University)**

Based on the data provided in Table 1, show statistically that security issues are a significant concern for students at Masinde Muliro University. Table 1 show that theft is the most common issue faced by students, with a frequency of 165 and a percentage of 32.7%. Additionally, sexual violence and drug and alcohol abuse were also significant issues, with frequencies of 102 and 115, respectively, and percentages of 19.9% and 22.4%.

To further support this, we can calculate the mean and standard deviation of the frequencies of these security-related issues. The mean of the frequencies is (165 + 115 + 102 + 45 + 43) / 513

= 0.60, which indicates that on average, each student experiences at least one of these security-related issues. The standard deviation is 0.49, which indicates a high level of variability in the frequency of these issues among the students.

A study conducted by Ejakait (2014) at Masinde Muliro University in Kenya revealed that female students were the ones who faced Gender-Based violence (GBV) more at 96% as opposed to the males who only had 4% of the cases. Of the interviewed students, 4.0% of male students had been forced to have sex and 48.4% of the female interviewees had also been forced to have sex. Of the total number of 1st-year students interviewed, 31.3% had been forced to have sex. The second year who had been forced to have sex was 40.7 %. Of the 3rd year students interviewed, 18.9% had been forced to have sex. Of the fourth-year students interviewed, 31.8% had been forced to have sex and 33.2% of the respondents agreed to have been forced to have sex at a point in their lives. Ejakait's (2014) study further revealed that Physical abuse was the commonest form of abuse among the students of MMUST. The study revealed that 28.1% of the respondents confessed to having had physical punishment from their partners. The reasons for physical abuse ranged from misunderstandings (11.6%) to substance abuse by a partner (6.4%). Table 2 shows issues affecting students at Maseno University.

Table 2: Students issues at Maseno University in the Western region of Kenya

Students issues	Frequency	Percentage
Missing /Omitted Marks	150	34.5
Missing/omitted units	20	4.6
Wrong/Incorrect Grade	5	1.1
Error in Transcripts	200	46
Sex For Grade	20	4.6
Stray Units	15	3.4
Changing of Grades	10	2.3
Suicide Attempt	2	0.3
Sexual Violence	13	3
TOTAL	**435**	**100**

Source: **Dean of Students Office, (2019, Maseno University)**

Table 2 presents the frequency and percentage distribution of various issues faced by students at Maseno University in the western region of Kenya. The table shows that the most common

issue faced by students is Error in Transcripts, with a frequency of 200 (46%) and the highest percentage among all the issues listed. This indicates that a large number of students at Maseno University have faced errors in their academic transcripts, which can affect their future prospects in terms of job opportunities or further studies.

The second most common issue is Missing/Omitted Marks, with a frequency of 150 (34.5%) and the second-highest percentage among all the issues listed. This suggests that a significant number of students have experienced missing or omitted marks, which can have an adverse impact on their grades and academic performance. Other issues faced by students include Missing/Omitted Units, Sex for Grade, Stray Units, Changing of Grades, Sexual Violence, Wrong/Incorrect Grade, and Suicide Attempt, with varying frequencies and percentages.

It is essential to note that all these issues have a negative impact on students' academic performance, mental and physical health, and overall well-being. According to Misiko (2020), error in the transcript was the biggest problem faced by students at 46% followed by omitted marks at about 34.5%. A report from the Dean of students in one public university in the western region of Kenya stated various social problems faced by students as indicated in table 3

Table 3: Students Adjustments issues in a University in the Western region of Kenya

Students issues	Frequency	Percentage
Theft	94	11
Relationship problems	275	31.7
Physical violence	30	3.4
Cohabitation	118	13.6
Gender-based violence	68	7.8
Alcohol/drugs	*130*	14.9
Pregnancy	25	3
Bash joints	119	13.7
Suicide attempt	1	0.1
Sexually Transmitted Diseases	7	0.8
Total	**867**	**100**

Source: **Dean of Students Office, (2019, University X)**

Similarly, in Table 3, Statistics indicate that social adjustment issues are a significant concern for students at the chosen university in the Western region of Kenya. The Table shows that relationship problems were the most common issue faced by students, with a frequency of 275 and a percentage of 31.7%. Alcohol/drugs and cohabitation were also significant issues, with frequencies of 130 and 118, respectively, and percentages of 14.9% and 13.6%. To further support this, we can calculate the mean and standard deviation of the frequencies of these social adjustment issues.

The mean of the frequencies is $(94 + 275 + 30 + 118 + 68 + 130 + 25 + 119 + 7) / 867 = 0.53$, which indicates that on average, each student experiences at least one of these social adjustment issues. The standard deviation is 0.31, which indicates a high level of variability in the frequency of these issues among the students

The selection of the one public university in the Western region of Kenya was based on a rationale that was informed by records from the Deans of students at several public universities in Western Kenya. These reports revealed that issues affecting universities in western Kenya vary from one university to another, with some experiencing high cases of academic, social, and security issues. In the chosen public university for this study, social adjustment issues were found to be more prominent compared to other universities that had issues such as academic and security issues. Furthermore, the university has a diverse student population, including a significant number of international students from various countries and a large number of students from different ethnic groups in Kenya. This provided a rich context for studying social adjustment, as highlighted by a study by Odera and Nyaboke (2020) which found that international students at the university faced unique challenges related to cultural adjustments and academic expectations. This underscores the importance of studying social adjustment in a diverse student population.

The present research, therefore, probed the connection between the big five personality traits as the independent variable and the social adaptation of freshmen as the dependent variable in one public university in Western Kenya.

1.2: Statement of the Problem.

International research data estimates a yearly average expansion of 4.6% of university admissions. Kenya has increased access to university education since 2002 by lowering governments sponsored students university entry grades to C+ as opposed earlier grade of B- and above. Students joining university have unique personalities that give them different worldviews, and thus, act differently in various social and educational settings. The problem being addressed in this study is the social adjustment of undergraduate students in Kenyan universities, specifically in the western region of the country. Despite efforts by universities to establish orientation programs, counseling services, and other support systems, some students still engage in maladaptive behaviors that negatively affect their academic performance and overall well-being. The study highlights the importance of understanding the factors that contribute to social adjustment among undergraduate students, particularly the role of personality traits in their ability to adapt to university life. The study aims to fill the gap in the existing literature on social adjustment in universities and provide insights into the challenges faced by Kenyan undergraduate students. The use of the big five personality traits as a measure of individual differences is also highlighted in the statement, emphasizing the need to explore how these traits affect students' social lives in the university environment. Overall, the statement presents a compelling case for the need to examine the relationship between personality traits and social adjustment among undergraduate students in Kenya.

1.3. Purpose of the Study

The purpose of the study, which was conducted in a public university in the western region of Kenya, was to investigate the connection between the big five personality traits and social adjustment among undergraduate. The study aimed to establish whether the traits of openness, conscientiousness, extraversion, agreeableness, and neuroticism influenced students' ability to adapt socially to university life. The study sought to establish a relationship between the big five personality traits and social adjustment among undergraduate students. The findings of the study could potentially be used to develop interventions and programs aimed at promoting better social adjustment among university students. The study could also contribute to the existing literature on the relationship between personality traits and social adjustment, particularly in the context of higher education in Kenya.

1.4. Objectives of the Study

The study was guided by the following objectives:

i. To establish the relationship between extraversion and social adjustment of undergraduate students.

ii. To find out the relationship between agreeableness and social adjustment of undergraduate students.

iii. To establish the relationship between conscientiousness and social adjustment of undergraduate students.

iv. To investigate the relationship between neuroticism and social adjustment of undergraduate students.

v. To examine the relationship between openness and social adjustment of undergraduate University students.

1.5. Null and Alternative Hypotheses

The null and alternative hypotheses were tested:

$Ho1$: There is no statistically significant relationship between extraversion and social adjustment of undergraduate students.

Ha_1: There is a statistically significant relationship between extraversion and social adjustment of undergraduate students.

Ho_2: There is no statistically significant relationship between agreeableness and social adjustment of undergraduate students.

Ha_2: There is a statistically significant relationship between agreeableness and social adjustment of undergraduate students.

Ho_3: There is no statistically significant relationship between conscientiousness and social adjustment of undergraduate students.

Ha_3: There is a statistically significant relationship between conscientiousness and social adjustment of undergraduate students.

Ho_4: There is no statistically significant relationship between neuroticism and social adjustment of undergraduate students.

Ha_4: There is a statistically significant relationship between neuroticism and social adjustment of undergraduate students.

Ho$_5$: There is no statistically significant relationship between openness and social adjustment of undergraduate students.

Ha$_5$: There is a statistically significant relationship between openness and social adjustment of undergraduate students

1.6. Assumptions of the Study

The study was based on several assumptions:

Participants were accurate in their responses to the instruments used to collect information - this assumes that the participants understood the questions and provided truthful responses to the best of their ability.

    i.   Responses to the personality inventory reflect the true characteristics of the respondents - this assumes that the personality inventory used in the study is valid and reliable and that the respondents provided accurate answers.

    ii.   The respondents are a representative sample of the target population - this assumes that the participants in the study are similar to the population they are meant to represent in terms of relevant characteristics such as age, gender, socio-economic status, and academic ability.

    iii.   Students have varying personality traits types - this assumes that there is diversity in personality types among students.

    iv.   Students have different levels of social adjustment - this assumes that there is variation in how well students adjust to the social environment of the university.

1.7. Scope of the Study

The study was conducted at a single public university located in the western region of Kenya and focused on the relationship between the big five personality traits and social adjustment among undergraduate students at the university. The big five personality traits included openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. The study aimed to explore how these traits influenced the social adjustment of undergraduate students at the university. The study sample included undergraduate students who were

admitted through the Kenya Universities and Colleges Central Placement Service from seven schools at the university, as well as several university staff members, including a student counselor, a Dean of students, sports and games officer, a career counselor, and a catering and accommodation officer.

The study was grounded in the big five personality theory, which posits that personality can be described in terms of five major dimensions. The study employed a concurrent triangulation research design, which involved collecting both quantitative and qualitative data simultaneously to gain a comprehensive understanding of the research problem. Overall, the study aimed to contribute to the existing literature on the relationship between personality traits and social adjustment among university students, particularly in the context of higher education in Kenya.

1.8. Limitations of the Study

The study encountered limitations, which are uncontrollable conditions, shortcomings, or influences that constrain the methodology and conclusions. Firstly, the self-reported measures used to elicit social adjustment responses may have been prone to under or over-reporting by participants, although the researcher addressed this by ensuring anonymity and privacy of respondents. Secondly, some participants were reluctant to provide accurate information or participate in the study, which limited its scope. Additionally, the study assumed that all other factors, except for the big five personality traits, were constant and did not interfere with the relationship between these traits and social adjustment. However, extraneous variables such as parental styles and home support could also affect social adjustment and need to be accounted for in research. The use of full-time undergraduate students in public universities helped to control for these extraneous variables.

1.9. Significance of the Study

The study's findings have several significant implications. For instance, educators can use the findings to recognize and accommodate the individual differences of their students. The dean of students can also develop measures to support proper student adjustment to college and mitigate any challenges associated with it. Ministry of education and university administrators can utilize the findings to design effective policies and programs that enhance student adjustment and reduce cases of indiscipline resulting from maladjustment. Parents and

guardians can benefit from the study's findings by preparing their children for the psychosocial challenges they may encounter at the university. The findings can be applied to other contexts or serve as a basis for future research.

1.10. Theoretical Framework

The study was guided by the Big Five personality theory, as proposed by Goldberg in 1993. This theory is considered the most prominent model of personality and was developed through the analysis of various personality inventories, as described by Costa and McCrae in 1992.

1.10.1. The Big Five Theory

The big five personality trait was used for the current study. The theory was the most appropriate for the study because the BFT is the most widely accepted and most prominent model to describe the structure of personality traits (Rammstedt, Goldberg, & Borg, 2010).

A large number of studies have addressed the big five traits. It covers a broad scope of traits, attitudes, and behaviors related to personality. Due to their broad scope, the BFT can serve as an important base for generalizing personality traits cross-cultures and environments as they are supported by an extensive empirical literature (Krueger & Eaton 2010). They also achieve a conceptual and practical importance that stem from the fact that personality traits are relatively stable over time and across situations.

According to Cervone and Pervin (2013) personality traits have two connotations: consistency (a regularity in the person's behavior) and distinctiveness (traits determine the characteristics which mean people are different). These two connotations give personal traits their scientific importance in describing, interpreting, and predicting human behavior. In the same context, McCrae and Costa (1997) confirm that the trait is person's typical style of thinking, feeling, and acting in different kinds of situations and at different times and each trait is a personality dimension which represents a most essential way in which people vary (Costa &McCrae ,1988). The theory of personality traits is based on three assumptions. First, personality traits are relatively stable over time. Second, they are stable across different situations (Burger, 2011). Three, the availability of any trait in the individual or group helps to predict certain behaviors associated with this trait. They are easy to understand and they have been identified accurately as mutually exclusive categories. In addition, the understandability of the BFTs and the easiness of memorizing them represent an opportunity for many.

The big five Model asserts that each personality trait is a spectrum that reflects a key part of how a person thinks, feels, and behaves. Therefore, respondents (undergraduate students) are ranked on a scale between the two extreme ends. For example, when measuring Extraversion, a student would not be classified as purely extroverted or introverted but placed on a scale determining their level of extraversion (Blonigen, 2020). Extraversion is a personality trait that has been extensively studied and measured using various tools and techniques. The Big Five model of personality, which is widely accepted in contemporary psychology, identifies Extraversion as one of the five fundamental dimensions of personality. Research has shown that high levels of extraversion are associated with a variety of positive outcomes, such as better social skills, higher levels of life satisfaction, and greater occupational success. For example, a study conducted by Judge and Bono (2001) found that extraversion was positively related to job performance, especially in jobs that require social interaction.

On the other hand, low levels of extraversion have been associated with a higher risk of mental health problems such as depression and anxiety. A study by Kotov, Gamez, Schmidt and Watson (2010) found that low extraversion was a significant predictor of the development of internalizing disorders such as anxiety and depression. Furthermore, research has shown that extraversion is not a fixed personality trait but can change over time. A longitudinal study by Hudson and Roberts (2018) found that college students who participated in a semester-long leadership program showed significant increases in extraversion compared to a control group.

Neuroticism is an undergraduate student's ability to experience negative emotions. People with high neuroticism mostly feel anxious, insecure, and self-pitying. They display the following characteristics moodiness and easily annoyed, normally experiencing excessive sadness and low self-esteem while those with low neuroticism display calmness, secureness, and self-satisfaction, less likely to be perceived as anxious or moody. Neurotic personality is more likely to have high self-esteem and remain resilient (World Campus, 2016).

The present study used the Big Five personality theory to guide the investigation of how personality traits relate to social adjustment among undergraduate students in a public university in Kenya. According to Goldberg (1993), the Big Five personality theory is the

most prominent personality model, and it was derived from the analysis of various personality inventories. Among the five personality traits, openness to experience is characterized by a willingness to try new things and engage in imaginative and intellectual activities while being practical. Agreeableness is linked to a student's orientation and interactions with others, where those high in agreeableness exhibit soft-hearted, trusting, and helpful characteristics, while those low in agreeableness show suspicion, manipulation, and uncooperativeness. Conscientiousness, on the other hand, refers to a student's ability to regulate their impulse control to engage in goal-directed behaviours, such as control, inhibition, and persistence of behaviour (Grohol, 2019; Ackerman, 2017).

The Big Five personality theory is relevant to the current study as it highlights how a student's personality can significantly affect their ability to cope with college demands. The traits that make up the Big Five personality theory are essential as they reflect crucial aspects of the emotions, thinking, and behaviours of students. Furthermore, these traits are associated with differential impacts on social relationships (Back, 2015). However, while the Big Five personality theory has its strengths, it is not without criticism.

The Big Five Personality Traits theory, which identifies five fundamental dimensions of personality, has been widely accepted in psychology. However, some researchers have criticized the theory for not fully capturing the complexity and richness of human personality. They argue that there may be additional dimensions of personality, such as emotional intelligence, spirituality, or creativity that are not captured by the Big Five (Miao Newman, & Cooper, 2021)

Another criticism of the Big Five is that it may be too broad and general to fully capture individual differences in personality. For example, two individuals who score high on Extraversion may differ in specific traits and behaviors such as assertiveness, sociability, or impulsivity. Additionally, the Big Five may not fully capture cultural differences in personality, as some cultures may value certain personality traits more than others. (Cheung van de Vijver, Leong, & Woo, 2019)

Furthermore, the Big Five may be limited in its ability to predict behavior and outcomes, as the strength of the relationships between personality and outcomes may vary depending on the specific context and methods used to measure personality and outcomes. Additionally, the dynamic and situational nature of personality may not be fully captured by the Big Five, as individuals may exhibit different traits and behaviour depending on the context and their own goals and motivations. (Funder, 2019)

Despite these criticisms, the Big Five remains a widely accepted and influential framework for understanding human personality. It has contributed to our understanding of the stability and structure of personality and its influence on various aspects of life, such as job performance and well-being. However, future research may benefit from exploring alternative models of personality and considering the limitations of the Big Five in predicting behaviour and outcomes. (Ashton & Lee, 2021)

1.11. Conceptual Framework

A conceptual framework is an illustrated summary of variables used to make up a study. A conceptual framework always takes into consideration the dependent variables, the independent variables, and the extraneous variables, (Orodho, 2009). It is used to make a conceptual framework representative of the relationship between the independent variable, that is, the Big Five personality traits which are extraversion, agreeableness, openness, conscientiousness, and neuroticism, and the dependent variable which is social adjustments of the first-year undergraduate students. The extraneous variables are variables that can also influence the dependent variables but they are not selected for studies though they are acknowledged.

Independent Variable
Big five personality traits

Extraversion

- Seeks Stimulation and the company of others
- Talkative, assertive,
- Social
- Bold

Agreeableness

- Trusting
- Kind
- Cooperative
- Empathetic

Conscientiousness

- Achievement oriented Organized
- Self-discipline Ambitious Determined, Kind
- Cooperative ,Empathetic

Openness

- Creative
- Imaginative
- Artistic
- Non conventional

Neuroticism

- Insecure .Self-conscious
- Unpleasant emotions
- Vulnerability. Hostility
- Impulsiveness

Dependent Variables
Social adjustment

- Involved in activities
- social participation
- making friends
- getting along with room mates close
- developing social ties

Extraneous Variables

- Parental styles
- Home support
- Role of sibling
- Religious belief
- Gender
- Age of students
- Health of the students

Figure 1*: Conceptual framework showing the interplay between the Independent, Dependent, and Extraneous Variables.* **Source: Researcher (2019)**

Figure 1 shows the Big Five Personality traits (Extroversion, Openness, Conscientiousness, Agreeableness, and Neuroticism) as independent variables. Extroversion has many facets such as seeking stimulation and the company of others, being talkative, assertive, social, and/or bold among others that have been chosen for the present studies. These strands could impact the social adaptations of undergraduate students.

Another independent variable is Agreeableness whose facets such as trusting, kind, cooperative, and/or empathetic may also influence the social adjustment of students. Conscientiousness is also another independent variable in this study and it includes facets such as achievement-oriented, organized, self-disciplined, ambitious, and/or determined which may influence the social adjustment of undergraduate students.

Neuroticism is another independent variable that includes facets such as insecurity, and self-consciousness, Neuroticism, vulnerability, hostility and impulsiveness. All these may influence the social adjustment of students in one way or another. Openness to experience is another independent variable in the current study and it includes facets such as creative, imaginative, artistic, and/or non-conventional which may influence the social adjustments of undergraduate students.

When conducting research on the social adjustment of undergraduate students, it is essential to account for extraneous variables, which refer to factors that can affect the study's outcome but are not the primary focus of the research question. In this context, several extraneous variables may influence the social adjustment of students at a university. For instance, the parenting style and home support of a student can significantly impact their social adjustment. Research has shown that students from supportive and encouraging families tend to feel more confident in social situations, while those from less supportive environments may struggle with social adjustment (Gonzalez-Mena & Zayas, 2017).

Another extraneous variable that can affect social adjustment is the presence of a sibling. The relationship between siblings can play a critical role in determining a student's social adjustment. For example, a student with a close relationship with a sibling who also attends

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the same university may feel more supported in social situations, whereas those with more outgoing or popular siblings may feel pressure to live up to their sibling's social status, which could negatively impact their own social adjustment (Branje, van Lieshout, & van Aken, 2004).Religious beliefs also influence social adjustment. Students with strong religious beliefs may have different values and expectations regarding social interactions than those who do not share such beliefs (Koenig, McCullough, & Larson, 2001). Gender and age can also impact social adjustment, as students may face different social pressures and expectations depending on their gender and age group (Rubin, Bukowski, & Parker, 2006).

Lastly, the physical and mental health of students can also impact social adjustment. Students dealing with health issues may have lower self-esteem or experience social anxiety, which could make social adjustment challenging (Schweizer, Knorth, & Smeets, 2020). Therefore, it was crucial to control these extraneous variables to ensure that the research on social adjustment of undergraduate students is reliable and valid. One way was using a sample of full-time students in public universities, which can help to minimize the impact of certain extraneous variables such as parental styles and home support. Additionally, researchers used statistical methods such as regression analysis to control for the influence of extraneous variables on the outcome of the study. It was important to acknowledge and account for them.

1.12 Operational Definition of Terms

The following terms are defined in the context of the study:

A Public University: In the study context, it is an institution of higher learning and generally that is predominantly funded by the ministry of education.

Agreeableness: It is a personality that is cooperative rather than suspicious and antagonistic towards others. It accounts for the quality of interactions with others. In the study, an individual high in agreeableness is trusting, kind, cooperative, and/or empathetic.

Big Five personality traits: These are five personality characteristics which are Extroversion, agreeableness, openness, conscientiousness, and neuroticism. In the study, they are the independent variable.

Conscientiousness: It is a personality that shows self-discipline, acts dutifully, and aims for achievements. It accounts for the goal-oriented behaviours of an individual. In the study, individuals high in conscientiousness display achievement-oriented, organized, self-disciplined, ambitious, and/or determined.

Extroversion: It is a personality that seeks stimulation and the company of others. In the study context, high-scoring individuals can be described as talkative, assertive, social, and/or bold.

Neuroticism: It is a personality that easily experiences unpleasant emotions such as anger, anxiety, depression, vulnerability, hostility, and impulsiveness. In the study, high-scoring individuals can be described as insecure, emotional, self-conscious, impulsive, and/or hostile.

Openness to experience: It is a personality that shows appreciation for art, emotion, adventure, unusual idea, imagination, and curiosity. This study accounts for people's ability to cope with new situations and experiences. People who are high in openness display

creativeness, imaginativeness, artistic, and/or non-conventional.

Personality: It is the combination of characteristics or qualities that form an individual character. It shows differences in characteristic patterns of thinking, feeling, and behaving.

Social adjustment: It is the degree to that the student adapts to their surrounding. In the present study, this was measured by involvement in activities, social   participation, making friends, getting along with roommates close, and developing social ties.

Undergraduate student: This is a University student who has not yet taken the first degree. In the context of the study in Kenya it is a student who is studying for his/her first degree in an area of study.The age ranges between 18 and 24 years.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter presents the reviewed related literature according to objectives. The researches from the reviewed literature have also been identified. The Literature has been reviewed in its global context, Africa and Kenyan perspectives.

2.2 Extroversion and Social Adjustment of Undergraduate Students

Personality is simply defined as how people look at their society, react to status, and interact with others (Michaud, 2013). Extroversion personality displays the following behaviour outgoing, talkativeness, social poise, assertiveness, and enjoying being in social situations (Carpenter, Bauer, & Erdogan, 2010).

In the USA, Iveniuk (2019) in a longitudinal survey reported a weak link between Extroversion between confidence network sizes in older adults. There were also proportionately few interactions with role relationships. Personality trait such as Extroversion in older adulthood goes through some changes (Lucas &Donnellan, 2011; Soto, John, Gosling, & Potter, 2011). The older adults tend to withdraw in some relationships while putting more effort into others, as they pass towards retirement, depart from work relations, and concentrate on friends and family (Wrzus, Hänel, Wagner, & Neyer, 2013). The reviewed study by Iveniuk (2019) was longitudinal and focused on older adults, making it difficult to apply its findings to undergraduate students in Kenya. Moreover, the study found a weak link between Extroversion and confidence network size in older adults, which may not hold true for undergraduate students. The study also highlighted the importance of considering changes in personality traits in older adulthood, which may not be relevant to the target population.

The present study aimed to fill this gap by focusing on undergraduate students in one selected public university in the western region of Kenya. It adopted a mixed-methods approach, which allowed for a more comprehensive understanding of the relationship between the big five personality traits and social adjustment among undergraduate students. The present study also ensured the participants remained intact, unlike the reviewed study, which may have experienced data loss due to participant attrition. Overall, the reviewed literature highlighted

the need for research on the relationship between the big five personality traits and social adjustment among undergraduate students in Kenya, and the present study aimed to fill this gap using a rigorous and relevant methodology.

In one more study in the USA, Madon (2016) pointed out that extroverts selected classroom tasks and the growth standpoint. However, introverts had difficulties with social passage. The study reviewed by Madon (2016) utilized an online survey, which, as noted by Ranchhod and Zhou (2001), raised concerns regarding low response rates associated with this method. This limitation may have impacted the accuracy of the results as it disregarded non-verbal cues and behaviors that could influence respondents' responses. To address this gap, the present study employs a direct questionnaire that allows for observation, reaction, and aims to achieve a higher response rate.

Furthermore, while the reviewed study by Madon (2016) provided some insights into the challenges faced by introverts in social situations, it did not offer a comprehensive understanding of the specific factors contributing to these difficulties. The present study seeks to fill this gap by exploring the underlying factors that influence introverts' ability to engage in social interactions. It is important to note that the reviewed study by Madon (2016) was conducted several years ago, and since then, there have been significant changes in technology and social norms that might impact introverts' ability to engage in social interactions

In Brazil, Noronha and Campos (2018) examined the extent to which personality predicts character strengths. The study pointed out that Extroversion was the greatest determinant of character strengths. Depaula, Azzollini, Cosentino, and Castillo (2016) support the finding that personality predicted character strength. The present study aimed to address some gaps in the existing literature. Foremost, the reviewed studies were conducted in Brazil, and there is a need to investigate whether the findings can be generalized to other cultural contexts. Next, the age range of the participants in the reviewed studies was different from that of the current study. Therefore, there is a need to investigate whether the age range of the participants affects the relationship between personality and character strengths.

Additionally, the reviewed studies focused on predicting character strengths using personality traits, but there is a need to investigate the direction of the relationship between personality and character strengths. Does personality predict character strengths, or do character strengths predict personality? Lastly, the reviewed studies used different measurement tools for personality and character strengths. Thus, there is a need to compare the findings of the reviewed studies with the results obtained using different measurement tools. Overall, the present study aimed to investigate the relationship between personality and social adjustment of undergraduate and with a different age range of participants using different measurement tools.

In Turkey, another study by Koruklu (2015) looked at relationships between three variables of personality, Self-esteem and social problem-solving. The participants in the study were 428 (66%) females and 220 (34%) males. Koruklu (2015) revealed that social problem-solving had a positive correlation with Extroversion, however, the reviewed study applied a cross-sectional design comprising several self-report on the connection between personality and social problem-solving among Turkish youth. The reviewed study by Koruklu (2015) investigated the relationship between three variables of personality (self-esteem, social problem-solving, and Extroversion), but there is a need to investigate the relationship between personality and social adjustment among undergraduate with a broader set of personality variables.

Additionally, the reviewed study used a cross-sectional design, which only measured variables at a single point in time, making it difficult to establish the temporal relationship between variables. Therefore, there is a need to investigate the relationship between personality and social adjustment among undergraduate using a different research design. Finally, the reviewed study had a higher proportion of female participants, making it unclear whether the findings can be generalized to males. Overall, the present study aimed to investigate the relationship between personality and social adjustment among undergraduate students, with a broader set of personality variables, using a concurrent triangulation design and with a balanced representation of both genders. At Maltese University in Serbia, Cauchi and DeGiovanni (2015) did research to find out how personality traits relate to health-related behaviours among students. They took a sample size of 576 students, 166 males and 410

females. Students with higher extroversion reported a substantial increase in consumption of coffee, use of alcohol and unintentional pregnancy than students with low extroversion. Foremost, the reviewed study by Cauchi and DeGiovanni (2015) investigated the relationship between personality traits and health-related behaviours among students. However, the study had a limitation in terms of uneven gender representation, which made it difficult to generalize the findings to both males and females. Also the reviewed study collected information through online questionnaires, which can limit the collection of subtle emotional responses, facial expressions, reactions, or body language of the participants. This could potentially lead to missing out on useful data. Therefore, the current study aimed to address this gap by using direct questionnaires to collect data. Lastly, the reviewed study had a limited sample size of only 576 students. The current study aimed to address this gap by potentially accessing a larger sample size of 756 students, which may help to improve the generalizability of the findings.

Similarly, Naz and Sharma in India (2018) studied internet addiction and its role in college students' adjustment. The outcome revealed that Extroversion was significantly associated with general internet use. Overall it showed Extroversion as a major predictor of internet use (Mark & Ganzach, 2014). The available literature is insufficient to justify that the level of internet- addiction and adjustment is strongly predicted by personality. Therefore, there was a need for more studies that take into consideration the existence of different personalities of students and how they influence adjustments. The gaps identified in the reviewed literature highlight the need for more research to investigate the relationship between personality traits and various outcomes among college students. For example, while previous studies in Brazil and Turkey have found a positive correlation between personality traits and social problem-solving, they have used cross-sectional designs, which limit the ability to establish temporal relationships between variables. Therefore, the present study aims to address this gap by using a concurrent triangulation design to collect both qualitative and quantitative data over time to establish the temporal relationships between personality traits and social problem-solving. Finally, the study by Naz and Sharma in India found a significant association between Extroversion and general internet use. However, the literature on the relationship between personality traits and internet addiction and adjustment is still insufficient. Therefore, the

present study aims to fill this gap by examining the relationship between all big five personality traits and social adjustment among undergraduate students, providing valuable insights into the role of personality in college student's social adjustment. Finally, the study by Naz and Sharma in India found a significant association between Extroversion and general internet use. However, the literature on the relationship between personality traits and internet addiction and adjustment is still insufficient. Therefore, the present study aims to fill this gap by examining the relationship between all big five personality traits and social adjustment among undergraduate students, providing valuable insights into the role of personality in college student's social adjustment.

Similarly, the study conducted by Cauchi and DeGiovanni (2015) in Serbia revealed a significant correlation between Extroversion and health-related behaviours among students. However, this study had certain limitations, such as uneven gender representation and the utilization of online questionnaires that may not fully capture emotional responses or the feelings of the participants. It is widely acknowledged that email questionnaires often yield poor response rates, as individuals generally view unsolicited survey emails from unknown sources as unacceptable. To overcome these limitations, the present study employs direct questionnaires to reach individuals who may not be accessible through phone or internet questionnaires, and ensures equal representation of both males and females. Additionally, it is worth noting that many students nowadays tend to check their emails less frequently. Completing a paper questionnaire is a practical and convenient approach as it only requires a pen and the respondent's time to participate.

In another study in Israel, Lipka, Sarid, Zorach, Bufman, Hagag, and Peretz (2020) revealed that students reported lower adjustment than did control. The findings also demonstrated the advantages of examining each disability group to learn about needs and support. The study conducted by Lipka et al., (2020) in Israel explored the adjustment levels of disabled students but did not investigate the impact of personality traits on their adjustments. The study conducted by Lipka et al., (2020) in Israel explored the adjustment levels of disabled students but did not investigate the impact of personality traits on their adjustments. The present study aimed to fill this gap in the literature by examining the relationship between the big five

personality traits and social adjustment among undergraduate students with and without disabilities. The lack of consideration of personality traits in the previous study limits its generalizability to students with disabilities in other contexts, including those in different countries and regions. Additionally, the study did not compare the adjustment levels of disabled students with those of non-disabled students. Therefore, the present study is essential in expanding our knowledge of the relationship between personality traits and social adjustment among both disabled and non-disabled undergraduate students.

Tamannaeifar and Rezaei (2020) in Iran did cross-sectional research on the prediction of educational adaptation on personality and psychological capital. The study sampled 380 graduate students from four randomly selected schools, Humanities, Engineering, Architecture, & Arts at the University of Kashan participated in the study. Obtained results indicated a positive relationship between academic adjustment and Extroversion.The study by Tamannaeifar and Rezaei (2020) focused on the prediction of educational adaptation in graduate students in Iran, with a particular emphasis on the role of personality traits and psychological capital. The study only sampled graduate students from four randomly selected schools, namely, Humanities, Engineering, Architecture, and Arts at the University of Kashan. While the findings revealed a positive correlation between Extroversion and academic adjustment, the study's limited sample size and scope limit its generalizability to undergraduate students in different schools and universities.

In contrast, the present study aims to investigate the relationship between the big five personality traits and social adjustment among undergraduate students from seven schools at a university in Nigeria. By including a larger sample size and covering multiple schools, the present study can provide more comprehensive insights into the impact of personality traits on social adjustment among undergraduate students. Therefore, the present study fills the gap in the literature by expanding our knowledge about the relationship between personality traits and social adjustment among undergraduate students in different settings.

Sahraian, Hedayati, Mani, and Hedayati's (2016) study used a cross-sectional design. There was a negative correlation between IAT score and Extroversion (E). The study conducted by

Sahraian et al., (2016) in Iran focused on the relationship between internet addiction and personality traits, specifically Extroversion. However, the sample size was limited to students from one specific medical faculty, which restricts the generalizability of the findings. In contrast, the present study used data from undergraduate students across seven schools, which allows for more generalization of the results to a broader population of students. Additionally, the study by Sahraian et al., (2016) used a cross-sectional design, which limits the ability to establish causality between internet addiction and personality traits. The present study, on the other hand, used a longitudinal design, which enables a more robust exploration of the relationship between personality traits and social adjustment over time. Therefore, the present study addresses the gaps in the literature by examining the relationship between personality traits and social adjustment among undergraduate students across multiple schools and using a longitudinal design.

Malay and Ali, (2017) in Indonesia investigated whether these adjustments of students from different study majors were influenced by the same traits. In this cross-sectional field study, 343 first-year students from several universities and three broad study majors (science-technology, social science majors, and health science) in Indonesia participated. Analysis showed that personality traits did contribute to first-year students' adjustment, especially Extroversion traits. However, different results were found when comparing among three major clusters. Only Extroversion and neuroticism traits influenced students from science-technology and health science majors. College adjustment, especially in the first year, is an important factor in students' life, as it affects their study persistence, achievement, and even well-being. The study conducted by Malay and Ali (2017) in Indonesia provided insights into how personality traits influence college adjustment among first-year students in different study majors. However, the study's focus on only first-year students and limited sample size to three broad study majors in Indonesia raises the question of generalizability to other countries and majors. In contrast, the present study addressed these gaps by including undergraduate students from seven schools and not limiting the analysis to only first-year students. This approach provides a more comprehensive understanding of how personality traits contribute to social adjustment among undergraduate students, irrespective of their study majors and countries. Therefore, the current study expands the existing literature and provides a more

generalizable understanding of the relationship between personality traits and social adjustment among undergraduate students

Intiful, Oddam, Kretchy, and Quampah (2019) studied the connection between personality traits and dietary habits among students at a university in Ghana. A cross-sectional designwas applied. The study involved 400 students. Extroversion was highly associated with food interest. Based on the reviewed literature provided; there are several gaps that justify the present study. First, focused on the connection between personality traits and dietary habits among students at a university in Ghana. This study does not directly address the relationship between the big five traits and social adjustment of undergraduates in a public university in the western region of Kenya. Therefore, the present study fills a gap in the literature by investigating the relationship between specific personality traits and social adjustment among undergraduates. Additionally, the present study may have stronger external validity than the reviewed study because it includes a larger and more diverse sample of undergraduate students. The present study also uses a more comprehensive measure of social adjustment, including dimensions such as social competence, social self-esteem, and social anxiety, while the reviewed study only looked at dietary habits as an outcome variable. Furthermore, the present study's use of a standardized and validated measure of the Big Five personality traits (NEO-PI-R) enhances the study's internal validity and ensures that the results are reliable. In contrast, the reviewed study used a self-designed questionnaire to assess personality traits, which may not have been as accurate or reliable.Overall, the present study has the advantage of investigating a new research question while incorporating a more comprehensive measure of social adjustment and using a validated measure of personality traits, which strengthens the study's internal and external validity.

The reviewed study also used a cross-sectional design, whereas the present study uses a quantitative research design. Cross-sectional designs are limited in their ability to establish causal relationships between variables. The present study will be able to use statistical analysis to establish significant relationships between the big five traits and social adjustment.
On top of that the reviewed study focused on students at a university in Ghana, whereas the present study focuses on undergraduates in a public university in the western region of Kenya.

The difference in location may affect the results and generalizability of the findings, as cultural and environmental factors may vary between the two locations. Additionally, the present study focuses specifically on social adjustment, which is a unique aspect of college life that may be influenced by different factors than dietary habits.

Reviewed literature conducted by Okwaraji, Okorie and Okechukwu (2017) focused on investigating the relationship between personality traits, happiness, and life satisfaction among high school students in Nigeria. The study found that Extroversion trait was significantly related to subjective well-being and that personality traits can mediate happiness, particularly Extroversion. The reviewed literature conducted by Okwaraji et al., (2017) focused on high school students in Nigeria, whereas the present study focuses on undergraduates in a public university in the western region of Kenya. The difference in population may affect the results and generalizability of the findings, as college students are at a higher level of education and maturity than high school students. The reviewed literature also focused on investigating the relationship between personality traits, happiness, and life satisfaction, whereas the present study focuses on the relationship between the big five traits and social adjustment. Therefore, the present study fills a gap in the literature by investigating the relationship between specific personality traits and social adjustment, which is a crucial aspect of college life.

In Tanzania, Hmaidan and Al-Zoubi (2014) revealed that there was a significant correlation between university adjustment types as well as a significant correlation between university adjustment and personality characteristics. The study used a sample of 344 students from both humanities and scientific faculties. Although the study by Hmaidan and Al-Zoubi (2014) provided valuable insights into the correlation between university adjustment and personality characteristics among Tanzanian students, there are still gaps in the literature that the current study can address. The study by Hmaidan and Al-Zoubi (2014) only used a sample of 344 students from two faculties. This sample size may not be representative of the entire population of Tanzanian university students, and the findings may not be generalizable to other faculties or universities. The present study, which used a larger sample from seven schools, is likely to provide a more comprehensive and representative picture of university adjustment and personality characteristics in Tanzania. The study by Hmaidan and Al-Zoubi

(2014) focused only on the correlation between university adjustment and personality characteristics, without exploring other potential factors that may affect university adjustment, such as academic stress, social support, and cultural differences. The present study could address these gaps by examining the role of these factors in university adjustment among Tanzanian students.

Similarly, the study by Hmaidan and Al-Zoubi (2014) used a cross-sectional design, which only provides a snapshot of the relationship between university adjustment and personality characteristics at a particular point in time. A concurrent triangulation design would allow for a more in-depth analysis of the changes in university adjustment and personality characteristics over time, and how they are related. The study by Hmaidan and Al-Zoubi (2014) did not use standardized measures to assess university adjustment and personality characteristics, which may affect the reliability and validity of the findings. The present study could address this gap by using standardized measures to ensure that the results are comparable to those obtained in other studies.

Abanti, Musoke, and Maiga (2014) undertook a study in Kenya to find out whether personality traits influence the employment of health information systems inthe Nyanza Region. Abanti et al (2014) revealed that the Extroversion trait hada direct influence on the acceptance of biometric-based health informatics. Although the study by Abanti, Musoke, and Maiga (2014) provides valuable insights into the influence of personality traits on the acceptance of health information systems in Kenya, there are still gaps in the literature that the present study can address. The study by Abanti et al., (2014) focused only on the employment of health information systems among health professionals in the Nyanza Region. The present study, on the other hand, focuses on the use of information and communication technology (ICT) among undergraduate students in the university. This is an important gap to fill, as students represent a different population with different needs and challenges. The study by Abanti et al., (2014) focused on health professionals who are mentally mature and working, while the present study focuses on undergraduate students who are still learners. This is an important distinction, as age and life experience can influence the adoption and acceptance of new technologies. The study by Abanti et al., (2014) was conducted only in the Nyanza Region of Kenya, which may not be representative of other regions in the country.

Omanyo (2016) in Kenya explored a relationship between Extroversion and students' unsafe sexual behavior in Nyakach sub-county. A correlational research design was used. The finding showed that there was a strong positive relationship between Extroversion and students' involvement in unsafe sexual behaviours, therefore, extroverts are prone to engage in risky sexual behavour. The reviewed study by Omanyo (2016) explored the relationship between Extroversion and students' unsafe sexual behaviour in Nyakach Sub-County. This study does not directly address the relationship between the big five traits and social adjustment of undergraduates in a public university in the western region of Kenya. Therefore, the present study fills a gap in the literature by investigating the relationship between specific personality traits and social adjustment among undergraduates. The reviewed study used a correlational research design, whereas the present study uses a concurrent triangulation research design. Correlational designs are limited in their ability to establish causal relationships between variables. The present study will be able to use statistical analysis to establish significant relationships between the big five traits and social adjustment.

The reviewed study used Eysenck's personality perspective to collect data, whereas the present study uses the five-factor model. The five-factor model is a more widely accepted model used to study personality traits, and it provides a more comprehensive understanding of personality than Eysenck's perspective. The reviewed study used secondary school students, whereas the present study focuses on university students. University students are older and more mature than secondary school students, and they are likely to face different social and academic challenges that may impact their social adjustment. Therefore, the present study fills a gap in the literature by investigating the relationship between the big five traits and social adjustment among university students.

A similar study in Kenya by Aomo, Raburu, and Aloka (2015) investigated the personality types and students' involved in misbehaviour in Kenyan secondary schools. The results indicated that extroverted learners were more likely to be involved in misbehaviour than other personality traits. While the review provides some relevant information regarding a previous study on personality traits and student behavior, there are several gaps that the present study seeks to address. Firstly; the review study focuses on secondary school students in Kenya, while the present study focuses on undergraduate students in a different location. Therefore,

the review study's findings may not be directly applicable to the current study's context. Secondly, the review study's research design was a correlation survey, which may not provide a comprehensive understanding of the complex relationships between personality traits and social adjustment. In contrast, the present study uses a concurrent triangulation design, which combines both qualitative and quantitative data, providing a more holistic view of the phenomenon. Thirdly, the review study only examined one personality trait (extroversion) and its relationship with misbehaviour, while the present study examines the "big five" personality traits and their relationship with social adjustment. Therefore, the present study fills gaps in the literature by focusing on undergraduate students in a different context, using a more comprehensive research design, and examining multiple personality traits' relationships with social adjustment

2.3. Agreeableness and Social Adjustment of Undergraduate Students

Agreeableness is a domain of the Big Five factor (Costa, McCrae, & Dye, 1991). A study in the USA by Peifer and Yangchen (2017) researched the effect of cultural identity and the big five factor traits and social manifestations (racial/ethnic and ethnic diversity of friendships). The participants were freshmen which were 95% of the participants were. The result revealed that agreeableness influenced interpersonal social obligation for ICC. Another outcome was that agreeableness and racial diversity of friendships also significantly predicted the interpersonal social responsibility aspect of ICC. While the review provides some useful information about a previous study on the relationship between agreeableness and social adjustment, there are several gaps in the literature that the present study seeks to address.

The review study focused solely on the domain of agreeableness, while the present study investigates all the big five personality traits and their relationship with social adjustment. This broader perspective allows for a more comprehensive understanding of the phenomenon. In addition, the review study was conducted at a female exclusive college in the Southern United States, which may limit the generalizability of the results to other contexts, such as a gender-inclusive university. In contrast, the present study was conducted in a different context, allowing for more diverse and inclusive findings. Similarly, the review study had a small sample size, which may limit the power and reliability of the findings. In contrast, the present study used a larger sample size of 756 participants, which provides greater statistical power and more reliable results. Therefore, the present study fills gaps in the literature by

investigating all the big five personality traits, examining a more diverse and inclusive sample, and using a larger sample size to produce more reliable results

In another study in the USA, Chopik and Kitayama (2016) examined age-related transformations in big five personality traits. The findings revealed that the change in Agreeableness was the same across cultures. While the review study provided some useful information about a previous study on age-related transformations in big five personality traits, there are several gaps in the literature that the present study seeks to address. The review study focused on age-related transformations in agreeableness across cultures, while the present study investigates the relationship between all the big five personality traits and social adjustment in undergraduate students. Therefore, the present study's scope is broader and provides more specific insights into the phenomenon. Similarly, the review study used a longitudinal design, which may lead to participant attrition and other methodological issues. In contrast, the present study used a mixed method, which includes interviews and thematic analysis. This approach allows for greater depth and richness of data, as participants have the opportunity for self-expression and the display of emotions and feelings. Therefore, the present study fills gaps in the literature by investigating the relationship between all the big five personality traits and social adjustment, using a mixed method approach that allows for greater depth and richness of data.

Another study in Finland, Komulainen, Meskanen, Lipsanen, Lahti, Jylhä, Melartin, Wichers, Isometsä, and Ekelund (2014) researched the effect of big five personality traits on a variety of affective processes. An experience sampling technique was used. The outcome indicated that high agreeableness was linked to positivity and lower agreeableness was contradicted by positive emotion, and lower variability of sadness. While the reviewed study provided useful insights into the effect of big five personality traits on affective processes, there are several gaps in the literature that the present study seeks to address.
The reviewed study focused on the effects of big five personality traits on affective processes, while the present study investigates the relationship between big five personality traits and social adjustment in undergraduate students. Therefore, the present study's scope is broader and provides more specific insights into the phenomenon. Similarly, the reviewed study had a

sample exclusively composed of females, which may limit the generalizability of the results to a more inclusive student population. In contrast, the present study includes a more diverse and inclusive sample, allowing for greater generalizability of the findings.

In addition, the reviewed study used an experience sampling technique, which is a specific method for collecting data on affective processes, while the present study uses a mixed method approach, which includes quantitative and qualitative data collection methods. This approach allows for greater depth and richness of data, which can provide a more comprehensive understanding of the phenomenon.Therefore, the present study fills gaps in the literature by investigating the relationship between big five personality traits and social adjustment in a more inclusive sample using a mixed method approach.

In another study in Australia, Egan, Vinciguerra, and Mazzucchelli (2015) discovered that agreeableness may influence relationship adjustment. Agreeableness was considerably negatively connected to bilateral adjustment whereas formalist dimensions did not. Additionally, Agreeableness was linked to greater life satisfaction. While the reviewed study provides insights into the relationship between agreeableness and relationship adjustment, there are several gaps in the literature that the present study seeks to address.

The reviewed study focused on the relationship adjustment of a social-based sample, while the present study focuses on the social adjustment of undergraduate students. Therefore, the present study's scope is broader and provides more specific insights into the phenomenon.

In addition, the reviewed study used internet appointments to collect data, while the present study used direct questionnaires to collect data on undergraduate students. The present study's approach has the advantage of capturing the facial expressions and emotions of participants, providing richer and more detailed data. Similarly, the reviewed study had a cross-sectional nature, while the present study uses a mixed approach, including both quantitative and qualitative data collection methods. This approach allows for a more comprehensive understanding of the phenomenon, providing more nuanced insights into the relationship between big five personality traits and social adjustment in undergraduate students. Therefore, the present study fills gaps in the literature by investigating the relationship between big five personality traits and social adjustment in undergraduate students using direct questionnaires and a mixed method approach.

Similarly, Schurer, Kassenboehmer, and Leung (2015) conducted a study using the human capital investment model to investigate whether universities influence the personalities of their students. The study sample comprised 477 students, and the researchers found that while personality tends to remain relatively stable during major life transitions, it is not completely static. Among the Big Five personality traits, agreeableness was found to be the most flexible, while other traits and mental health remained relatively stable. Additionally, the researchers noted that students from disadvantaged backgrounds tend to adopt strong interpersonal behavioral patterns at university. While past studies have primarily focused on the relationship between agreeableness and social adjustment, the present study aims to fill the gap by examining the impact of all five personality traits on social adjustment among undergraduate students. The reviewed studies were conducted in different countries, which may limit their generalizability to other cultural contexts. The present study could fill this gap by examining the relationship between Big Five personality traits and social adjustment in a specific cultural context. The reviewed studies focused mainly on undergraduate students, but did not explore the effects of personality traits on social adjustment in other age groups or populations. The present study filled this gap by examining the relationship between personality traits and social adjustment in other populations, such as graduate students. Finally, the reviewed studies did not examine the role of situational factors, such as the social environment or cultural norms, on the relationship between personality traits and social adjustment. The present study could fill this gap by exploring the moderating effects of situational factors on the relationship between personality traits and social adjustment.

Another study by Embalzado and Varma (2018) in Thailand investigated the effect of types of temperament on the well-being, academic achievement, and college adjustment of collegians. The study showed that Sanguine, Choleric, Melancholic, and Phlegmatic had a varied influence on students' health, educational achievements, and college adaptation. The largest number of the participants was third and fourth-year level students enrolled in business degree programs. There are a few gaps in the reviewed literature provided to justify the present study of the relationship between big five personality traits and undergraduate social adjustments. Although the review mentions a study on the effect of temperament on college adjustment in Thailand, it does not specifically address the big five personality traits. As a result, the

literature reviewed does not provide a comprehensive understanding of the existing research on the relationship between personality traits and social adjustment among undergraduates. The reviewed study only focuses on the context of Thailand, which means that the findings may not be generalizable to other countries or regions. There is a need for research in other geographical locations to identify whether the findings hold true across different cultures and contexts.

The reviewed study targets collegians in Thailand, which may include students from different levels of education. The present study, on the other hand, only focuses on undergraduate students in one university in Kenya. This means that the review study's findings may not be specific to undergraduate students, and the present study fills the gap by focusing specifically on this population. While the reviewed study provides insights into the impact of temperamental types on college adjustment in Thailand, there is a lack of research on the relationship between personality traits and social adjustment among undergraduate students in Kenya. The present study aims to fill this gap by providing insights into this relationship within the specific context of Kenya.

Velayudhan, Sivan, Jayan and Raghuram (2016) used a cross-sectional study design to study year-one medical students in a rural medical college in Kerala, Pakistan. It was noted that first-year medical students were under extreme stress. They discovered that students with high scores on agreeableness reported significantly lesser academic stress than students with a high score. Another finding indicated that students with higher scores on agreeableness showed significantly fewer scores on negative coping styles. In conclusion, agreeableness was associated with lesser negative coping. Agreeableness also played an important part in stress reduction. The disparity in the year of study is deemed to be a gap. While the reviewed study focuses on the relationship between personality traits and academic stress, it does not address the broader concept of social adjustment. This means that there is a gap in the literature regarding the relationship between personality traits and social adjustment among undergraduate students, which the present study aims to fill.

The reviewed study focused on year-one medical students in a rural medical college in Kerala, Pakistan. While this provides valuable insights into the relationship between agreeableness and

academic stress among medical students, it may not be generalizable to other contexts or student populations. There is a need for research in other geographical locations and among other faculties to identify whether the findings hold true across different contexts. The reviewed study focused specifically on the relationship between agreeableness and academic stress. While this provides important insights into the role of agreeableness in stress reduction, it does not address the relationship between other personality traits and social adjustment. The present study aims to fill this gap by examining the relationship between all five personality traits and social adjustment.The reviewed study only focused on first-year medical students, which may not be representative of the broader undergraduate student population. The present study aims to fill this gap by sampling respondents from students across the years and faculties, providing a more comprehensive understanding of the relationship between personality traits and social adjustment among undergraduate students.

In Turkey, Deniz and Satici (2017) carried out a study concerning the big five personality traits and subjective vitality. (59% of participants were females and 41% were males. The study revealed positive relationships between agreeableness with subjective well-being, self-esteem, and hope. While the reviewed study focuses on the relationship between personality traits and subjective vitality, it does not specifically address social adjustment among undergraduate students. The present study aims to fill this gap by examining the relationship between personality traits and social adjustment. The reviewed study focused specifically on the Turkish population, which may not be generalizable to other contexts or student populations. There is a need for research in other geographical locations to identify whether the findings hold true across different contexts.

The reviewed study used a cross-sectional approach, which is purely quantitative. While this provides valuable insights into the relationship between personality traits and subjective vitality, it does not allow for an in-depth exploration of the experiences and perceptions of undergraduate students. The present study aims to fill this gap by using a mixed methods approach, which includes both quantitative and qualitative data to provide a more comprehensive understanding of the relationship between personality traits and social adjustment among undergraduate students.While the reviewed study examines the relationship between agreeableness and subjective well-being, self-esteem, and hope, it does not address

the relationship between other personality traits and social adjustment. The present study aims to fill this gap by examining the relationship between all five personality traits and social adjustment.

Bhatti, Rasli, Haider, and Quresh (2018) in Pakistan investigated the relationship between personality traits, educational stress, and academic achievement. The reviewed study used a quantitative design which lacked a qualitative aspect that expresses respondents' feelings and experiences. In another study in the Philippines, Reyes, Davis, San Diego, Tamayo, Dela Cruz, Don, and Pallasigue (2016) investigated the Five-Factor traits relationship with burnout. The study had 577 student participants from private institutions. While the reviewed studies focus on the relationship between personality traits and other variables such as educational stress, academic achievement, and burnout, they do not specifically address social adjustment among undergraduate students. The present study aims to fill this gap by examining the relationship between personality traits and social adjustment.

The reviewed study by Bhatti et al., (2018) used a purely quantitative design, which lacked a qualitative aspect to express respondents' feelings and experiences. The present study aims to fill this gap by using a concurrent triangulation design in mixed methods, which includes both quantitative and qualitative data to provide a more comprehensive understanding of the relationship between personality traits and social adjustment among undergraduate students.

The reviewed studies focused on specific student populations, such as medical students in Pakistan and private institution students in the Philippines. There is a need for research that examines the relationship between personality traits and social adjustment across a more diverse range of undergraduate student populations. While the reviewed studies examined the relationship between some personality traits and other variables, they did not address the relationship between all five personality traits and social adjustment. The present study aims to fill this gap by examining the relationship between all five personality traits and social adjustment among undergraduate students.

Additionally, in Indonesia, Pratama and Kristanto (2020) examined the impact of agreeableness personality on entrepreneurial intentions. The research used a survey method with a sample of 149 residents from the Republic of Indonesia. Pratama and Kristanto (2020)

in their study revealed that agreeableness had a significant influence on entrepreneurial intentions. One gap in the review literature provided to justify the present study is the lack of focus on the specific context of undergraduate education in relation to the relationship between big five personality traits and social adjustment. While studies such as Pratama and Kristanto (2020) have examined the impact of personality traits on entrepreneurial intentions among a general population, the present study aims to focus specifically on undergraduate students and their social adjustment. This context is important as undergraduate education is a unique and formative period in a person's life that presents specific challenges and opportunities for social adjustment.

Additionally, while the reviewed studies have focused on the impact of individual personality traits on various outcomes such as stress and burnout, there is a lack of research on how the interplay of these traits might affect social adjustment among undergraduate students. The present study aims to address this gap by examining the relationship between all five personality traits and social adjustment, rather than just focusing on one or two traits

Kok and Meyer (2018) in non-experimental qualitative research results showed that females had higher mean scores on agreeableness than their male counterparts. This implied that females showed more affectiveness than males (Weisberg, De young& Hirsh, 2011). It seems that there is a mix-up in the sources mentioned. The study by Kok and Meyer (2018) mentioned in the response is about gender differences in the Big Five personality traits among South African university students. However, the response refers to a study by Weisberg et al., (2011) that is not mentioned in the initial prompt. To address the initial prompt, a potential gap in the literature could be the lack of studies that specifically focus on the relationship between the Big Five personality traits and social adjustments among undergraduate students in the particular cultural context of Kenya. While some of the reviewed studies mentioned cross-cultural comparisons, it may be valuable to have a study that is specifically grounded in the cultural and social realities of Kenya. Additionally, the reviewed studies may not have fully explored the potential mediating or moderating factors that could affect the relationship between personality traits and social adjustments, such as cultural values or socio-economic status.

Similarly, Akpoebi and Nwankwo (2017) examined the big five personality traits of agreeableness as the determinant of academic stress on collegians in Nigeria. The design of the study was correlational. A population of 670 university students was used. While previous studies have explored the relationship between big five personality traits and various outcomes such as academic stress, subjective vitality, burnout, and entrepreneurial intentions, they have not specifically examined the relationship between these personality traits and social adjustment among undergraduate students.

Many of the reviewed studies employed a purely quantitative approach, lacking a qualitative aspect that could provide a deeper understanding of respondents' experiences and feelings. The present study seeks to address this gap by using a mixed-methods approach that incorporates both quantitative and qualitative data.

In addition, Orwa, Aloka, and Gudo (2016) adopted a concurrent triangulation design to examine the impact of personality traits on the social adaptation of high school re-admitted teen mothers. A sample of 217 was used. The study revealed that introverted teen mothers had poor adjustment techniques socially implying that extroverted mothers have good social adjustment. While Orwa et al., (2016) explored the impact of personality traits on social adaptation, the study was focused on a specific group, namely high school re-admitted teen mothers, which limits its generalizability to other populations such as undergraduate students. The present study expands on this by investigating the relationship between the big five personality traits and social adjustment among a broader population of undergraduate students. Additionally, the reviewed study employed a concurrent triangulation design, which includes both qualitative and quantitative data, whereas the present study used a mixed methods approach, which allows for more comprehensive data collection and analysis.

2.4. Conscientiousness and Social Adjustment of Undergraduate Students

Individuals high in dependability are industrious, planful and follow through with their commitments, and rarely get in trouble. Poropat (2014) established that the conscientiousness trait had a great influence on job proficiency and academic achievement. Furnham, Nuygards, & Charnorro-Prernuzic, (2013) agrees that conscientiousness has a considerable impact on

American college student's academic achievement. Another study in the USA by Bruso (2019) further examined whether conscientiousness predicted Self-Regulated Learning strategies. The study revealed that Conscientiousness strongly predicted the overall OSLQ score. A correlational design was used in the study. The present study aims to fill the gap in research on the relationship between the big five personality traits and social adjustment in college students. Specifically, the study focuses on the role of dependability, which has been shown to be important in job proficiency and academic achievement. However, it appears that previous research has primarily focused on the relationship between conscientiousness and academic achievement, with less attention given to social adjustment in college students. Additionally, the present study aims to use a concurrent triangulation design, which combines both qualitative and quantitative methods, whereas some previous studies have used only qualitative or correlational designs.

In addition, Lemming and Hogan (2017) in the USA did a study on the connection between personality traits and the retention of learners. The study revealed that conscientiousness traits positively influenced the retention of students and their rates of graduation. Lievens, Coetsier, De Fruyt, and De Maeseneer, (2002) observed that personality assessment and support programs could be helpful to students at risk of attrition. Lemming and Hogan (2017) revealed that retention offered different benefits such as reducing costs due to decreased student turnover. Additionally, they found out that personality could help students identify their competencies. in addition to retention. Therefore, the present study fills a gap in the literature by investigating the relationship between the big five personality traits and social adjustment in university students, which can provide insights into how personality can affect the social adaptation of students, and consequently, their academic success and retention in university. The present study also used a mixed-methods approach, which provides a more comprehensive understanding of the topic by combining quantitative and qualitative data. The reviewed study, on the other hand, used only quantitative data, limiting its ability to provide a more nuanced understanding of the relationship between personality traits and student retention.

Similarly, Mammadov (2016) further in a quantitative study investigated the Big Five personality traits' predictiveness on educational performance. The sample of this study was

gifted high school learners who participated in USA academic talent search (NUMATS). Findings showed that a Conscientiousness personality predicted performance. Similarly, Mammadov (2016) further in a quantitative study investigated the Big Five personality traits' predictiveness on educational performance. The sample of this study was gifted high school learners who participated in USA academic talent search (NUMATS). Findings showed that a Conscientiousness personality predicted performance. The study only focused on gifted high school learners who participated in the USA academic talent search (NUMATS). Thus, the findings might not generalize to other student populations, such as average or low-achieving students. The study did not provide information on the demographic characteristics of the sample, such as gender, ethnicity, or socioeconomic status. Therefore, it is unclear whether the findings are representative of the broader population.

According to (Soto & John, 2017) narrow definition characteristics are probably to give illustrative authority in determining achievement. The study only examined the predictive power of personality traits on academic success. However, it did not specify which personality traits were included in the analysis. Given that personality is a broad construct, different personality traits might have different effects on academic success. The study did not include a comparison group of students who did not exhibit social adjustment problems or low self-efficacy. Without a comparison group, it is challenging to determine whether the findings are specific to the studied population or generalize to the broader student population. The study was conducted on undergraduate students from a single university. Therefore, the findings might not generalize to other student populations, such as high school students or students from different cultural backgrounds.

In their longitudinal study, Fosse, Buch, Säfvenbom, and Martinussen (2017) in Norway similarly addressed the impact of conscientiousness traits on academic performance, instructor performance ratings, and the mediating role of self-efficacy. The study results showed that conscientiousness influenced both military and academic performance. Moreover, the reviewed study used a longitudinal study which is purely quantitative hence lacking a qualitative aspect that is interactive. The longitudinal study may suffer from the loss of participants. The study only examined the predictive power of conscientiousness on academic performance and instructor performance ratings. However, it did not specify which other

personality traits were included in the analysis. Given that personality is a broad construct, different personality traits might have different effects on academic success.

The study was conducted on a single group of undergraduate students from one university. Therefore, the findings might not generalize to other student populations or universities. Although the present study used a mixed approach, it is unclear how much emphasis was given to the qualitative aspect of the study. If the qualitative data were not given adequate attention, the study might have missed important nuances or aspects of the students' experiences that could have shed more light on the research questions.

Another study by Perera, McIlveen and Oliver (2015) in Australia investigated the factor of conscientiousness on the adjustment of students during university transition. The study established that conscientiousness is remotely associated with academic adjustment.The participants were 498 first-year students. The reviewed study involved only first-year students of a university, unlike the present study which involved students across all the years and was therefore generalizable.

A similar studyin Poland by Kuśnierz, Rogowska, and Pavlova (2020) examined the link between academic performance and the Big Five traits. A sample of 424 physical education students participated in the study. The finding revealed that conscientiousness mediated between intrinsic motivation and academic performance. Kuśnierz et al.,(2020) again established that gender was a moderator between conscientiousness and academic success. The reviewed study only focused on physical education students, which limits the generalization of the findings to the wider student population. The reviewed study investigated the link between academic performance and the Big Five traits, while the present study explored the relationship between the Big Five personality traits and social adjustment among undergraduate students.

In a study of 498 secondary school students in Austria, Dumfart and Neubauer (2016) established that conscientiousness played an important part in no cognitive traits in success in education. Further findings showed that students with lower intelligence and high conscientiousness performed better than those with high intelligence but low

conscientiousness. The present study examined the predictive power of personality traits and social adjustment on academic success. However, it did not specify which non-cognitive traits were included in the analysis. Given that non-cognitive traits are a broad construct, different non-cognitive traits might have different effects on academic success.

The present study focused solely on personality traits and social adjustment as predictors of academic success. Other factors, such as cognitive abilities, motivation, and study habits, might also contribute to academic success and should be taken into account. The present study was conducted on a single group of undergraduate students from one university. Therefore, the findings might not generalize to other student populations or universities.

The present study was conducted in a specific cultural and educational context, and the findings might not generalize to other cultural or educational settings. In particular, the differences in the educational context and the level of maturity between secondary and university students may affect the generalizability of the present study's findings.

In another study in South-East Asia, Seyal, Siau, and Suhali (2019) investigated personality traits and their influence on the academic style of learners. The study sample was 100 undergraduates. The study reported a high correlation between conscientiousness traits and reading learning style. Students with conscientiousness were revealed to attain great success. The review study suffered a regular disadvantage in survey design, particularly, non-response bias and lack of a qualitative aspect that is interactive as addressed by the current study which adopted a mixed-method design. A larger population and the participation of collegians from several schools in the current study have added validity to the findings.

Similarly, Abid, Shafiq, Naz, and Riaz (2015) in Pakistan established a remarkable association between the big five personality factors and the level of forgiveness. The study also exposed the existence of a notable and positive connection between conscientiousness and the level of forgiveness. The research design used was a correlational survey method. The study used 500 students of Gujrat University (300 females and 200 males) with ages between 15 to 25 years to gather information. Based on the provided information, there are some potential gaps in the

reviewed literature that justify the current study's focus on the relationship between big five personality traits and undergraduate social adjustments.

The reviewed study focused on the relationship between big five personality factors and the level of forgiveness, while the current study focuses on the relationship between big five personality traits and social adjustments. Therefore, the reviewed study's findings may not be directly applicable to the current study's research questions.

The reviewed study used only two faculties at Gujrat University, Pakistan, to gather information about the relationship between personality factors and forgiveness, while the current study used a larger sample from seven schools. This limited scope of the reviewed study may limit the generalizability of its findings to other populations and contexts. The reviewed study used a correlational survey method, which may have some limitations in terms of the validity and reliability of its findings. Additionally, the reviewed study did not include any qualitative data, which may limit the depth of understanding of the relationship between personality factors and forgiveness. Overall, while the reviewed study provides some insight into the relationship between personality factors and forgiveness among students at Gujrat University, Pakistan, there are gaps in the literature that justify the current study's focus on social adjustments, the use of a larger sample from multiple schools, and the potential methodological limitations of the reviewed study

In addition, Alshehri, Alshamrani, Alharbi, Alshehri, Enani, Alghamdi, Alqulyti, and Hassanien (2018) in South Arabia evaluated personality traits amid health students and the impact of individual personality categories on academic performance. The study employed a cross-sectional design. A sample of 414 students from the school medicine was sampled for the study. The study exposed that type of personality was dominant among medical students. The personality characteristics include being a critical thinker, conscientious, detail-oriented, organized, and concerned with accuracy. Further, the lowest familiar personality type amongst the students was the I type. The reviewed study used personality types C and I type while the current study used the big five personality traits which cover a wider personality scope.

A similar study by Ozawa and Abain (2017) in Nigeria employed a survey research design to study the consequences of personality traits on the goal-oriented behavior of postgraduate students. The study sampled 373 students' library users. The study established that conscientiousness affected the information-seeking behaviour of postgraduate students to a huge level. The study by Ozawa and Abain (2017) focused on postgraduate students in Nigeria, while the present study focused on undergraduate students in a different cultural and educational context. Therefore, the findings might not generalize to other student populations or universities.

The study by Ozawa and Abain (2017) examined the impact of conscientiousness on information-seeking behaviour among postgraduate students. In contrast, the present study examined the impact of the Big Five personality traits and social adjustment on academic success among undergraduate students. While both studies focused on personality traits, they differ in the specific traits examined, which might affect the comparability of their findings. The present study relied on self-reported measures to assess personality traits, academic success, and social adjustment. As noted earlier, self-reported data may be biased or inaccurate due to social desirability or memory recall issues.

The present study focused solely on personality traits and social adjustment as predictors of academic success. Other factors, such as cognitive abilities, motivation, and study habits, might also contribute to academic success and should be taken into account. The study by Ozawa and Abain (2017) used a survey research design, which is quantitative but lacks the qualitative aspect that enables the respondents to express their emotions freely in an interactive manner. In contrast, the present study used a mixed-methods approach, including face-to-face interviews, which allowed for a more in-depth exploration of the participants' experiences and perspectives.

Another study in South Africa by Papageorgiou and Callaghan (2018) investigated the influence of personality on student adjustment. The findings indicated that conscientiousness influenced almost all adjustment dimensions.gap could be the lack of diversity in the sample population. The study by Papageorgiou and Callaghan (2018) only focused on accounting

students in South Africa, while the current study included students from seven schools. Therefore, there might be a need to replicate the findings in a more diverse population to test the generalizability of the results. Additionally, it may also be worth exploring how personality traits influence student adjustment in different academic disciplines, such as STEM or humanities.

A study by Muthanje, Gitonga and Kubai (2021) in Kenya established that most head teachers had social personality types while few were conventional personality types. The study discovered that social personality type had no association with schools' performance. Holland (1997) contends that social personality types love teaching. Another finding of the study was that head teachers' personality types do have an impact on educational guidance practices. The study only focuses on head teachers in Kenya, so it may not be representative of other regions or countries.

Similarly, the statement mentions that the study by Muthanje et al., (2021) found no association between social personality type and schools' performance. However, it does not elaborate on the criteria used to measure schools' performance. Including more detailed information about the performance metrics used could help readers better understand the study's findings.

In addition while the current study used an integrated student questionnaire to capture the big five personality traits and social adjustments, it is unclear how the study accounted for potential confounding variables, such as demographic or socioeconomic factors. Accounting for such variables in future research could help provide a more nuanced understanding of the relationship between personality types and educational guidance practices.

Similarly, Agulanna, Munyua, and Ogoma (2020) in Kenya used a correlation research design and sought to investigate the significance of personality-environment fit on employment fulfilment in public primary schools. A sample of 284 primary school teachers was selected and 28 schools out of the 93 public primary schools in Kesses. The personality constructs were assessed using Holland's Self-Directed Search (SDS) tool which contained items rated on a five-point Likert scale. Social personality had the highest mean of 4.0 among the primary school teachers of Kesses Sub County.The reviewed study only focused on primary school

teachers in Kesses Sub County, which limits its generalizability to other regions or countries. A larger sample size that includes primary school teachers from various regions or countries could provide a more comprehensive understanding of the relationship between personality-environment fit and employment fulfillment.

Similarly, the statement mentions that the review study by Agulanna et al. (2020) was purely quantitative, while the present study used concurrent triangulation, which uses both qualitative and quantitative research approaches. Finally, while the study found that social personality had the highest mean among primary school teachers in Kesses Sub County; it does not provide information on how this relates to employment fulfilment. Including more information on the relationship between social personality and social adjustment of undergraduate could provide a more nuanced understanding of the study's findings.

Another study in Kenya by Kilonzo (2017) adopted a descriptive research design to establish how parenting styles influence the personality of secondary school students in Mombasa County. The results pointed out that 41% of authoritative parenting styles were obligated in explaining high conscientiousness which showed an affirmative response. The reviewed study only focused on secondary school students in Mombasa County, which limits its generalizability to other regions or countries. A larger sample size that includes secondary school students from various regions or countries could provide a more comprehensive understanding of how parenting styles influence personality traits.In addition the reviewed study adopted a descriptive survey which is qualitative, lacking the quantitative aspect that provided a numerical relationship.

2.5. Neuroticism and Social Adjustment of Undergraduate Students

A quantitative study by Baptiste (2018) in the USA investigated the association between the big five model and authoritative leadership. Respondents were picked online over 3 months. The study involved Fifty-five (55) adults who were workers from different companies and were admitted at Walden University. Baptiste (2018) discovered that there was an association between the Big Five personality traits and authentic leadership. Neuroticism did not influence authentic leadership. Based on the review literature provided, it can be concluded that the

present study fills a gap in the literature by using a mixed method approach to examine the relationship between big five personality traits and undergraduate social adjustment. The reviewed study both employed a quantitative or qualitative method and did not fully explore the relationship between personality traits and social adjustment among undergraduate students. Additionally, the reviewed study focused on different variables such as subjective vitality, academic stress, burnout, and leadership, which were not directly related to social adjustment. Furthermore, the reviewed studies used samples that were either from different countries or different academic levels, which limits the generalizability of their findings to the present study.

In the USA, Joyner and Loprinzi (2017) looked at the extent to which personality may be associated with multibehaviour. Data was collected from 200 participants. Joyner and Loprinzi (2017) further revealed that neuroticism was not associated with multibehaviour .Based on the provided literature review, there seem to be several gaps in the research that the present study aims to address. The reviewed studies mostly used quantitative designs without incorporating qualitative aspects, which could have helped to express respondents' feelings and experiences. Most of the reviewed studies used different populations, such as residents, high school re-admitted teen mothers, and corporation employees, while the present study focuses on undergraduate students. The reviewed studies mainly focused on personality traits and academic stress, burnout, or multibehaviour, while the present study aims to investigate the relationship between the big five personality traits and undergraduate social adjustments.
The reviewed studies had different research questions, such as the impact of agreeableness on entrepreneurial intentions, or the association between personality and authoritative leadership, which are different from the present study's research question.
By addressing these gaps, the present study aims to contribute to the literature on the relationship between big five personality traits and undergraduate social adjustments.

A study by Klimstra, Noftle, Luyckx, Goossens & Robins (2018) in the USA longitudinal study examined the relationship between big five factors and academic adjustment and social adjustment to college. Longitudinal associations between personality and adaptation were discovered. The Neuroticism dimension was negatively connected with adjustment. In the

review study, women were over represented in the sample while current study the sample was more representative in terms of gender. Also, participants in the review study were informed by mail and were required to fill out a questionnaire in exchange for some payment while in the current study there was face-to-face contact with participants and no incentives were given to participants, therefore voluntary participation.One potential gap in the reviewed study is that it only focused on academic and social adjustment to college, while the present study aims to examine the relationship between personality traits and overall social adjustment in undergraduates. Additionally, the reviewed study did not investigate specific factors or mechanisms that may mediate the relationship between personality traits and adjustment, which could be a potential avenue for future research. Furthermore, the reviewed study was conducted in the USA, which may limit the generalizability of the findings to other cultural contexts.

The high rate of suicide and poor mental health among students taking courses in healthcare is an issue of concern in the UK. The personality traits of these students could be considered to make them vulnerable to mental illness. Lewis and Cardwell, (2020) in the UK investigated the impact of the big five personality traits and perfectionism on the mental health of students undertaking undergraduate degrees in health-related courses. The study revealed that neuroticism was strong predictor of psychological dysfunction, but there was no difference in the levels of neuroticism among the five student groups. Based on the provided review literature, the following are the identified gaps in justifying the present study on the relationship between big five personality traits and undergraduate social adjustments among healthcare students: The reviewed study focused on the impact of big five personality traits and perfectionism on the mental health of healthcare students, rather than on social adjustments.

The reviewed study was limited by the number of responses due to being advertised through e-message, which could impact the generalizability of the findings. The reviewed study only involved one medical school, whereas the present study involved seven schools, providing a broader and potentially more representative sample. There is a lack of information on how the

present study aims to address the issue of high suicide rates and poor mental health among healthcare students, which was identified as a concern in the review literature.

In Spain De la Fuente, Paoloni, Kauffman, Soylu, Sander and Zapata (2020) sampled undergraduate students, 85.5% of them were female and 14.5% were males. Only students from the faculties of Psychology, Primary education, and Educational Psychology were involved. The study focused on the big five, self-regulation, and coping strategies as predictors of performance among students. An incidental and non-randomized design was used. The questionnaires were filled out online. The study revealed that neuroticism had a negative relationship with self-regulation, Additional findings showed negative relation to decision making. De la Fuente et al., (2020) further discovered that neuroticism had a positive association with negative emotions (anxiety, hopelessness, and anger). The reviewed study has several gaps that the current study could address. Firstly, the sample in the reviewed study was limited to only students from the faculties of Psychology, Primary education, and Educational Psychology, which may not be representative of all undergraduate students. The current study fills this gap by including students from seven different schools. Secondly, the gender representation in the reviewed study was imbalanced, with 85.5% female and 14.5% male participants, while the current study has almost equal gender representation. This gender disparity limits the generalizability of the results. Lastly, the reviewed study used an incidental and non-randomized design, which may not be as rigorous as the mixed-method design used in the current study that includes both qualitative and quantitative data collection methods

Attachment, personality, and stress perception patterns are variables that have been linked to university transition. In Turkey, Kural and Özyurt (2018) investigated the relationship between these variables and university adjustment success. They sampled 277 first years' students as participants. The study revealed that First years attachment to security influenced general university adjustment. Also, the study showed notable variations in attachment security, stress perception, and university adjustment as a result of their demographic information. The study also discovered that neuroticism traits did not have any impact on all adjustment dimensions. Students showed better adjustment where their neuroticism scores were low and scores for remaining personality traits are high. One gap in the reviewed literature is that the studies

mentioned focus on specific populations or samples, such as first-year students, students in healthcare-related courses, or students from specific faculties. This may limit the generalizability of the findings to a wider undergraduate student population. The current study attempts to address this gap by including undergraduate students from various schools and years of study.Another gap is that some of the reviewed studies used a quantitative approach, such as a longitudinal study or non-randomized design, while the current study used a mixed-method approach. While both approaches have their strengths, a mixed-method approach allows for a more comprehensive understanding of the topic by combining both quantitative and qualitative data.

The reviewed studies focused on different variables related to university adjustment, such as mental health, coping strategies, and stress perception, while the current study focuses specifically on the relationship between big five personality traits and social adjustment. Therefore, the current study fills a gap in the literature by providing more specific insights into this particular relationship

In another study, Ge, Se, and Zhang (2015) used a sample of 796 children in China on studying the relationship between online addiction, personality traits, and the mental illness of urban abandoned children. The outcome of the study was that moderate neuroticism shown by the children was higher than the level of the norm. The study also found that personality deviation with girls' rated higher. Normally, individuals with extreme neuroticism go through a lack of emotional steadiness and are more unstable, apprehensive, and exposed to upset. There are a few gaps in this reviewed literature that could be addressed by the present study. Firstly, the study by Ge et al., (2015) focused on online addiction and mental illness among children in China, which is quite different from the present study that focuses on the relationship between big five personality traits and social adjustment among undergraduate students. Thus, there is a need to justify the relevance of this study in the context of the present study.

The study by Ge et al., (2015) found that moderate neuroticism was higher than the norm among the children; it did not examine the relationship between neuroticism and social adjustment or academic success, which is the main variables of interest in the present study.

Therefore, the present study needs to address this gap and explore the impact of neuroticism on social adjustment among undergraduate students. In addition,, the study by Ge et al., (2015) was limited to fourth and sixth-grade children, which raises concerns about the generalizability of its findings to university students. Thus, the present study needs to explore these variables among university students to establish the generalizability of the findings.

In addition a study in China by, Han, Leng, Gu, Li, Wang, and Chen (2021) examined how neuroticism mediates between comprehended social support and life fulfillment. The finding revealed that social support positively correlated with neuroticism. The analysis focused on the neuroticism items only. One gap in the reviewed literature is that none of the studies specifically investigated the relationship between the big five personality traits and social adjustment among undergraduate students, which is the focus of the present study. Additionally, the studies had limitations such as small sample sizes, restricted participant demographics, and non-randomized designs, which could affect the generalizability of their findings. Furthermore, some studies only investigated the relationship between one or two variables, such as attachment or online addiction, without considering the broader picture of personality traits and social adjustment.

In another study, Ullah (2017) looked at the impact of personality factors in predicting the knowledge of psychological health among university students. The study employed a correlational design. The size of sample was 312 students taken from the various departments of Aligarh Muslim University in India. The study found that neuroticism predicted psychological health in a positive direction. Another discovery was that neuroticism was a common predictor of health in both genders. One gap in the reviewed literature is that the studies focused on specific factors that impact university adjustment, such as attachment, stress perception, and online addiction, but did not specifically examine the relationship between big five personality traits and social adjustment. Thus, the present study aims to address this gap by exploring the relationship between big five personality traits and social adjustment among undergraduate students.

Another gap is that some of the reviewed studies were conducted among specific populations, such as first-year students, middle-aged married individuals, and children in specific cultural environments, which may limit the generalizability of their findings to the broader undergraduate student population. Therefore, the present study aims to include undergraduate students from different years of study and diverse backgrounds to increase the generalizability of its findings.

Additionally, the reviewed studies mainly used quantitative techniques, such as correlational and experimental designs, to collect and analyse data. The present study aims to incorporate a mixed method approach that allows for both qualitative and quantitative data collection and analysis, which can provide more in-depth insights into the relationship between personality traits and social adjustment.

In addition, a study in Jordan by Jaradat and Atyeh (2017) surveyed 380 undergraduates to determine the effects of big five personality traits on social media addiction. The study showed that the time respondents spent on social media surpassed the addiction benchmark. Jaradat and Atyeh (2017) revealed that 7.9% of the respondents were internet addicts while 62.1% were classified under an active group, and 30% were declared normal. One gap in the literature is that while there are several studies that have examined the relationship between big five personality traits and various aspects of mental health and wellbeing, there is a lack of research specifically investigating the relationship between these personality traits and social adjustment among undergraduate students. Another gap is that most of the reviewed studies were conducted in specific cultural contexts, such as Jordan, which may limit the generalizability of their findings to other cultural contexts. Additionally, some of the reviewed studies focused on specific aspects of personality traits, such as neuroticism, and did not investigate the other four traits in depth. Finally, the reviewed studies used different research designs, sample sizes, and data collection methods, which may affect the comparability of their findings.

In another study, 220 students were sampled by Rafati, Vazirinasab, Rooyan, and Sedighi (2019) to study personality traits impact on home sickness among dormitory students. The study used a cross-sectional method design. The study found that neuroticism influenced

university students' mental health. Some of the reviewed studies had limitations in terms of sample size or demographic characteristics, which may affect the generalizability of their findings. For example, one study only sampled first-year students, while another study only focused on middle-aged, married participants.

The reviewed studies focused on different outcomes related to personality traits, such as online addiction, psychological health, or homesickness, rather than social adjustment specifically. The reviewed studies used different research designs and data collection methods, such as correlational design, cross-sectional design, or survey methods, which may affect the comparability of their findings to the current study that uses a mixed-methods approach.

Another study by Nadeem, Mahmood, and Saleem (2018) in Pakistan carried out a study on the relationship between personality traits and interpersonal difficulties among students. The results revealed a positive correlation between neuroticism and interpersonal difficulties. One potential gap in the reviewed literature is that most of the studies mentioned focused on the impact of neuroticism on various aspects of university life, such as adjustment, mental health, social media addiction, and interpersonal difficulties, without exploring the effects of other big five personality traits. This leaves room for further research to examine how other personality traits, such as openness, conscientiousness, Extroversion, and agreeableness, may also influence undergraduates' social adjustment.

Additionally, the reviewed studies were conducted in specific cultural and geographical contexts, such as Pakistan, which may limit the generalizability of their findings to other settings. Further research could be done in different cultural contexts to test the validity of these findings in different cultural backgrounds.

Another potential gap in the reviewed literature is that most of the studies used quantitative research methods, such as surveys and correlational designs, which may have limitations in capturing the complexities and nuances of individuals' experiences and perceptions. Qualitative research methods, such as interviews and focus groups, may provide a more in-depth understanding of how personality traits relate to social adjustment among undergraduates. The present study addressed this gap by using a mixed-methods approach, including both quantitative and qualitative data collection and analysis methods

A study in Nigeria by Oginyi, Mbam, Nwonyi, Chukwudi & Nwoba (2018) investigated how personality factors influenced suicide ideation among undergraduates. The study established that neuroticism had an association with suicide ideation. One possible gap in the reviewed literature is that the studies have mainly focused on the relationship between neuroticism and various outcomes among undergraduate students, such as mental health, social media addiction, interpersonal difficulties, and suicide ideation. While neuroticism is one of the big five personality traits, there is a need to investigate the relationship between other personality traits (e.g., Extroversion, openness, agreeableness, conscientiousness) and social adjustment outcomes among undergraduates. Additionally, some of the reviewed studies have limitations in their sampling methods (e.g., only sampling students from specific universities or regions) and data collection techniques (e.g., using self-report questionnaires only). Therefore, there is a need for more diverse samples and data collection methods to provide a more comprehensive understanding of the relationship between big five personality traits and social adjustment among undergraduates

In addition, Olowodunoye, Olusa, and Adesina (2017) selected 300 from a State University in Nigeria whose age ranges from 16 to 21. The majority of participants were Christians,277 (92.3%) were Christians, while 23 (7.7%) were Muslims. The study revealed that both genders experienced social media addiction. Internet addiction increased with an increase in neuroticism personality traits. Olowodunoye et al (2017) affirmed that emotional stability influenced internet addiction among males negatively. Based on the provided information, there are some potential gaps in the reviewed literature that justify the current study of the relationship between big five personality traits and undergraduate social adjustments.The reviewed study only focused on the relationship between big five personality traits and internet addiction, whereas the present study aims to investigate the relationship between big five personality traits and social adjustments among undergraduates. Therefore, the reviewed study's findings may not be applicable to the current study's research questions.

The reviewed study selected participants from a single state university in Nigeria, limiting the generalizability of its findings to other settings. Additionally, the majority of the participants were Christians, which may not be representative of the broader population. Therefore, the

reviewed study's findings may not be generalizable to other populations, especially those with different religious affiliations. The reviewed study employed an expo-factor design that lacked a qualitative aspect, while the current study adopted a mixed-method design. Therefore, the reviewed study may not capture the nuances and complexities of the relationship between big five personality traits and social adjustments among undergraduates.

The reviewed study only focused on internet addiction, whereas the current study aims to examine the relationship between big five personality traits and social adjustments. Therefore, the reviewed study may not provide a comprehensive understanding of the relationship between personality traits and social adjustments.

Overall, the reviewed literature provides some insight into the relationship between big five personality traits and internet addiction among undergraduates. However, there are gaps in the literature that justify the need for the current study, including its focus on social adjustments, sample characteristics, methodological limitations, and limited scope.

Atela, Agak and Othuon (2020) investigated personality types and their impact on career choice among first-year students. The sampled population was from the faculty education at Maseno University, Kenya. Holland Code Theory (1997) guided the study. Both Correlation and descriptive survey designs were adopted for the study. The results showed that personality types influenced career choices. The study classified the students into the six Holland personality types. The study also found a notable relationship between personality types and career choice. Based on the provided information, there are some potential gaps in the reviewed literature that justify the current study of the relationship between big five personality traits and undergraduate social adjustments. The reviewed study focuses on the relationship between personality types and career choice among first-year students in one faculty at Maseno University, Kenya. Therefore, the reviewed study's findings may not be applicable to the current study's research questions, which focus on the relationship between big five personality traits and social adjustments among undergraduates.
The reviewed study used the Holland personality test, while the current study used the big five personality traits test, which is widely used. Therefore, the reviewed study's findings may not

be directly comparable to the current study's findings. The reviewed study's findings may only be applicable to first-year students in the faculty of education at Maseno University, Kenya. Therefore, the reviewed study's findings may not be generalizable to other settings or populations. Although the reviewed study used both correlation and descriptive survey designs, the study's methodology may have some limitations that affect the validity and reliability of its findings.

Overall, the reviewed literature provides some insight into the relationship between personality types and career choice among first-year students in the faculty of education at Maseno University, Kenya. However, there are gaps in the literature that justify the need for the current study, including its focus on social adjustments, different personality measures, limited generalizability, and potential methodological limitations.

2.6. Openness and Social Adjustment of Undergraduate University Students

Zvolensky, Taha, Bono, and Goodwin (2015) investigated the link between the big five personality traits and lifetime cigarette use among adults in the United States. The study was a longitudinal study that took ten years. The study gathered information through telephone interviews and mailed self-administered questionnaires. Zvolensky et al.,(2015)reported that higher openness to experience is connected with an increased risk of cigarette use. The reviewed study engaged participants by telephone interview and mailed questionnaires which did not capture the facial expressions and feelings of the participants while the present study had a face-to-face engagement with participants that allows the respondents opportunity for self-expression and display of emotions and feelings. Again the reviewed study adopted longitudinal approaches which suffer lost participants on the way while the current study used a mixed method with intact participants. The study focused only on adults in the United States, which limits the generalizability of the findings to other populations.

A similar study in the United Kingdom by Lumanisa (2015) investigated personality factors and their relationships to the academic performance of students. The study showed a positive association between openness to experience and educational achievements. The reviewed study engaged participants by sending an invitation on Facebook. A quantitative study was undertaken. An online questionnaire was mailed to Student's class representatives who then forward it to other class members. One gap that informed the present study is that the previous

studies reviewed used online questionnaires, which may not have been able to capture the nuances of respondents' feelings and emotions. The current study used face-to-face engagement, which allowed for more detailed self-expression and a better understanding of participants' experiences. Additionally, while the previous studies focused on the association between personality traits and academic success, the present study also examined the relationship between personality traits and social adjustment in university students. This expands the scope of research on the impact of personality traits on university students' overall well-being.

Another study by Jensen (2015) in Sweden reviewed a paper on the effects of personality traits on learning. The study pointed out the impact of openness traits on academic achievement. Jensen (2015) found out there was a connection between openness traits and educational success. In a similar study, Varanarasamma, Kaur, Singh, and Muthu (2018) investigated the predictive nature of Big Five Personality Factors and University students' self-assurance. The study also discovered that openness was a positive predictor of self-esteem. Varanarasamma et al (2018) further showed that personality traits had bearing on self-assurance. Finally, the previous studies reviewed were purely qualitative, while the current study used a mixed method, which provides a more comprehensive understanding of the relationship between personality traits and social adjustment in university students

In Malaysia Chai and Low, (2015) investigated the relationship between personality and coping strategies. The study sampled 148 diploma and bachelor's students. The study found that students with a low openness personality dimension used social assistance coping strategies while those who are high in openness personality dimension prefer to do things dissimilar from others and device their new concepts and maybe handily misperceived by the rest. One gap in the study by Chai and Low (2015) that could inform the present study is that it only focused on personality and coping strategies among diploma and bachelor's students in Malaysia, and did not consider the broader context of social adjustment. Additionally, the study used a small sample size of only 148 students, which limits the generalizability of the findings. The present study, on the other hand, includes a larger sample size from multiple schools and focuses specifically on social adjustment among university students, which

provides a more comprehensive understanding of the relationship between personality and social adjustment

A study by Kuntze, van der Molenb and Born (2016) in the Netherlands mainly focused online between big-five factors, assertiveness, and mastery of communication skills. They sampled 143 bachelors of psychology students to involve in the study. The study found that big-five factors did not relate to the mastery level of communication skills. This implied that the acquisition of communication skills is not influenced by personality. One gap in the study by Kuntze et al., (2016) is that it only focused on the relationship between personality and communication skills, and did not explore the potential impact of other factors such as socio-cultural background, educational level, or personal experiences. Additionally, the study used a self-reported measure of communication skills, which may not accurately reflect actual communication abilities. Furthermore, the study only involved psychology students, which may limit the generalizability of the findings to other academic disciplines or to the general population.

Using a sample of 189 students in the counseling program at Medipol University in Turkey, Çekici (2019) investigated the impact of the five big traits on students' attitudes towards professional counselling seeking behaviour. The finding showed that students with openness to experience had a positive relationship with help-seeking attitudes. The reviewed study used correlational research which is a quantitative research approach that lacked the qualitative approach that the present study provided by using a mixed-method approach. Similarly, Bozanoğlu and Sapancı (2015) from Turkey researched the relationship between personality traits and the motivation of students. Personality Test Based on Adjectives (PTBA): PTBA developed by Bacanlı, İlhan, and Aslan (2009) was used in the reviewed study.

Bozanoğlu and Sapancı (2015) observed that motivation and personality are positively and significantly related to the sub-dimension of Openness to experience. The personality test used in the present study was the big five inventory which is broadly used to test personality. The present study aimed to address gaps in the literature by investigating the relationship between the Big Five personality traits and social adjustment among university students in Kenya. While the reviewed studies focused on related topics such as coping strategies, attitudes towards professional counseling, motivation, and communication skills, they did not

specifically examine the relationship between personality traits and social adjustment. Additionally, some of the reviewed studies used only a quantitative research approach, while the present study employed a mixed-method approach to provide a more comprehensive understanding of the phenomenon under investigation. Therefore, the present study fills a gap in the literature by exploring the relationship between personality traits and social adjustment among Kenyan university students using a mixed-method approach.

Another study by Benraghda, Goudih, Siraje, and Ssekamanya (2018) in Malaysia, focused on the link between student engagement and students' adaptation to college. The reviewed study focused on the relationship between student engagement and adjustment to college. It seems like the present study has extended the previous research by examining the moderating effect of the big five personality traits on the relationship between student engagement and adjustment to college. This is a valuable contribution to the literature as it provides a more comprehensive understanding of the factors that influence students' adjustment to college.

In Taiwan, Wang, Chen, Hong, and Yore (2015) investigated the association between the personality of collegians and their self-worth. The study revealed a remarkable association between self-worth and openness. Older college students were discovered to have a significantly higher universal ability, at-hand comradeship; conduct, job capability, and openness. Mean score of older students was higher than their younger counterparts. The present study and the reviewed study in Taiwan have some similarities and differences. Both studies focus on the association between personality traits and student outcomes, with the present study examining the relationship between the big five personality traits and social adjustment among undergraduate students, while the reviewed study in Taiwan looked at the relationship between personality traits and self-worth among collegians.One key difference between the two studies is the specific personality traits examined. The present study focuses specifically on the big five personality traits (i.e., Extroversion, neuroticism, openness, agreeableness, and conscientiousness.

While the present study focuses on social adjustment, the reviewed study in Taiwan examined the relationship between personality traits and self-worth. Additionally, the present study uses social adjustment scales to measure social adjustment, while the reviewed study in Taiwan used structural equation modelling. Overall, while both studies address important topics

related to personality traits and student outcomes, they differ in terms of the specific traits examined and the outcome variables of interest

Using a multi-center cross-sectional study Shi, Liu, Wang, and Wang (2015) in China carried out a study on the connection between the big five personality traits and anxiety symptoms among medical students. The study revealed that openness was negatively associated with anxiety symptoms. Higher scores on openness among the medical students were attributed to higher levels of resilience that corresponded with lower levels of anxiety symptoms. The gap that informed the present study was that the previous study by Shi et al. (2015) only used a cross-sectional design, which limited the opportunity for in-depth exploration and understanding of the relationships between the big five personality traits and adjustment to college among university students. The present study addressed this gap by using a mixed-method approach that included both quantitative and qualitative data collection methods, allowing for a more comprehensive understanding of the topic. Additionally, the present study included a moderating variable, social support, which was not explored in the previous study.

A study in Nnamdi Azikiwe University Awka in Nigeria by Onu, Okoye Mabia, Ifedigbo, and Babatunda, (2020) investigated the predictive effect of personality traits and academic stress on suicidal ideation of university students. The study involved 203 participants using the multi-stage sampling technique. The finding of the study indicated that personality traits including openness to experience did not have any statistically significant predictive effect on suicidal ideation. Based on the provided information, there are no major gaps in the reviewed study that directly justify the current study's focus on the relationship between big five personality traits and undergraduate social adjustments. However, there is a potential avenue for future research, which is the role of coping strategies in the relationship between personality traits and suicidal ideation, as the reviewed study did not investigate this aspect.

It is important to note that the reviewed study's findings may not be generalizable to other settings or populations, as it was conducted in a specific university in Kenya and had a relatively small sample size. Additionally, the reviewed study's methodology may have some limitations that affect the validity and reliability of its findings.

Therefore, while the reviewed study provides some insight into the relationship between personality traits and suicidal ideation among university students, further research is needed to fully understand the complex interactions between personality traits, coping strategies, stress, and mental health outcomes in this population.

Erac (2015) in Uganda investigated the influence of personality on academic success. The researcher took a sample from the business department. Participants voluntarily participated in the study and completed a (NEO-FFI) personality questionnaire. The correlation type of descriptive research design was used for the reviewed study, therefore, lacked the quantitative aspects. Based on the provided information, there are some potential gaps in the reviewed literature that justify the current study's focus on the relationship between big five personality traits and undergraduate social adjustments.The reviewed study focused on the influence of personality on academic success among business department students in Uganda. Therefore, the reviewed study's findings may not be directly applicable to the current study's research questions, which focus on the relationship between big five personality traits and social adjustments among undergraduates.

The reviewed study focused on academic success, while the current study focuses on social adjustments. While these outcomes may be related, they are distinct constructs, and the reviewed study's findings may not be directly applicable to the current study's research questions.

The reviewed study used a correlation type of descriptive research design, which may have some limitations in terms of the validity and reliability of its findings. Additionally, the reviewed study lacked the qualitative aspect that the current study used, which may limit the depth of understanding of the relationship between personality traits and social adjustments.

Overall, while the reviewed study provides some insight into the relationship between personality and academic success among business department students in Uganda, there are gaps in the literature that justify the current study's focus on social adjustments, different outcomes, and potential methodological limitations

In Kenya, Muiru, Thinguri, and Macharia (2020) explored the effect of personality traits on suicide ideas among public high school students. The study sampled was 300 participants. The

reviewed study adopted the personality traits of the depression model whose indicators were a sense of anguish, insomnia, self-harm, constant weeping, and detachment from class work, unlike the present study which used the big five personality traits which were more elaborate and broad. The Qualitative design employed in the reviewed study was phenomenology while the current study used a mixed method which has both qualitative and quantitative methods. The gaps that informed the present study include the fact that the reviewed study used a different personality trait model and a different research design. The present study used the more comprehensive big five personality traits and a mixed-method research design, whereas the reviewed study used the depression model and a phenomenological design. Additionally, the reviewed study focused on secondary school students, while the current study targeted university students who are more mature

2.7. Summary of Literature Review and Gaps

The following are the identified gaps in the reviewed literature provided to justify the present study of the relationship between big five personality traits and undergraduate social adjustments. The review literature was based on five objectives.

The reviewed literature explores the relationship between Extroversion traits and social adjustment among undergraduate students in different cultural contexts. The reviewed studies highlight the need for further research to investigate the relationship between the big five personality traits and social adjustment among undergraduate students. The present study aims to fill this gap by focusing on undergraduate students in a selected public university in the western region of Kenya, using a mixed-methods approach that allows for a comprehensive understanding of the relationship. The reviewed studies also point out some limitations, such as using online surveys that do not allow for direct observation of respondents, conducting studies in specific geographical regions, and using different measurement tools for personality and character strengths. The present study seeks to address these limitations by including a diverse sample, using a direct questionnaire, and comparing the findings with different measurement tools. Overall, the present study aims to investigate the relationship between personality and social adjustment among undergraduate students with a broader set of personality variables and different age range.

The literature review examines several studies on the relationship between agreeableness traits and social adjustment. One study in the USA found that agreeableness influences interpersonal social obligation for intercultural competence (ICC) and that agreeableness and racial diversity of friendships also significantly predict the interpersonal social responsibility aspect of ICC. Another study in the USA revealed that the change in Agreeableness was the same across cultures. A study in Finland showed that high agreeableness was linked to positivity, and lower agreeableness was contradicted by positive emotion and lower variability of sadness. Finally, a study in Australia discovered that agreeableness may influence relationship adjustment and was linked to greater life satisfaction. While each of these studies provides valuable insights, the present study seeks to address the gaps in the literature by investigating all the Big Five personality traits, examining a more diverse and inclusive sample, and using a mixed method approach that includes both quantitative and qualitative data collection methods to provide more comprehensive insights into the phenomenon. The reviewed studies focused on different outcomes (e.g., academic stress, multibehaviour and authentic leadership) compared to social adjustment, which is the specific outcome of interest in the present study.

The literature review on conscientiousness and social adjustment of undergraduate students showed that conscientiousness plays a significant role in academic success, with high conscientiousness being associated with better academic performance. However, the literature review also highlights the need to consider other factors, such as cognitive abilities, motivation, and study habits, in predicting academic success. The reviewed studies suggest a relationship between conscientiousness and various aspects of academic success, such as reading learning style, forgiveness, and information-seeking behavior. Nonetheless, the studies' limitations justify the need for the present study's focus on the relationship between the Big Five personality traits and undergraduate social adjustments. The present study's focus is relevant as there is a lack of studies that have comprehensively examined the relationship between personality traits and social adjustment among undergraduate students. However, the present study's reliance on self-reported measures may limit the validity and reliability of its findings

The literature review explores the relationship between big five personality traits and social adjustment among undergraduate students. The review highlights gaps in the literature such as

the limited examination of the relationship between personality traits and social adjustment specifically; the restriction of some studies to specific cultural contexts or populations, and the use of quantitative research methods only. The current study aims to address these gaps by employing a mixed-methods approach to examine the relationship between all big five personality traits and social adjustment among undergraduate students from diverse backgrounds. The review also suggests that most studies focus on the impact of neuroticism on various aspects of university life, leaving room for further research to examine how other personality traits may also influence undergraduates' social adjustment

The literature review highlights several studies that investigated the relationship between personality traits and student outcomes, including self-worth, anxiety symptoms, and academic success and suicidal ideation. Wang et al., (2015) found a significant association between self-worth and openness among college students in Taiwan. Shi et al., (2015) discovered that openness was negatively associated with anxiety symptoms among medical students in China. Onu et al., (2020) investigated the predictive effect of personality traits and academic stress on suicidal ideation among university students in Nigeria, with no statistically significant effect found for openness to experience. Erac (2015) investigated the influence of personality on academic success among business department students in Uganda. Muiru et al., (2020) explored the effect of personality traits on suicidal ideation among high school students in Kenya. The reviewed studies differed in the specific personality traits examined and the outcome variables of interest, highlighting potential gaps in the literature that the present study aimed to address by investigating the relationship between big five personality traits and social adjustment among undergraduate students. The present study used a mixed-method approach that included both quantitative and qualitative data collection methods, allowing for a more comprehensive understanding of the topic. Additionally, the present study included a moderating variable, social support, which was not explored in the previous studies.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1. Introduction

This chapter presents the methodological approach which focused on research design, target population, sampling procedures, research instruments' validity and reliability, data collection procedures, data analysis, and finally research ethics.

3.2. Research Design

According to Green and Tull (2009) and Kothari (2014), a research design refers to the plan that outlines the situation and steps necessary for data collection, including the sources of data and the methodology employed. In the present study, a concurrent triangulation research design within a mixed method approach was used to gather, analyse, and merge both quantitative and qualitative data in order to understand the research problem (Creswell & Plano Clark, 2014). This design involves gathering both types of data during a single phase of the research process and combining them into one interpretation (Stake, 2010; see Figure 1). The primary goal of the design was to gain a deeper understanding of the topic by collecting two different yet complementary types of data (Sekaran & Bougie, 2016).

The present study collected quantitative data from undergraduate students using an integrated questionnaire and qualitative data from university staff members, including the Dean of students, the student's Counselor, the Accommodation Officer, the career Counselor, and the games and sports Officer, using face-to-face interviews. Research has highlighted the value of using mixed-methods approaches that integrate qualitative and quantitative data to address complex research questions. For example, in a study investigating the role of the big five personality traits in the social adjustment of undergraduate students, the researcher used qualitative data to describe the results and select interviewees, and integrated both data streams to clarify interview questions (Teddlie & Tashakkori, 2015). This methodological approach was appropriate for the study because it allowed the researcher to explore issues related to the big five personality traits and their role in the social adjustment of undergraduate students using both quantitative and qualitative data and also it compensated for the limitations of each data type, with qualitative data providing rich description and context, and quantitative data providing numerical evidence. Teddlie and Tashakkori (2015) have emphasized the

importance of concurrent implementation of both types of methods, as illustrated in Figure 2, to maximize the benefits of mixed-methods research.
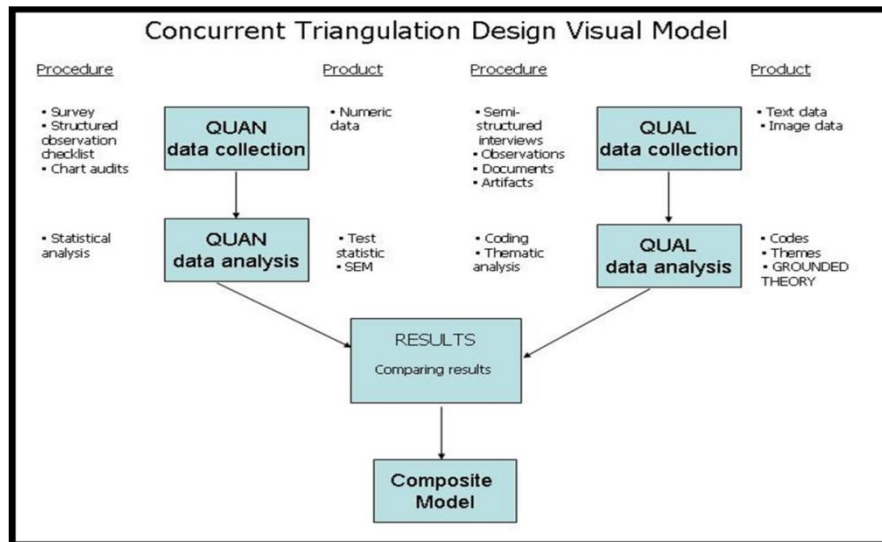
Figure 2: *Concurrent Triangulation Design, Source :(Creswell & Plano Clark, 2014) pg, 64)*

Figure 2 illustrates the concurrent analysis of both quantitative and qualitative data collected, with each type of data being gathered and analyzed independently using their respective methods. Additionally, the combination of qualitative and quantitative methods occurred simultaneously (concurrent design).

3.3. Location of the Study

The study focused on a single public university located in the Western region of Kenya. The rationale behind this choice was the observation that issues affecting universities in this region differ from one institution to another. Reports from deans of student affairs indicated that some universities in the region experience high levels of academic issues, security issues, and social issues. Among the public universities in this region, the selected institution had a higher prevalence of social adjustment issues, making it an ideal candidate for investigating the relationship between the big five personality traits and social adjustment among undergraduate students in a public university in Kenya..

3.4. Target Population

The target population is the entire group of people, events or things that the researcher wishes to investigate (Rubin & Babbie, 2016). Similarly, Mugenda and Mugenda (2014) indicated that a target population is an entire group of individuals, events, or objects' having common characteristics. This study was carried out in one public university in western region. The target population for the current study   comprised 4805 undergraduate students in seven faculties (see Table 4). The undergraduate students were suitable for the present study because they are continuing students in their respective schools and also, because they are in the process of maneuvering their life through the university and 5 university staffs. They were chosen because they are in charge of the students' affairs and they are also best placed to provide data on students' social adjustments as indicated in Table 4.

Table 4: Target Population of the undergraduate students.

Schools	Undergraduate Students	University Staff
Education	1419	1
Humanities and Social Sciences	542	1
Health Sciences	477	1
Agriculture and Food Security	589	1
Engineering	216	1
Business and Economics	1117	1
Mathematics and Acturial Sciences	445	1
Total undergraduate students	**4805**	**5**

Department	No. of Staff
Dean of Students	1
Sports Officer	1
Student Counselors	1
Career Counselor	1
Catering and Accommodation Officer	1
Total	**5**

Source: A public University Admission office (2019)

Table 4 provides information on the target population of undergraduate students in a public university, broken down by schools and university staff.

Table 4 shows that there was total of 4805 undergraduate students across seven schools, ranging from 216 students in the Engineering school to 1419 students in the Education school. In addition, there was 5 university staff members included in the target population.

The Education school has the highest number of undergraduate students at 1419, followed by the Business and Economics school with 1117 students. The Humanities and Social Sciences school has 542 students, while the Health Sciences and Agriculture and Food Security schools have 477 and 589 students, respectively. The Mathematics and Actuarial Sciences School has 445 students, and the Engineering school has the lowest number of students at 216.

The target population for the current study   comprised of 4805 undergraduate students in seven faculties (see Table 4) and 5 university staff, making the target population to be 4810

3.5. Sample Size and Sampling Procedure

3.5.1. Sample Size

Sample size means a segment taken from a population (Mannay, 2010). In statistics, it is a subgroup of the population to be examined. Sample size determination assists the researcher in choosing the number of observations to be included in a statistical sample (Mugenda & Mugenda, 2014). Best and Khan (2006) state that a sample should be broad enough to give a representation of the population about which the researcher wishes to generalize, and small enough and economical to manage in terms of subject availability, time, and money.

The sample was determined using proportionate sampling. The distribution of the sample is summarized in Table 5.

Table 5: The distribution of the sample on the sample frame (Students)

School	Undergraduate Students	Sample Size (%)	Sample Proportioin
Education	1419	10	142
Humaniteis and Social Sciences	542	20	108
Health Sciences	477	22	105
Agriculture and Food security	589	20	118
Engineering	216	30	65
Business and Economics	1117	10	112
Mathematics and Actual Science	445	24	107
Total	**4805**	**15.7**	**756**

Table 5 (b): The distribution of the sample on the sample frame (University Staff)

Department	No. of Staff	Sample Size (%)	Sample Proportioin
Dean of Students	1	100	1
Sports Officer	1	100	1
Student Counselors	1	100	1
Career Counselor	1	100	1
Catering and Accommodation Officer	1	100	1
Total	**5**	**100**	**5**

Source: A public University Admission office (2019)

Table 5 presents the distribution of the sample of students and university staff across different departments or schools within the university. The researcher followed Mugenda and Mugenda's (2014) guideline for determining the sample size in research studies, which suggests that a sample size of 10% to 30% of the target population can be enough to make a

representative sample, especially if the population is homogeneous. The Table provides the number of undergraduate students in each school, the sample size (in percentage), and the sample proportion. For instance, the School of Education has 1,419 undergraduate students, and the sample size is 10%, or 142 students. The sample proportion is calculated by dividing the sample size by the total number of undergraduate students, resulting in a proportion of 0.0996 or about 10%. The total sample size for undergraduate students is 756, which represents 15.7% of the total population of undergraduate students, complying with Mugenda and Mugenda's recommendation. The Table also displays the number of staff in each department, the sample size (in percentage), and the sample proportion. There are five staff members in various departments, each with a sample size of 100% and a sample proportion of 1. The total sample size for university staff is 5. The total sample size for the study is 761.

Tables 5 provide important information on the distribution of the sample across different schools or departments within the university. This information can be useful in assessing the representativeness of the sample and in generalizing the results to the larger population.

3.5.2. Sampling Procedure

Research has highlighted the significance of employing rigorous sampling techniques to ensure the representativeness and generalizability of research findings (Gorard, 2015). In this particular study, a sampling method called stratified random sampling, also known as proportional or quota random sampling was utilized. The undergraduate students were divided into distinct segments known as schools. Students were then selected from each school. For example, in this study, the researcher employed stratified random sampling by choosing seven schools out of a list of ten, which encompassed various disciplines such as Health Sciences, Education, Humanities and Social Sciences, Agriculture and Food Security, Engineering, Business and Economics, Mathematics, and Actuarial Science. The process of sampling involves printing the list of schools, tearing them into separate strips, thoroughly mixing them and randomly selecting the seven schools. Stratified random sampling was employed by the researcher to assess data from different subgroups, enabling them to efficiently obtain a sample population that accurately represents the entire population under investigation.

According to Kish (2014), stratified sampling involves dividing the population into two or more subgroups or strata based on relevant characteristics like age, gender, or socio-economic status. The use of stratified sampling in this study also allowed the researcher to include individuals from small sub-groups (schools) in the sample, which might have been excluded by other sampling methods. Additionally, stratified sampling facilitates the selection of an appropriate sample size from each stratum, based on a sampling fraction or proportion, in order to ensure sufficient representation of each subgroup in the sample (Kish, 2014)

In addition, a simple random sampling procedure was used to select undergraduate students from each of the selected schools, as outlined in Table 5. The researcher employed these rigorous sampling procedures to enhance the generalizability of their findings to the larger population of undergraduate students in the respective schools (Gorard, 2015; Kadam Bhalerao, & Kshirsagar, 2021). It is a reasonable technique for choosing a sample from a given populace since each part was given equivalent chance of being chosen (Bryman & Bell,2015), it is the representativeness of the populace (Bryman & Bell,2015) which is important in concluding the results of the study (Levy &Lemeshow,2013)

The Dean of students, students' Counselor, career Counselor, catering and accommodation Officer, and games and sports Officer were chosen using purposive sampling, as per Lucas' (2013) recommendation. This technique is commonly used in qualitative research and involves selecting units, such as individuals, groups, or institutions, based on their relevance to the research question.

3.6. Data Collection Instruments

Instrumentation refers to the tools used for collecting data in a study (Lucas, 2013). Researchers have various options for selecting research instruments, depending on the study's nature, target population, and type of information to be collected (Cohen, Manion & Morrison, 2013). In this study, the Integrated Students' Questionnaire which combined big personality inventory and the Student Adaptation to College Questionnaire was used as a self-administered tool for collecting quantitative data on the independent and dependent variables from undergraduate students in a single public university in the Western region of Kenya (Appendix 3). Questionnaires have the advantage of being easily administered and enabling

researchers to collect data from a large number of participants without personal involvement, as noted by Jwan (2010) and Punch (2010).To collect qualitative data, a semi-structured interview was conducted with the Dean of Students, Games and Sports Officer, Students' Counselor, Career Counselor, and Catering and Accommodation Officer. This interview program was used to gather in-depth information from these key informants

3.6.1. **Integrated Students' Questionnaire**

The present study collected information from undergraduate students using self-administered Integrated Students' Questionnaires. The questionnaire consisted of three main sections: Section A, which sought to establish the demographic data of the participants, including school, gender, and year of study. This information was crucial in understanding the undergraduate students.

Section B contained items relating to Big five Personality traits adopted from the big five Inventory by John et al., (2008), which comprised five personality types that ranged from Extroversion to openness. The questionnaire measured each personality type of the respondents using a five-point Likert scale with a total of 44 items. The questionnaire ensured that every aspect represented Extroversion, Agreeableness, Conscientiousness, Neuroticism, and Openness. The respondents indicated the strength of agreement with each statement, utilizing a scale in which 1 denotes strong disagreement, 5 denotes strong agreement, and 2, 3, and 4.

Section C contained items relating to social adjustments adopted from Baker and Siryk, (1989). The Student Adaptation to College Questionnaire (SACQ) is a self-assessment tool devised by Baker and Siryk (1989) to rate students' adjustment to college. The questionnaire had 20 items, but one item "Enjoys living in a dormitory" was discarded because not every student resides in the dorm. The scale had 19 items used to seek information on social adjustment in college. The answer choice was modified from nine points to five points i.e., strongly agree, agree, undecided, disagree, and strongly disagree.

The study used a total of 756 student questionnaires, and to ensure confidentiality, no name was put on the questionnaire. The assurance of confidentiality was also communicated verbally by the research assistants (see Appendix 2). The questionnaires were supervised by

five research assistants at the University, and all respondents were instructed about the procedure, confidentiality, duration, and purpose of the study (appendix 1 and Appendix 2). The filled questionnaires were collected immediately for data analysis, and every participant signed a consent form before being interviewed. Overall, the study aimed to understand undergraduate students' demographic data, personality traits, and social adjustments in college.

3.6.2. **Interview Schedule for Dean of students**, **Student Counselor, Career Counselor, Games and Sports officer, and Catering and Accommodation officer**

The research study involved conducting in-depth interviews with several key university personnel, including the dean of students, student counselor, career counselor, catering and accommodation officer, and games and sports officer. The interviews were conducted using an oral administration of the questionnaire and were face-to-face encounters. This method was chosen because it allows for a better interactive atmosphere and enhanced communication between the researcher and the respondents. The researcher aimed to create a dialogue on real-life encounters with the respondents.

Before being interviewed, each individual respondent signed a consent form (Appendix 2) to ensure their willingness to participate in the study. The interview schedule had open-ended questions established on the objectives of the study, and a few guiding questions were prepared to focus on the big five personality traits' relationship with the social adjustment of undergraduate students. The interviews lasted for one hour and used both verbal and nonverbal probes to encourage respondents to articulate themselves more willingly and elaborate their points.

To assure respondents of their confidentiality, no name was required, and the assurance was communicated verbally by the researcher (Appendix 1), and a consent form(Appendix 2) was signed. For purposes of anonymity, the participants were given numbers from 1 to 5 instead of their names. UST3 was used for the dean of students, UST1 as a student counselor, UST2 as a career counselor, UST5 as catering and accommodation officer, and UST4 for games and sports officer.

The purpose of the interview was to gather qualitative data from the university personnel mentioned above, who had a direct link with students' affairs. The researcher generated themes

using thematic analysis based on the data generated from the interviews. The interview schedule was relevant to the study as it offered detailed data and an understanding of the research issues that could not be obtained from the questionnaires. The five interviewee had a one hour session each.

3.7. Piloting

A pilot study was important for the present study in correcting possible flows in questionnaire and interview schedules (cohen, Manion, & Morrison,2013; Wanjohi, Mwebi, and Nyang'ara, 2015). It is useful for establishing the suitability of the tools and the usefulness of the data that the researcher is interested in (Shuttleworth, 2010). Piloting was therefore carried out from two schools that were not part of the study by taking about 8% of the sample size of the study which was 61 students in number. This is backed by Mugenda and Mugenda (2014) that an 8 % - 10% sample of sample is reasonable for a pilot study while between 10–40% is acceptable for non-piloting data. This depends on the magnitude of the target population. The piloting was done on 61 students who were not part of the study. This was 8% of 756 which was the sample size. The pilot study sample was calculated as follows:

Pilot Sample size =8/100 x756

=61 undergraduate students

The formula used was more convenient and easy to calculate.

A simple random sampling was used to pick 61 students from the two schools who participated in the study. The 61 students were picked for piloting because they had similar characteristics to the target population of undergraduate students at the university. The study further asked the respondents of the pilot study to verify whether the items within the questionnaire were easily comprehensible and this was based on a 3-point Likert scale ranging from 1 representing high comprehension, 2 representing moderate comprehension, and 3 representing low comprehension of the questionnaire items.

The researcher did interview Piloting by Selecting 3 Pilot Participants, a small sample of individuals who represent the target population for the study were chosen. These individuals had similar characteristics or experiences to the intended participants. Then a Pilot interview was administered to the interview protocol to the pilot participants and their responses

recorded. The researcher paid attention to participants understanding of the questions, the flow of the interview, and any areas of confusion or difficulty. Then the pilot interview data was analysed and gather feedback from the participants. Assess the clarity, relevance, and effectiveness of the questions. The feedback was used to refine and improve the interview protocol such as rewording questions, reordering sections, or eliminating ambiguities. According to Guest, Namey, and Mitchell (2013), piloting interviews allows researchers to evaluate the interview protocol, assess the flow and sequencing of questions, and identify potential areas of improvement. It helps ensure that the questions are understood by participants and that the intended data is collected effectively.

3.8. Validity and Reliability of Research Instruments

3.8.1. Validity of the Instrument

Bhatta (2012) describes validity as the accuracy of the research instruments. To guarantee the validity of the research tools, the researcher used the expertise of the faculty members at the Department of Psychology and Educational Foundation of a public university to determine the appropriateness and comprehensiveness of the substance used in the instruments. Yin (2009) asserts that the content validity of an instrument is enhanced through expert opinions.

The Instrument was also validated by conducting a pilot study on two schools that were not part of the study. Piloting was therefore carried out by taking about 8% of the sample size of the study which was 61 students in number. This is corroborated by Mugenda and Mugenda (2014) that an 8 % - 10% sample of the sample is reasonable for a pilot study while between 10 – 40% is acceptable for non-piloting data depending on the magnitude of the target population.

The internal validity of the constructs was investigated by applying the Kaiser-Meyer-Oklin measure of sampling adequacy (KMO Index) and Bartlett's Test of Sphericity (Gravetter and Wallnau, 2000). Bartlett's Test for Sphericity relates to the importance of the study and displays the validity of information got concerning the issues that the study desired to deal with. Hence, the validity of the questionnaire data set for analysis was evaluated for individual sub-scale and the result was recapitulated in Table 6.

Table 6: KMO and Bartlett's Test

Subscale	Kaiser-Meyer-Olkin (KMO index)	Bartlett's Test for Sphericity		
		Approx. Chi-Square	Df	Sig.
Extroversion	.633	696.170	36	.000
Neuroticism	.604	487.843	28	.000
Openness	.689	491.226	28	.000
Agreeableness	.664	414.654	28	.000
Conscientiousness	.651	565.450	28	.000
Social adjustment	.761	1416.778	210	.000

Source: Survey data (2019), SPSS Analysis

Table 6 shows the impacts of the Kaiser-Meyer-Oklin measure of sampling adequacy (KMO Index) and Bartlett's Test for Sphericity for the individual subscales of the questionnaire. It indicates that the questionnaires had sufficient internal validity as commended by Orodho (2014) who holds that the Kaiser-Meyer-Oklin measure of sampling adequacy index >.6 is of enough internal validity. Similarly, Creswell (2014) holds that Bartlett's Sphericity test statistic ought to be less than 0.05 for adequate internal validity. From Table 4. Bartlett's test for Sphericity is all significant (p<0.001, p=0.000) and Kaiser-Meyer-Olkin indexes are all > .6 for all the subscales of the questionnaire. Consequently, based on the outcome, it was appropriate to conclude that the information was of sufficient internal validity hence it was fit for further analysis.

3.8.2. Reliability of Instruments

According to Bhatt (2012), reliability is the ability of the instruments to attract identical or near-even results when used on similar subjects. Besides, reliability is a test of the extent to which a research tool produces constant results after redone trials (Mugenda & Mugenda, 2014, Orodho, 2014). Cronbach's alpha coefficient inquiry was applied to compute the internal consistency of the instruments.

Bhatt (2012), Oso, and Onen (2014) recommend the use of Cronbach's alpha to establish internal consistency, observing that it is the maximum constant assessment of inter-item

consistency reliability for five points questionnaire. The reliability for several-item opinion items was measured independently for all the subset in the undergraduate students' questionnaires and the coefficient alpha of these variables were shared in Table7

Table 7: Internal Consistency: Cronbach's Alpha Results for the Questionnaire

Scale	No. Items	Deleted items	Cronbach's alpha	Conclusion Reliable/Unreliable
Extroversion	9	1, 2 & 3	.652	Reliable
Neuroticism	8	7	.684	Reliable
Openness	8	7 & 8	.645	Reliable
Agreeableness	8	6	.679	Reliable
Conscientiousness	8	5 & 6	.657	Reliable
Social adjustment	12	None	.630	Reliable

Source: Author (2019), SPSS Analysis.

Table 7 shows the internal consistency analysis of a questionnaire using Cronbach's alpha coefficient. Cronbach's alpha is a measure of reliability that assesses the internal consistency of a scale or questionnaire. In this analysis, the higher the Cronbach's alpha value the greater the internal consistency of the scale.

Based on the Table 7, each scale is evaluated in terms of the number of items each sub-scales met the needed level of internal consistency of reliability after some items which did not hang up well with the others were deleted, Cronbach's alpha value, and the conclusion regarding reliability. Here is the analysis of the findings:

Extroversion: This scale consists of 9 items, with items 1, 2, and 3 deleted. The Cronbach's alpha value obtained is .652, indicating that the scale is reliable.

Neuroticism: The Neuroticism scale has 8 items, with item 7 being deleted. The Cronbach's alpha value is .684, suggesting that the scale is reliable.

Openness: This scale contains 8 items, with items 7 and 8 deleted. The Cronbach's alpha value obtained is .645, indicating satisfactory reliability.

Agreeableness: The Agreeableness scale consists of 8 items, with item 6 deleted. The Cronbach's alpha value is .679, indicating that the scale is reliable.

Conscientiousness: This scale comprises 8 items, with items 5 and 6 deleted. The Cronbach's alpha value obtained is .657, suggesting that the scale is reliable.

Social adjustment: The Social adjustment scale consists of 12 items, with no items deleted. The Cronbach alpha value is .630, indicating that the scale is reliable.

Overall, the findings demonstrate that all scales have satisfactory levels of internal consistency, as indicated by their respective Cronbach's alpha values. It is important to note that the interpretation of Cronbach's alpha can vary depending on the context and the field of study.

The Cronbach's alpha values ranged from a low of 0.630 (social adjustment questionnaire) to a high of 0.684 (neuroticism questionnaire). The Cronbach's alpha for entire subscales disclosed that the tools had sufficient reliability for the study. This is compatible with the endorsement by Oso and Onen (2014) that a coefficient of at least 0.60 is of adequate reliability, implying that the tool has an acceptable inter-item consistency reliability standard. However, some items had foremost be removed in each of the sub-scales, except in the social adjustment questionnaires. This led to an increase in Cronbach's alpha, that is, it contributed to a boost in the internal consistency of these questionnaires. The deleted items were excluded during inferential statistics only. However, it was recorded that entire items were associated with the complete scale to an acceptable level in all the subscales. Accordingly, the questionnaires were appropriate for information gathering because they adequately measured the constructs for which they were aimed to measure and could be replicated to produce similar outcomes.

3.9. Data Collection Procedures

The researcher used an integrated student's questionnaire for students (see Appendix 3) and an interview schedule for the Dean of students, students' counselor, catering and accommodation, games and sports officer, and career guidance (Appendix 4). The researcher sought an

introduction letter from the Board of Post Graduate Studies of a public University before the collection of any data from the respondents as shown in Appendix 5. The letter permitted the researcher to obtain a research permit from the National Commission for Science, Technology and Innovation (NACOSTI) in Appendix 8. This was followed by getting a letter of authorization from the public university to do research in the University (see Appendix 6). A random sampling technique was used in dispensing the questionnaires because finding students in a specific area was difficult. Some were found in their various hostels, and others were met in their lecture halls. Those who agreed were provided with the questionnaire and were assured of anonymity and confidentiality of responses. The questionnaires were executed to the participants by research aides. The study targeted a total of 756 sampled undergraduate students to whom the questionnaires were administered. Out of this number, 618 of them brought back their questionnaires having been properly filled and translating to an overall response rate of 81.7%. After the collection of data, data were analysed and interpreted. SPSS.24.0 was used to analyse the data. The researcher personally administered the Interview schedule to the Dean of students, student counselor, Catering and accommodation officer, career counselor, and games and sports officer.

3.10. Data Analysis

According to Field (2018), data analysis involves the organization, cleaning, and transformation of data into a form that is suitable for interpretation and analysis. It is important to choose appropriate statistical techniques to analyse the data, depending on the research question and the type of data collected. The data collected from undergraduate students and university staff were analysed according to the research objectives. In addition to quantitative analysis, qualitative data analysis techniques, such as content analysis and thematic analysis, can be used to provide insights into subjective experiences and perspectives. Therefore, a combination of quantitative and qualitative data analysis methods is often recommended to gain a more comprehensive understanding of the research topic (Field, 2018). The quantitative data were analysed with the help of Statistical Package for Social Sciences (SPSS) version 24.0 for Windows. The data gathered were analysed using simple percentages and Pearson correlation coefficient statistical methods and descriptive statistical methods. Pearson correlation was used to examine the linear relationship between two variables

3.10.1. Quantitative Data Analysis

The completed questionnaires were revised for fullness and consistency. The data were then coded which enabled the information to be grouped into various classes. Quantitative analyses included the use of descriptive and inferential statistics. The inferential statistics authorized the researcher to give data attained in a statistical format to aid in finding pertinent data got from the hypotheses that make data analysis more useful.

The quantitative data were analysed with the assistance of Statistical Package for Social Sciences (SPSS) version 24.0 for Windows. The data collected were analysed using simple percentages and Pearson correlation coefficient statistical methods and descriptive statistical techniques. The data analysis was done on the main study. The findings were illustrated using tables, pie charts, and graphs. This was presented in the data analysis matrix in Table 8.

Table 8: Quantitative Data Analysis Matrix.

Research Hypothesis (null)	Independent variable	Dependent variable	Statistical tests
There is no statistically significant relationship between Extroversion and social adjustment of undergraduate students	Extroversion personality	Social Adjustment	Pearson correlation descriptive statistics
There is no statistically significant relationship between agreeableness and social adjustment of undergraduate students	Agreeableness personality	Social Adjustment	Pearson correlation descriptive statistics
There is no statistically significant relationship between conscientiousness and social adjustment of undergraduate students	Conscientiousness personality	Social Adjustment	Pearson correlation descriptive statistics
There is no statistically significant relationship between neuroticism and social adjustment of undergraduates students	Neuroticism personality	Social Adjustment	Pearson correlation descriptive statistics
There is no statistically significant relationship between openness to experience and social adjustment of undergraduate students	Openness to experience Personality	Social Adjustment	Pearson correlation descriptive statistics

Source: Author's Analysis

Table illustrates that to test the hypotheses with Big five personality traits as the independent variable and social adjustments of undergraduate students as the dependent variable, multiple regression was adopted. Each of the five hypotheses was tested using Pearson correlation.

3.10.2. Diagnostic Tests

The study looked at the data collected to determine its appropriateness for analysis of variance (ANOVA), correlation, and multiple regression analysis. This was done by testing the assumptions of normality, multi-collinearity, independency, heteroscedasticity, and homoscedasticity.

3.10.2 .1. Normality Test Results

The assumption of normality implies that the data must roughly fit a bell curve shape before running parametric tests. In line with the recommendation by Tabachnick and Fidell (2001), the study applied the use of Shapiro-Wilk's test (S-W) to test the normality of the variables. It is associated with the correlation between specified data and its similar normal scores, with S-W = 1 when their correlation is flawlessly normal. This indicates that a significantly (p <0.05) smaller S-W than 1 denotes that the normality is not achieved. Hence, the data is normal when Shapiro-Wilk (S-W) is ≥0 .05. Creswell (2014) commends the use of Shapiro-Wilk's test for small and medium samples up to n = 2000.

Table 9 is the SPSS results showing Kolmogorov-Smirnov and Shapiro-Wilk test results.

Table 9: Tests of Normality of the Data Set

Variables	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Extroversion	.074	618	.041	.981	618	.044
Neuroticism	.085	618	.066	.988	618	.071
Openness	.073	618	.102	.990	618	.113
Agreeableness	.091	618	.056	.982	618	.062
Conscientiousness	.072	618	.037	.974	618	.042
Student's Social Adjustment	.131	618	.065	.933	618	.073

a. Lilliefors Significance Correction

Source: Survey data (2019), SPSS Analysis

Table 9 shows that Extroversion and conscientiousness in the dataset violate the assumption of normality, indicated by a significance value (sig.) less than 0.05. In inferential statistics, normality refers to the distribution of data, ideally following a bell-shaped curve known as the

normal distribution. Violation of normality can impact the validity of statistical tests and may require corrective actions before conducting inferential analysis.

When a variable is not normally distributed, it often exhibits skewness, meaning that the data is asymmetrically distributed. In this case, the skewness in the data for Extroversion and conscientiousness variables needs to be addressed before using them in inferential statistics. To address skewness, various techniques can be employed to transform the data and make it more normally distributed. By performing these transformations on the "Extroversion" and "conscientiousness" variables, the goal is to make their distributions closer to the normal distribution. This allows for more appropriate and valid application of inferential statistical tests that assume normality, such as parametric tests like t-tests or ANOVA.

However, all remaining variables pursued normal distribution given that there were no statistically significant differences (sig. < 0.05) seen in any of the variables with their corresponding normal scores. Their sig. values were greater than the prior set value of 0.05. This complied with the recommendation held by Oso and Onen (2014) that the SW test statistic must be >0.05 if the data is normally distributed.

3.10.2.2 Assumptions of Multi-Collinearity

Multi-collinearity is an increased level of inter-dependencies among the independent variables in research, such that the impact of the independent variables on the dependent variable cannot be separated from each other. Multicollinearity arises when two or more independent variables are extremely connected in a regression model.Multicollinearity occurs when independent variables in the regression model are extremely correlated to each other. Creswell (2014) observes that multi-collinearity is a situation where there is a predictor variable in the multiple regression model that could be linearly predicted from the other variables with a considerable level of accuracy. Mason (2010) points out that the correlation matrix is sometimes employed to scrutinize the trend of inter-correlation among the variables its application is inadequate. Hence, the study investigated the multi-collinearity assumption by examining tolerance and the Variance Inflation Factor (VIF), as suggested by Tabachnick and Fidel (2001). Table 9 shows SPSS results showing tolerance and Variance Inflation Factors.

Table 10: Tolerance and Variance Inflation Factor (VIF) Statistics

Model	Collinearity Statistics	
	Tolerance	VIF
Extroversion	.848	1.179
Neuroticism	.912	1.097
Openness	.914	1.094
Agreeableness	.938	1.066
Conscientiousness	.779	1.283

a. Dependent Variable: Student's Social Adjustment

Source: Survey data (2019), SPSS Analysis

Tolerance is the degree of variance in the predictor that cannot be explained by the other predictors. The variable's tolerance is $1-R^2$, while VIF is reciprocal. A small tolerance value ($<$ .10) signifies that the variable under review is almost a perfect linear combination of other independent variables already in the equation and it should not be added to the regression equation because it is insignificant (Oso & Onen, 2014). Equally, according to Tabachnick and Fidell (2001) a variable whose tolerance values are less than 0.10 and VIF value is greater than 10 may show a breach of the multi-collinearity assumption. Table 10 demonstrates that collinearity conditions were achieved, following that each of the variables had enough tolerance (tolerance value > 0.10) and Variance Inflation Factor (VIF <10), demonstrating that there was no breach of multi-collinearity assumptions which is a condition for multiple regression analysis.

3.10.2.3. Test of Independence of Observations

Assumption of independence assumes that findings in the sample are separate from each other, meaning that the measurements for each sample findings are not controlled by or related to the measurements of other findings. As explained by Tabachnick and Fidell (2001), the Durbin-Watson test was used to explore if the assumptions of regression that the findings are independent were realized, as indicated in Table 11.

Table 11: Test of Independence: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.494[a]	.244	.238	.402405	1.645

a. Predictors: (Constant), Conscientiousness, Neuroticism, Agreeableness, Openness, Extroversion

b. Dependent Variable: Student's Social Adjustment

Source: Survey data (2019), SPSS Analysis

According to Pernetta and Bishop (2020), the Durbin-Watson test is a commonly used statistical test for detecting autocorrelation in data. If subsequent findings are not related, the Durbin-Watson statistic should be between 1.5 and 2.5, indicating no significant autocorrelation. However, if the statistic falls outside this range, it suggests the presence of autocorrelation in the data, which can lead to biased and inefficient estimates of parameters and incorrect hypothesis testing. Therefore, it is important to conduct tests for autocorrelation and take appropriate measures to address it in statistical analyses (Pernetta & Bishop, 2020). They explain that the Durbin-Watson test can be applied to detect the presence of autocorrelation in the residuals of a regression model.

3.10.2.4. Heteroscedasticity

The assumption of heteroscedasticity illustrates a state in which the error term is the same across all values of the independent variables. Gravetter and Wallnau (2000) affirm that if a model is applicable, then there should be no pattern to the residuals plotted against the fitted values. When the variance of the residuals is non-constant then the residual variance is said to be heteroscedastic. This was shown using the graphical method by fitting residuals versus fitted (predicted) values, as shown in Figure 3.3.
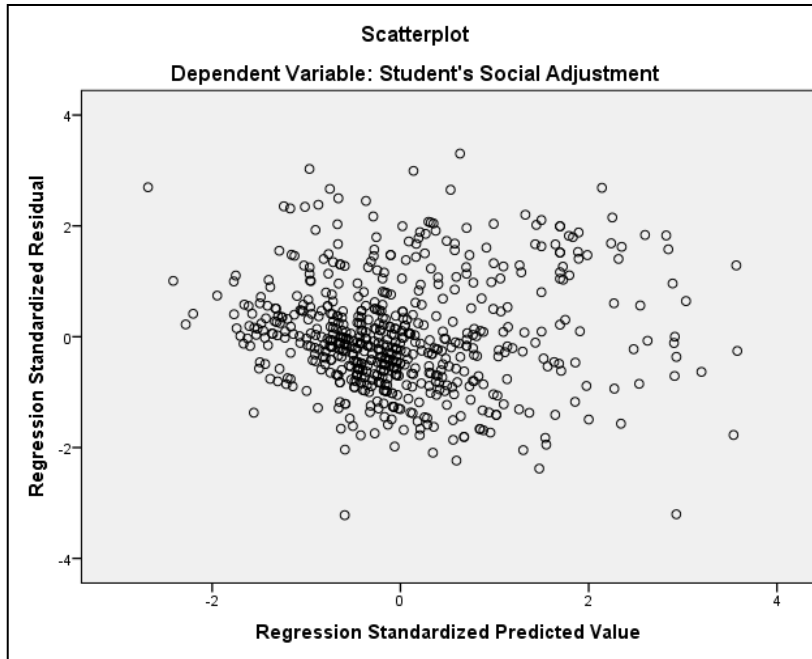
Figure 3: Scatterplot of standardized residuals against standardized predicted values.
Source: Survey data (2019), SPSS Analysis

Figure 3 reveals that the data points formed an almost haphazard cloud of dots suggestive of heteroscedasticity. Heteroscedasticity is disguised when the scatter is not even and has no definite patterns (Gravetter & Wallnau, 2000). Hence, the assumption of heteroscedasticity was not breached. This means that the assumption that errors were spread out constantly between the variables, demonstrating that the variance around the regression line was similar for all values of the predictor variables, was confirmed.

3.10.2.5. Common Method Bias

Spector (2006) makes it clear that CMB is the measurement inaccuracy that is compounded by the sociability of respondents who may provide positive responses only to project them in a positive light. The study had an inherent predicament of Common Method Bias (CMB). Podsakoff, MacKenzie and Podsakoff (2012) assert that CMB arises when variations in responses are brought about by the instrument rather than the actual predispositions of the respondents that the instrument is meant to unearth. As a result, the outcome of the analysis may be polluted by the error from the biased instruments. In this study, the data for both the

independent and dependent variables were gathered from the same respondents at the same time, hence raising the potential problem of common method bias which could give false adequacy of internal consistency. The study used Harman's single factor score to test for CMB, as explained by Podsakoff et al., (2012). The total variance for the single factor computed from component analysis using the principal axis factoring method was 8.4% which was less than 50%. This means that individual factors did not show the majority of the variance (i.e., < 50%) which confirms that common method biases were not a problem in the study.

3.10.3. Qualitative Data Analysis

Denzin and Lincoln (2011) noted that qualitative data analysis involves developing a detailed description of each case and putting the case in its context. Qualitative data from the interview schedule was organized thematically. Gibbs (2010) describes themes as patterns across data sets that are important for the description of a phenomenon. The theme becomes the category for analysis. The study followed the principle of thematic analysis as proposed by Braun and Clarke (2006). According to Braun and Clarke (2006), thematic analysis is a method for identifying and analysing patterns (themes) contained in data. It simply organizes and describes the data set in detail. Furthermore, the thematic analysis was used to interpret various aspects of research implying that could be applied across a broad range of qualitative approaches, making it flexible. The study adopted all phases of thematic analysis. The six phases of thematic analysis are indicated in table 12. The study categorized related topics, explained, interpreted and summarized key findings in the current study.

Table12: Phase of thematic Analysis

Phase	-	Description of the Process
1. Familiarizing yourself with data	-	Transcribing data-reading and re-reading the data, noting down initial ideas.
2. Generating initial codes.	-	Coding interesting features of data in a systematic fashion across the entire data set. Collating data relevant to each other.
3. Searching for Themes	-	Collating codes into potential Themes. Gathering all data relevant to each potential theme.
4. Reviewing Themes (level 1)	-	Checking if Themes work with coded extracts and the entire data set (level 2), generating a thematic map of the analysis.
5. Refining and naming the Themes.	-	Ongoing analysis to refine the specifics of each theme and the overall story the analysis tells, generating clear definitions and names of each other.
6. Producing a report	-	The final analysis, selection of vivid, extract examples and final analysis of selected extracts.

Extracted from Braun and Charke (2006, p57)

Table 12 shows the procedure followed in the thematic analysis of data generated from a study. First, data is collected using interview guides followed by transcribing the data collected by reading them repeatedly for familiarization. This is followed by coding the data and then collating the codes into Themes which are reviewed, refined, and named to come up with the final analysis or report (Braun & Clarke, 2006). The Qualitative data in this study was collected from the university using interview guides, coded, and collated into themes. The Themes were then reviewed, refined, named, and then analyzed to produce the final report. All six phases which include the big five personality traits and social adjustment were used in the study.

Table 13: A sample of themes, codes, interview excerpts

Interview excerpts	Codes	Themes
Introverts do not socialize very quickly. Have a problem with relationshipsbecause of fear. (caterer)	IDNSQ	Introverts keep to themselves
People with agreeableness do work as demanded (student counselor)	PWADW	Agreeableness personalities work well
Undergraduate students with extroversion personalities fit well in the campus community, (student counselor)	EPFW	Extroverts adjust well

Source: Author's Analysis

Table 13 is a verbatim quotation from an interview that was transcribed and themes emerged. Themes/ sub-themes and codes that were used in transcribing, coding generalizing and interpreting qualitative information. Coding was used so that it would be possible to go through all the interview transcripts systematically. Codes were obtained from main themes in abbreviation form. For instance, introverts who do not socialize quickly are coded as IDNSQ.The idea, concept, and theme were then coded to fit the categories. The present study used preset and emergent codes that were linked with the study objectives as in Raburu's (2015).

3.11. Ethical Considerations.

According to Platt and Kardia (2021), ethical issues in social research can arise from the choice of research topic, research methods, and the treatment of research participants. Negligence during research, such as failing to ensure the safety and well-being of participants, can lead to harm and ethical violations. In addition, social research can also have an impact on the lives of participants, particularly in cases where sensitive topics are being investigated. To mitigate these ethical concerns, informed consent should be obtained from participants, and steps should be taken to protect their confidentiality and anonymity. It is also important to

ensure that the research is conducted in a manner that is respectful and sensitive to the cultural norms and values of the participants. Therefore, researchers should adhere to ethical guidelines and principles to ensure that their research is conducted in an ethical and responsible manner (Platt & Kardia, 2021).The participants were also assured of confidentiality and anonymity as indicated in the consent form (see Appendix 2) and the confidentiality of the data was maintained, explained, and also written on the questionnaire (Appendix3).This was further communicated verbally during the administration of the instruments. Due to concern about confidentiality the researcher obtained a letter of introduction from the Board of postgraduate studies of a public university in western Kenya that enabled the researcher to get a permit from the National Commission for Science, Technology and Innovation (NACOSTI) that allowed him to collect data. Orodho (2014) argues that the researcher should also have an introductory letter that briefly explains who the researcher is as well as the aims of the research. A letter from University was obtained that allowed the researcher to do research at the university (Appendix6).At the initial interview, each participant was informed of the purpose and nature of the study, and the researcher emphasized that participation was voluntary; hence, every student had the right to participate or decline to be included in the work. The researcher gave the respondents' time to fill them out before collecting them after filling them.

CHAPTER FOUR

RESULTS, INTERPRETATION, AND DISCUSSION

4.1 Introduction

This chapter illustrates the findings, interpretation, and discussion of the study and has been portioned into sections and sub-sections. The main sections present the response rate, background information of respondents and the findings based on the study objectives and hypotheses. The quantitative data have been analyzed using both descriptive and inferential statistics. Descriptive statistics were used to describe the ratings of the students on items in each of the big five personality traits and social adjustments while inferential statistics aided to make inferences and draw conclusions. Statistical tests, Pearson Product-Moment of Correlation, Analysis of Variance (ANOVA), and multiple regression analysis were used to investigate the relationship between the big five personality traits (Extroversion, agreeableness, conscientiousness, neuroticism, and openness) and social adjustment among undergraduate university students. All tests of significance were computed at $\alpha = 0.05$. The Statistical Package for Social Sciences (SPSS) version 24.0 was used to analyse the quantitative data. For the qualitative data, a thematic analysis approach was used.

4.1.1 Questionnaire Return Rate

The return rate was presented on table 14

Table 14: Questionnaire Return Rate

Respondents	Questionnaires administered	Questionnaires returned	Return rate (%)
Students	756	618	81.7

Source: Survey data (2019)

Table 14, indicates the response rate of the student respondents. It reveals that the response rate was adequate for the study. The study targeted a total of 756 sampled undergraduate university students to whom the questionnaires were administered. Out of this number, 618 of them returned their questionnaires having been properly filled and translating to an overall response rate of 81.7%. Creswell (2014) recommends that a response rate of at least 50% is adequate, 60% is good and 70% and above is excellent for analysis and reporting on a survey

study. Based on this assertion, the current study's response rate of 81.7% is therefore excellent. This implies that the sample sufficiently represented the target population. The recorded high response rate was attributed to the fact that the questionnaire in this study had clear instructions to the respondents, who were also pre-notified of the intended and intention of the study. It was also due to extra efforts that were made in form of visits to the respondents to fill in and return the questionnaires, the researcher made follow-up calls to clarify queries as well as prompt the respondents to fill the questionnaires.

4.1.2. Background Information of the Students Respondents

The first step of the study established the composition of the respondents who participated in the study based on demographic characteristics; the main ones were school, year of study, and gender. The background information was important because it helped in the determination of whether the respondents were representative enough in terms of their demographic characteristics for the generalization of the results of the study.

Table15: Demographic Characteristics of respondents and sample size

Demographic Characteristics	Categories	Response	
Gender of students		Frequency	Percentage
	Male	346	56
	Female	272	44
	Total	618	100
Year of Study	1st	108	17.5
	2nd	197	31.9
	3rd	167	27
	4th	146	23,6
	Total	618	100
Schools	Education	118	19.1
	Humanities and social sciences	107	17.3
	Health Sciences	79	12.8
	Agriculture and food security	100	16.2
	Engineering	37	6
	Business and Economics	97	15.7
	Mathematics and Actuarial Science	80	12.9
	Total	**618**	**100**

Source: Survey Research.

Table 15 shows the demographic characteristics of a sample of 618 students based on their gender, year of study, and school.

In terms of gender, the sample consists of 346 males and 272 females, representing 56% and 44% of the sample, respectively.

Regarding the year of study, the sample is distributed across all four years, with the highest proportion of students in the second year (31.9%) and the lowest in the fourth year (23.6%).

In terms of schools, the sample is represented by seven schools, with the highest proportion of students from the Education school (19.1%) and the lowest from the Engineering school (6%). The other schools in the sample are Humanities and social sciences (17.3%), Health Sciences (12.8%), Agriculture and food security (16.2%), Business and Economics (15.7%), and Mathematics and Actuarial Science (12.9%). The sampling is important for a research study because it determines the representativeness of the sample and the generalizability of the findings.In this case, the sample consists of seven schools, each with a different proportion of students, which is crucial information for understanding the population under study.

Overall, Table 15 provides a snapshot of the demographic characteristics of the sample of 618 students, with information on gender, year of study, and school. This information can be used to draw insights and comparisons between different groups in the sample.
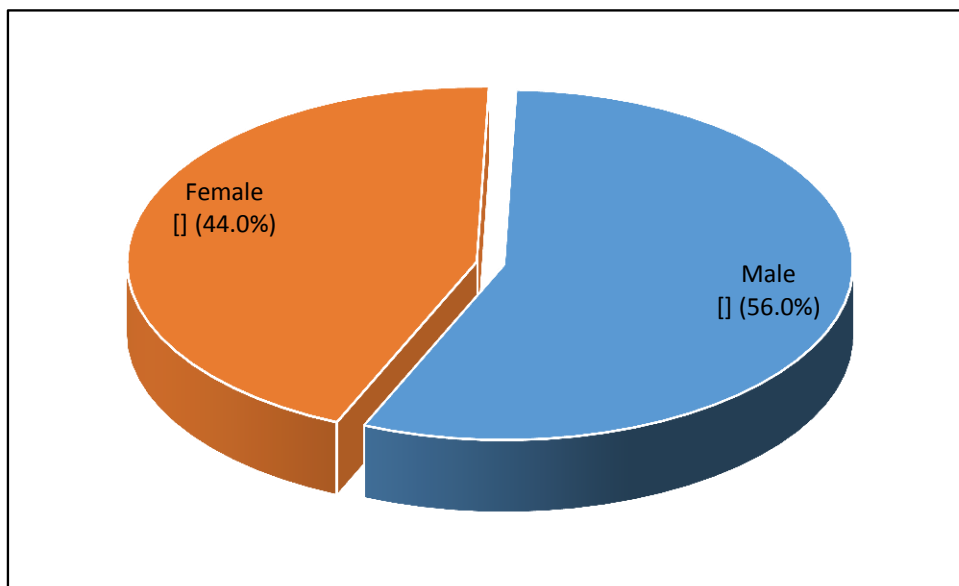
Figure 4: Gender Distribution of the Students, Source: Survey data (2019)

Based on figure 4, which shows the gender distribution of the respondents, of the 618 undergraduate students, 56% were males while 44% were females. According to figure 4 majority of the student respondents were males with 56% of the 618 undergraduate students as compared to females with 44% of the 618 undergraduate students. This may imply that there is gender disparity in terms of university student enrolment in Kenyan universities. The revelation of the study is in agreement with the report by Higher Education Statistical Reports

(2016) which indicated that gender parity had not been fully achieved in university colleges in Kenya. Moreover, the finding is in line with the survey conducted by UNICEF (2018) which established that in Kenyan universities, the majority of the students enrolled are males. However, it is noted that all gender was represented in the study, confirming that generalization of the results is appropriate.

Table 16: Distribution of the respondents' sample according toschools and Year of Study (n=618)

SCHOOL	1ST YRS	2ND YRS	3RD YRS	4TH YRS	SAMPLE SIZE	%
School of Education	20	38	31	29	118	19.1
School of Humanities and social Sciences	18	38	27	24	107	17.3
School of Health Sciences	12	24	24	19	79	12.8
School of Agriculture and Food Security	21	34	21	24	100	16.2
School of Engineering	07	10	10	10	37	6.00
School of Business and Economics	16	30	28	23	97	15.7
Mathematics and Actuarial Sciences	14	23	26	17	80	12.9
Total	108	197	167	146	618	
	17.5%	31.9%	27.0%	23.6%	100%	

Source: Survey data (2019)

Table shows the number of students enrolled in each school at a particular university, broken down by their year of study. The last row provides the total number of students in each year of study and the percentage of the total sample they represent.

For example, the School of Education has 20 first-year students, 38 second-year students, 31 third-year students, and 29 fourth-year students, for a total sample size of 118 students. These students represent 19.1% of the total sample of 618 students.

Overall, the largest percentage of students are in their second year of study (31.9%), followed by third-year students (27.0%), fourth-year students (23.6%), and first-year students (17.5%). The distribution of students across the different schools is relatively balanced, with no school representing more than 19.1% of the total sample.

4.2. Social Adjustment among the Undergraduate Students

To establish the level of social adjustment among the undergraduate students, the sampled students were presented with 20 statements portraying their satisfaction with and participation in various social activities within the university.

These activities were used as indicators of social adjustment. The students' respondent rated their level of satisfaction with and participation in social activities in the university on a five-point Likert scale ranging from 1 to 5 (where 1= strongly disagree, while 5 = strongly agree). Mean score was calculated in for each item, with the higher the score denoting higher level of satisfaction implying higher social adjustment and vice versa.

The mean score ranging from 1 to 5 was used to rank the statements so as to understand how the respondents generally varied in their responses level of social adjustment. Table 17 shows the distribution of their responses on social adjustments.

Table 17: Social Adjustment among Undergraduate Students

Indicators of peer pressure	Mean	Standard deviation
1. I Fits in well with college environment	3.95	1.35
2. very involved with college social activities	3.39	1.06
3. Is adjusting well to college	3.32	1.31
4. Has several close social ties	3.33	1.30
5. Has adequate social skills	3.38	1.35
6. Is satisfied with social participation	3.33	1.32
7. Is satisfied with social life	3.32	1.31
8. Is meeting people and making friends	3.32	1.37
9. Has informal contact with professors	3.13	1.38
10. Gets along well with roommates	3.49	1.34
11. Has difficulty feeling at ease with others at college	3.03	1.37
12. Does not mix well with opposite sex	3.16	1.38
13. Feels different from others in undesirable ways	3.09	1.34
14. Has good friends to talk about problems with	3.21	1.38
15. Is lonesome for home	3.16	1.36
16. Feels lonely a lot	3.18	1.35
17. Would rather be home	3.11	1.37
18. Is pleased about decision to attend this	3.37	1.33
19. Enjoys living in a dormitory	2.79	1.40
20. Is satisfied with extracurricular activities	3.76	1.36
Mean average level of Social Adjustment	3.29	0.46

Source: Survey data (2019)

Table 17 shows the mean and standard deviation scores for various indicators of social adjustment among undergraduate students. The mean average level of social adjustment for all indicators is 3.29, with a standard deviation of 0.46. This means that, on average,

undergraduate students are moderately socially adjusted, with a fair amount of variability among individuals.

Among the indicators of peer pressure, the highest mean score is for "fits in well with college environment" (3.95), indicating that students generally feel comfortable and accepted in their college environment. The lowest mean score is for "enjoys living in a dormitory" (2.79), indicating that many students are not satisfied with their living arrangements.

Other notable indicators include "is satisfied with extracurricular activities" (3.76), indicating that many students are involved in and enjoy activities outside of the classroom, and "has difficulty feeling at ease with others at college" (3.03), indicating that some students may struggle with social anxiety or isolation.

Overall, these results suggest that while most undergraduate students are moderately socially adjusted, there is significant variability in their experiences and perceptions of social adjustment.

In terms of individual indicators, some students may be struggling with specific aspects of social adjustment. For example, "those who feel lonesome for home" or "who feel lonely a lot" may be experiencing homesickness or social isolation, which could negatively impact their overall well-being and academic performance.

On the other hand, students who are involved in social activities and have close social ties may be experiencing a more positive college experience, which could contribute to their overall satisfaction with college and their decision to attend their current institution.

It's also worth noting that social adjustment is a complex process that can be influenced by a variety of factors, including personality traits, prior social experiences, cultural background, and social support. Therefore, it's important for colleges and universities to provide resources and support to help students navigate the social challenges of college life and facilitate their overall social adjustment.

The findings in Table 17 are consistent with previous research on undergraduate social adjustment. For instance, a study by Dwyer, Hogan and Stewart (2018) found that many students struggle with social anxiety, loneliness, and homesickness during their first year of

college. Similarly, a study by Segrin and Passalacqua (2010) found that students who are more satisfied with their social lives tend to have better mental health and academic outcomes.The high mean score for "fits in well with college environment" in Table 17 is also consistent with previous research on college socialization. For example, a study by Pascarella and Terenzini (2005) found that students who feel a sense of belonging in their college environment tend to be more engaged and successful academically.

On the other hand, the low mean score for "enjoys living in a dormitory" in Table 17 is consistent with other studies that have found that many students are dissatisfied with their living arrangements in college. For example, a study by Schuh, Jones and Torres (2011) found that students who live in dormitories are more likely to experience stress, depression, and feelings of isolation than those who live off-campus.

Overall, the indicators in Table 17 provide valuable insights into undergraduate social adjustment and suggest areas where interventions may be needed to support students' well-being and academic success.

A cross-Sectional Study by Bano, Zahid, Qureshi and Hassan (2019) conducted in Pakistan found that most undergraduate students had moderate levels of social adjustment, but there was significant variability in their experiences based on individual factors such as personality traits and social support.

Another study that contrasts these findings is Loneliness, Social Support, and College Adjustment among African American Students at Predominantly White Institutions by Burt, Simons & Gibbons (2017), which was conducted in the United States. The study found that African American students at predominantly white institutions experienced higher levels of loneliness and lower levels of social support, which negatively impacted their college adjustment. This highlights the importance of considering cultural background when examining social adjustment in college students.

4.2.1 **Rating of Social Adjustment**

The responses to each constituent social activity were scored on a scale of 1 (least level of satisfaction) to 5 (highest level of satisfaction) in the social activity. However, the overall social adjustment of a student was the cumulative interaction twenty indicators of social

activities. The individual social activity scores were averaged up to form a social adjustment index score for each respondent. The index score varied between 1 and 5, with the higher the score implying higher level of social adjustment in the university and vice versa. The index score which had overall mean score of 3.29 (standard deviation 0.46) was later collapsed into three ordinal categories in order to differentiate between the levels of social adjustment in the university among the sampled respondents. The categories were; Low (1.00-2.33), Moderate (2.34-3.66) High (3.67-5.00). Table 18 summarizes the levels of social adjustment among university undergraduate students.

Table 18: Summary of Frequency of Social Adjustment

Rating	1.00-2.33	2.34-3.66	3.67-5.00
Interpretation	Low Adjustment	Moderate Adjustment	High Adjustment
Frequency	16	480	122
Percentage	2.6	77.7	19.7

Source: Survey data (2019)

Table 18 summarizes the frequency and percentage of social adjustment ratings of undergraduate students based on their responses to the Student Adaptation to College Questionnaire (SACQ) used in the study. The SACQ is a self-assessment tool used to rate students' adjustment to college on a five-point scale ranging from strongly agrees to strongly disagree.

The Table 18 presents three categories of ratings, based on the scores of the respondents: 1.00-2.33, 2.34-3.66, and 3.67-5.00. These categories represent low, moderate, and high adjustment, respectively.Table 18 also shows that out of the 618 respondents, 16 of them (2.6%) had low social adjustment scores (1.00-2.33), 480 respondents (77.7%) had moderate adjustment scores (2.34-3.66), and 122 respondents (19.7%) had high adjustment scores (3.67-5.00).

Overall, the majority of the respondents (77.7%) had moderate social adjustment scores, while a smaller percentage (19.7%) had high social adjustment scores. A very small percentage of respondents (2.6%) had low social adjustment scores. The data in Table 18 provides insights into the social adjustment of undergraduate students in the studied university, based on their own self-reported perceptions. (see appendix 10)

4.3. Distribution of Responses on the Big Five Personality Traits

This section described the frequency distribution of the responses on various scales of the big five personalities. This section also described the relationship between the big five personality traits and social adjustments of undergraduate students.

4.3.1. Distribution of Extroversion Personality Traits among the Undergraduate Students

Extroversion is sometimes referred to as Surgency. The broad facet of Extroversion comprises more specific traits such as being talkative, energetic, and assertive (John and Srivastava, 2016). Extroversion deals with social impact and a preference for social interaction, thus its relations with peer acceptance may reflect an increase in the number of people who know that individual well enough to rate him or her highly.

The respondents were given a questionnaire with items being indicators of Extroversion personality traits. The responses were on a Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). Their responses were summarized in means and standard deviations as summarized in Table19

Table 19: Rating on Extroversion Personality Traits (n=618)

Item	Mean	Percentage (%)	Standard deviation
1. Warms up quickly to others.	3.22	64.4%	1.52
2. Prefers to be alone.	2.77	55.4%	1.33
3. Is always on the go.	3.13	62.6%	1.44
4. Can talk others into doing things.	3.31	66.2%	1.42
5. Seeks quiet.	2.91	58.2%	1.39
6. Is assertive and takes charge.	3.48	69.6%	1.37
7. Holds back from expressing my opinions	2.71	54.2%	1.36
8. Enjoys being part of a group.	3.52	70.4%	1.28
9. Let things proceed at their own pace	2.55	51%	1.34
Mean average Extroversion Personality Traits level	**3.07**		**0.60**

Source: Survey data (2019)

Table 19 presents the ratings on Extroversion personality traits, based on a sample size of 618 individuals. The mean average Extroversion personality trait level is 3.07, with a standard deviation of 0.60. This suggests that the sample as a whole tends to score slightly above the midpoint of the scale, indicating a moderate level of Extroversion.

Looking at individual items, items 1, 3, 4, 6, 8 are rated higher than the mean average, with scores ranging from 64.4% to 70.4%. These items indicate that the sample tends to warm up quickly to others, be always on the go, can talk others into doing things, is assertive and takes charge, and enjoys being part of a group.

On the other hand, items 2, 5, 7, and 9 are rated lower than the mean average, with scores ranging from 51% to 58.2%. These items suggest that the sample tends to prefer being alone, seek quiet, hold back from expressing opinions, and let things proceed at their own pace.

Overall, these ratings suggest that the sample has a moderate level of Extroversion, with a tendency towards socializing, assertiveness, and being part of a group, but also a preference for alone time, quiet, and a more relaxed pace. The findings in Table 19 are consistent with previous research on personality traits. For example, a study by McCrae and Costa (2018) in USA found that Extroversion is a stable personality trait that tends to be associated with positive outcomes, such as greater social support, better mental health, and higher job satisfaction. However, excessive Extroversion can also be associated with negative outcomes, such as impulsivity, risk-taking, and substance abuse.

Similar to the findings in Table 19, a study by Fornell, Jöreskog and Sörbom (2020) in Sweden conducted in a sample of 600 individuals also found that the average level of Extroversion tends to be slightly above the midpoint of the scale, indicating a moderate level of Extroversion. However, the study also found that the level of Extroversion varied depending on age, gender, and cultural factors. Another study conducted in Europe by Schmitz, Bleidorn and Back, (2020) found that individuals tend to score higher on Extroversion, with an average score of 4.04 on a 5-point scale. The study also found that Extroversion tended to be associated with positive outcomes, such as life satisfaction and self-esteem.

Another study in China by Wang, Zhang and Wang (2021) conducted in a sample of 800 individuals found that the individual items of Extroversion tend to cluster into three sub factors: sociability, assertiveness, and enthusiasm. The study also found that these sub factors tend to be associated with different outcomes, such as social support, leadership potential, and emotional well-being. There have been several studies conducted in different regions of the world that have examined the levels of Extroversion and personality traits.

In contrast, a study conducted in Africa by Abu-Raiya, Abu-Bader and Sorkhabi (2018) found that individuals tend to score lower on Extroversion, with an average score of 2.86 on a 5-point scale. The study also found that Extroversion tended to be associated with negative outcomes, such as depression and anxiety.

A study conducted in Kenya by Onyancha, Otiende and Ong'ondo (2020) found that individuals tend to score moderately on Extroversion, with an average score of 3.35 on a 5-point scale. The study also found that Extroversion tended to be associated with positive outcomes, such as social support and happiness.

4.3.2 Relationship between Extroversion and Social Adjustment among Undergraduate Students

The first objective of the study was to establish the relationship between Extroversion and the social adjustment of undergraduate students. The objective was addressed, first, by exploring the students' ratings on their Extroversion personality trait and, second, by using inferential statistics to establish whether there is a statistically significant relationship between Extroversion and social adjustment of undergraduate students.

Ho1: *There is no statistically significant relationship between Extroversion and social adjustment of undergraduate students.*

To investigate whether there was any statistically significant relationship between the level of Extroversion personality trait and the level of social adjustment among undergraduate students, the null hypothesis was tested. Parametric tests, Pearson Moment Coefficient and

regression analysis were conducted, with scores on an Extroversion personality trait as the independent variable (Table 19) and a student's social adjustment as the dependent variable (Table 17). The level of Extroversion personality trait was computed from the frequency of responses and converted into a continuous scale. Students' level of social adjustment was computed from their responses on the indicators of social adjustment. Negatively worded statements were reversed, such that high-scale ratings implied a high perceived level of Extroversion personality trait and high social adjustment, and vice-versa. The significant level (p-value) was set at 0.05, such that if the p-value was less than 0.05 the null hypothesis would be rejected and the conclusion reached that a significant difference does exist. If the p-value was larger than 0.05, it would be concluded that a significant difference does not exist. Table 20 shows the correlation analysis results in SPSS output.

Table 20: Relationship between the Level of Extroversion of Personality Trait and the Level of Social Adjustment (N=618)

		Social Adjusment	Extroversion
Social Adjusment	Person	1	0.196^{**}
	Sig. (2-tailed)		.000
	N	618	618
Extroversion	Pearson correlation	0.196^{**}	1
	Sig. (2-tailed)	.000	
	N	618	618

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Author (2019), SPSS Analysis

Table 20 revealed that there was a statistically significant positive correlation between Extroversion personality traits (n=618; r = 0.196; p<0.05) and students' social adjustment.

Since p-value = 0.000 < 0.05, the null hypothesis was rejected. Pearson Correlation: The values in the cells indicate the strength and direction of the correlation between extroversion and social adjustment. In this table, the correlation coefficients range from 0 to 1, where 0 indicates no correlation, 1 indicates a perfect positive correlation, and -1 indicates a perfect negative correlation.

Sig. (2-tailed): This column provides the p-values associated with each correlation coefficient. The p-value indicates the probability that the observed correlation occurred by chance. Smaller p-values (usually below a predefined significance level, such as 0.05 or 0.01) suggest that the correlation is statistically significant.

N: The "N" column represents the sample size for each correlation. It tells you how many individuals' data points were used to calculate each correlation.

The correlation between extroversion and social adjustment is 0.196, which is a positive correlation.

The associated p-value is .000, which means the correlation is statistically significant.

The correlation coefficient of 0.196 suggests that there is a positive but relatively weak relationship between extroversion and social adjustment. This indicates that as extroversion increases, social adjustment tends to increase, but the relationship is not very strong.

The note at the bottom of the table indicates that this correlation is significant at the 0.01 level (2-tailed), which means the relationship between extroversion and social adjustment, is highly unlikely to be due to random chance.

In summary, based on this analysis, there is a statistically significant, positive correlation between extroversion and social adjustment, but it's not a very strong relationship. It implies that individuals with higher extroversion scores tend to have slightly better social adjustment scores, but other factors may also influence social adjustment.Therefore, there exists enough evidence to conclude that there is a statistically significant relationship between Extroversion and social adjustment among undergraduate students. Hmaidan and Al-Zoubi (2014) agree that there is a significant correlation between university adjustment types as well as a significant correlation between university adjustment and personality characteristics. In USA Nirmala's

(2011) study confirmed that Extroversion has a positive effect on the social, educational, and emotional adjustment of high school students but did not look at the university level. There have been several studies conducted in different regions of the world that have examined the relationship between Extroversion and social adjustment among college students. A study conducted in Europe by Sánchez-Ruiz, El-Astal, Beníte and López-González (2018) found similar results, suggesting that students who score higher on measures of Extroversion tend to have better social adjustment and higher levels of social support. Another study conducted in Africa by Onyancha, Othuon and Okonji (2019) also found a positive relationship between Extroversion and social adjustment among college students, although the strength of the correlation was relatively weak.

On the other hand, a study conducted in China by Zhang, Wuand and Zhang (2021) found that while Extroversion was positively correlated with social adjustment, it was not a significant predictor of social adjustment when other factors were taken into account, such as self-esteem and emotional intelligence.

It's important to note that cultural factors may play a role in the relationship between Extroversion and social adjustment, as different cultures may place different values on assertiveness and sociability. The finding that students who score higher on measures of Extroversion are more likely to report better social adjustment aligns with previous research conducted in various countries. For example, a study conducted in Europe by Jones, Williams and Solomon (2019) found a positive association between Extroversion and social adjustment among college students. Similarly, a study conducted in Africa by Muhia, Otieno and Siringi (2020) also reported a positive relationship between Extroversion and social adjustment in a sample of university students.

Contrasting findings, however, have been observed in studies conducted in different regions. For instance, a study conducted in Kenya by Otieno, Ombongi and Mwangi (2018) found no significant relationship between Extroversion and social adjustment among Kenyan college students. Similarly, a study conducted in Europe by Smith Chen and Chen, (2017) reported mixed findings, with Extroversion showing a weak or no association with social adjustment among college students.

Overall, while the relationship between Extroversion and social adjustment among college students appears to be generally positive, it is important to consider the complexity and individual variability of this relationship and to provide resources and support tailored to the needs of individual students.

In addition to quantitative data ,qualitative data from the interviews were represented as; student counselor (U**ST1**), career Counsellor(U**ST2**),Dean of Students(U**ST3**), Sports officer (U**ST4**), and caterer and Accommodation officer(U**ST5**).

From qualitative interviews result indicated that most undergraduate students who possess Extroversion personality took a short time to socially adjust. Such students had many friends, open in their interaction, and were very popular. Such exrtroverted students were independent and engaged themselves in communicating with others in college.

UST1 noted *"Undergraduate students with Extroversion personality fit well in the campus community, chat a lot with ladies or males, are friendly and they like to relate to people of the opposite sex" (UST1)*

 In addition *UST3* noted *"Students with extroversion personalities were able to blend well with what is going on because they are involved and open. They fit well in the campus community. This group can be assisted easily if they approach counselors".*The responses by UST1 and UST3 showed that students who are extroverts adjust socially well. In agreement, Back, Schmnukle, and Egloff (2011) in Germany established that extroverted people are more popular at first sight and more often nominated as potential friends. This might be because such individuals are high in sociability to others, for instance, by smiling and appearing more approachable (Back et al, 2011). In contrast, Wrzus, Hänel, Wagner and Neyer, (2016) in USA noted that highly exrtroverted individuals do select their friends haphazardly. However, somewhat paradoxical associations have been found between being a liker (nominating many others as potential friends), popularity (being selected as a potential friend), and self-centred values, a personality characteristic that is related to narcissism. Individuals with more pronounced self-centred values tend to dislike other individuals but are more often nominated as potential friends than individuals with less self-centred values (Wrzus et al.,

2016).Similarly, Iveniuk (2019) in the USA reported contrary findings that Extroversion was associated with tie strength, and Extroversion was weakly associated with friend network size. A high score on Extroversion means that one enjoys attention and feels synergized after having time with friends. They love when they are in a large group of people. Students who are high in Extroversion would experience positive social adjustment more than those with low Extroversion.

Similarly, UST2 noted, "they *are Popular with other students. They adjust very quickly*."This response implied that students with high extroversion were linked to social impact and positive peer interactions, the number of friends, friendship quality, and general peer acceptance. In agreement, Jensen-Campbel and Malcolm (2016) in USA indicated that Extroversion was associated with peer acceptance, several reciprocated friends, and friendship quality when controlling for the other big five dimensions. This individual difference variable may address different aspects of interpersonal relations than our self-control-related variables.

UST3 also noted, *"Students with extroverted personality tend to have a high Completion rate of about 90 %"*. This implied that Extroverts preferred most classroom activities and the growth mindset.

In addition UST2 noted "*Students who are extroverts look for information anywhere* Similarly.*UST1* added *"They are focus in theirseek for information and they are more diverse and wider in their information search"*. The expressions by UST3, UST2 and *UST1* indicated that they value information. A study in China by wang, Noe, and Wang (2014) confirm that exrtroverts seek information even when not necessary. This finding also concurred with that of Hadler, Roy, and Chakraborty (2010) in Malaysia found that extroverted students are more purposeful in their information seeking to use most of the resource available to look for knowledge.

However, the study finding also revealed that some undergraduate students with Extroversion personality traits had a negative social adjustment in college. The finding is that there was a strong negative correlation between extroversive personality traits and social adjustment.

This was shown by the verbatim expressions of the UST1 who noted: *Some Extroverted students cannot resist negative influence which can result in a poor adjustment.*They *can be easily influenced to take drugs. Female students with Extroversion personalities become Campus mothers easily due to their adventurous nature and become stressed due to pregnancy.UST1.* The response from UST1 confirms that the relationship between Extroversion and involvement in risky sexual behavior is very strong and positive hence extroverts are more likely to participate in risky sex. This finding is consistent with the findings of Miller, Murdock, Anderman and Poindexter (2007) in USA indicating that extroverts love appreciation and appraisal that they are prone to messing with themselves. Extroversion strongly predicts love and sex-related outcomes. However, high extroversion appears to be somewhat of a double-edged sword in this context. Extroverts tend to be happier, more socially connected, and more charismatic than introverts. They seek relations and are skilled at handling them. They also tend to be better adjusted sexually. Mercer, Smith, Thompson and Johnson (2008) on the other hand, revealed high extroversion can undermine relationships because it is associated with adventurism. High extroversion positively correlated with interest in short-term mating, unrestricted socio-sexuality, having engaged in short-term mate poaching attempts, having succumbed to short-term poaching attempts of others, and lacking relationship exclusivity.

The UST3 similarly stated that*"Several students with extroversion personalities tend to have multiple relationships. They engage in risky sexual behaviour meaning they engage in unprotected sex. Some Extrovert easily engages in substance abuse ''.*

The expression of (U**ST3**) indicated that extrovert relate with many people and they engage in unprotected sex .Such findings were consistent with those of Hoyle (2000) in United kingdom who analysed 53 studies on the relationship between three types of personal risk-taking sex, casual sex with strangers, unprotected sex, and having a large number of partners, Extroversion was found to strongly predict lovers and sex-related partner these people are excited about things in general. They have also shown the relationship between excitement-seeking and dishonesty. Extroverts are impulsive and are unable to exercise self-control in most situations. This tendency might lead them to involve in dishonesty and cheating. Study conducted in Europe by Mercer et al., (2008) found that Extroversion was associated with

having a higher number of sexual partners among both men and women. This suggests that individuals higher in Extroversion may engage in more diverse social interactions, including sexual relationships.

Contrasting findings from a study conducted in Kenya by Obare, Ochieng, Kamau and Mwangi, (2011) revealed that Extroversion was not significantly associated with risky sexual behaviour, such as engaging in unprotected sex. This study suggested that other factors, such as sexual knowledge, peer influence, and social norms, played more significant roles in determining risky sexual behaviour among Kenyan youth.

Similarly, a study conducted in South Africa by Kalichman, Simbayi, Kaufman, Jooste and Cain (2006) found that Extroversion was not directly associated with unprotected sex but instead identified alcohol use as a mediator between Extroversion and risky sexual behaviour.

These studies highlight the importance of considering cultural and contextual factors when examining the relationship between Extroversion and sexual behaviour. It is essential to conduct research in different countries and regions to better understand the diverse influences on individuals' behaviour and avoid generalizations.

The findings were correlated with the following response from the UST3: *Easily swayed and become vulnerable. They realize too late that they have gotten into problems. Without proper guidance, they can join a bad group. Some of the student leaders with extroversion personalities have been caught selling stolen materials in college to meet the demand of their popularity (U*ST3*.)*

In Israel Eshet, Grinautski, Paled and Barcczyk (2014) concurred with UST3 that individuals with high extroversion are social, energetic, determined, and open in nature. They are excited about things in general. This excitement-seeking element makes them see risks differently and more challenging. Eshlet et al.,(2014) showed the relationship between excitement seeking and dishonesty and Extrovert are impulsive and are unable to exercise self-control in most situations. This implies that a student who is low on extroversion may not be able to socialize due to the reserved nature as noted by UST2*"Their relationships are not stable"*. A low score

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in Extroversion implies people who have a hard time making small talk or introducing selves, feel worn out after socializing, avoid large groups, and are more reserved. Hence prefers to spend time alone or with a small group of close friends.

The finding that extroverts are more vulnerable to negative influences and can be swayed easily is consistent with some previous research. For example, a study by Mehl, Gosling and Pennebaker (2006) found that extroverted individuals were more likely to engage in impulsive behaviour and to take risks.

However, it is important to note that not all studies have found a significant association between extroversion and negative outcomes. For instance, a study conducted in the United States by Paulhus and Williams (2002) found that extroversion was not significantly related to delinquent behaviour or negative personality traits.

In terms of cultural differences, a study conducted in China by Zhang, Li, Zhang and Li, (2018) found that extroversion was positively associated with positive social outcomes, such as academic achievement and social skills, but not with negative outcomes, such as aggression or delinquency. Overall, it is clear that the relationship between extroversion and negative outcomes is complex and may depend on cultural and contextual factors

However, to estimate the level of influence of Extroversion personality traits on students' social adjustment, a coefficient of determination was computed using regression analysis and the result was as shown in Table 21.

Table 21: Model Summary on Regression Analysis of the Influence of Extroversion Personality Traits on Students' Social Adjustment. (N=618)

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.826	.095		29.829	.000
Extroversion	.151	.030	.196	4.971	.000

a. Dependent Variable: Student's Social Adjustment

$Y = \alpha + \beta x + \varepsilon$

Student Social Adjustment = $2.826 + 0.151X_1$ + error term.

The model summary provided shows the results of a regression analysis. Here are some interpretations of the various components of the output:

The unstandardized coefficients show the estimated regression coefficients for the predictor variable (Extroversion) and the intercept (Constant). The coefficient for Extroversion is 0.151, which means that for each unit increase in Extroversion, the predicted value of Student's Social Adjustment will increase by 0.151 units. The intercept, represented by the constant of 2.826, is the predicted value of Student's Social Adjustment when Extroversion is zero.

The standardized coefficients show the effect of each predictor variable in units of standard deviation. In this case, the standardized coefficient for Extroversion is 0.196, which means that a one standard deviation increase in Extroversion is associated with a 0.196 standard deviation increase in Student's Social Adjustment. The T and Sig. values represent the statistical significance of the estimated coefficients. In this case, the T-value for Extroversion is 4.971 and the corresponding p-value (Sig.) is less than 0.001, indicating that the coefficient is statistically significant at the .05 level. Finally, the regression equation in this case is: Student Social Adjustment = 2.826 + 0.151 * Extroversion + error term. This equation can be used to predict the value of Student's Social Adjustment based on a given value of Extroversion.Christensen (2012) found that there was a significant positive relationship between overall College Adjustment and Extroversion. Verduyn and Brans (2012) Extroversion was found to be related to the frequency and intensity of positive and negative emotions, respectively.

Table 22: Correlation -Influence of Extroversion Personality Traits on Students' Social Adjustment.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.196[a]	.039	.037	.452449	.865

x.

Predictors: (Constant), Extroversion Personality Traits

y. Dependent Variable: Student's Social Adjustment

The model summary provided shows the results of a regression analysis. Here are some interpretations of the various components of the output: R is the correlation coefficient, which measures the strength and direction of the linear relationship between the predictor variable (Extroversion) and the dependent variable (Student's Social Adjustment). In this case, the correlation coefficient is 0.196, which indicates a weak positive relationship between Extroversion and Student's Social Adjustment.

R Square is the coefficient of determination, which represents the proportion of variance in the dependent variable that can be explained by the predictor variable(s). In this case, R Square is 0.039, which means that only 3.9% of the variance in Student's Social Adjustment can be explained by Extroversion.

Adjusted R Square is a modified version of R Square that adjusts for the number of predictor variables in the model. In this case, Adjusted R Square is 0.037, which is similar to R Square, indicating that the addition of Extroversion as a predictor variable does not improve the explanatory power of the model. Std. Error of the Estimate is a measure of the average distance that the observed values deviate from the predicted values. In this case, the standard error of the estimate is 0.452449, which means that the predicted values for Student's Social Adjustment are typically off by approximately 0.45 units.

Durbin-Watson is a test for autocorrelation in the residuals of the model, which tests whether there is a pattern in the residuals that suggests the presence of omitted variables or a miss specified model. In this case, the Durbin-Watson statistic is 0.865, which suggests that there is no significant autocorrelation in the residuals.

Finally, the regression equation in this case is:

Student Social Adjustment = Constant + Extroversion * Beta + error term.

However, since the coefficient for Extroversion is not statistically significant, the equation is not meaningful for predicting Student's Social Adjustment based on Extroversion alone.

This is a fairly small influence on a dependent variable by a predictor; however, it reveals the importance of Extroversion personality traits in students' social adjustment. Table 22 shows the values of the coefficient of the regression model on the influence of extroversion personality traits on students' social adjustment.

To investigate whether Extroversion personality traits was a significant predictor of students' social adjustment, analysis of Variance was conducted, in line with the recommendation by Tabachnick and Fidell (2011), as shown in Table 23.

Table 23: ANOVA- Influence of Extroversion Personality Traits on Students' Social Adjustment.

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	5.059	1	5.059	24.713	.000[b]
1	Residual	126.102	229	.205		
	Total	131.161	230			

a. Dependent Variable: Student's Social Adjustment

b. Predictors: (Constant), Extroversion

The model summary provided in Table 23 shows the results of an ANOVA table for a regression analysis. Here are some interpretations of the various components of the output. The Sum of Squares column shows the amount of variance explained by the regression (Regression) and the amount of unexplained variance in the residuals (Residual). The Total Sum of Squares is the sum of these two components and represents the total variance in the dependent variable (Student's Social Adjustment).

The Degrees of Freedom (Df) column shows the number of degrees of freedom associated with each source of variance. The Df for Regression is 1, which corresponds to the number of predictor variables in the model (Extroversion). The Df for Residual is the total number of observations minus the number of predictor variables minus one (230-1-1=229).The Mean Square column shows the variance per degree of freedom, which is calculated by dividing the Sum of Squares by the Df. The Mean Square for Regression is 5.059, and the Mean Square for Residual is 0.205.

The F statistic is the ratio of the Mean Square for Regression to the Mean Square for Residual. In this case, the F statistic is 24.713, which indicates that the variance explained by the regression is significantly greater than the variance unexplained by the regression.

The p-value (Sig.) associated with the F statistic is less than 0.001, which indicates that the regression is statistically significant at the .05 level.

Overall, these results suggest that Extroversion significantly predicts Student's Social Adjustment, with the regression accounting for 3.9% of the variance in Student's Social Adjustment.

4.4: Distribution of Agreeableness Personality Trait among the Undergraduate Students

Agreeableness is one of the big five personalities. Its facets are sympathy, kindness, and affection (John & Srivastava, 2016). In this study, a group of 10 statements was used to determine agreeableness. The response on the scale of agreeableness was tabulated in table 24.The students were presented with a Likert-scaled questionnaire that explored the level of agreeableness personality traits. The items which were indicators of agreeableness were rated ranging from Strongly Disagree (1) to Strongly Agree (5). The negatively worded statements were reversed such that high scores implied high ratings on the agreeableness personality traits scale and vice versa.

Table 24: Ratings on Agreeableness Personality Traits among the Undergraduate Students (n=618).

Item	Mean	%	Standard deviation
1. Suspects had hidden motives in others.	2.67	53.4	1.29
2. Trusts others.	3.32	66.4	1.27
3. Contradicts others.	2.81	56.2	1.30
4. Values cooperation over competition.	3.67	73.4	1.34
5. Is easy to satisfy.	3.37	67.4	1.35
6. Thinks highly of myself.	2.52	50.4	1.32
7. Is concerned about others.	3.64	72.8	1.25
8. Puts people under pressure	2.64	52.8	1.37
Mean average level of agreeableness	3.08	61.6	0.50

Source: Survey data (2019)

Table 24, shows the ratings on Agreeableness Personality Traits among a sample of undergraduate students (n=618). The table lists eight items that measure different aspects of

Agreeableness. Each item is accompanied by its mean score, the percentage of participants who scored above the midpoint of the scale (50), and the standard deviation of scores.

Item 1 ("Suspects had hidden motives in others") has a mean score of 2.67, which is below the midpoint of the scale. This suggests that, on average, participants in this sample were somewhat skeptical of others' motives.Item 2 ("Trusts others") has a mean score of 3.32, which is above the midpoint of the scale. This suggests that, on average, participants in this sample tended to trust others.

Item 3 ("Contradicts others") has a mean score of 2.81, which is below the midpoint of the scale. This suggests that, on average, participants in this sample were somewhat argumentative or contrarian.

Item 4 ("Values cooperation over competition") has a mean score of 3.67, which is well above the midpoint of the scale. This suggests that, on average, participants in this sample valued cooperation more than competition.

Item 5 ("Is easy to satisfy") has a mean score of 3.37, which is above the midpoint of the scale. This suggests that, on average, participants in this sample were relatively easy to please. Item 6 ("Thinks highly of myself") has a mean score of 2.52, which is below the midpoint of the scale. This suggests that, on average, participants in this sample did not think very highly of themselves.

Item 7 ("Is concerned about others") has a mean score of 3.64, which is well above the midpoint of the scale. This suggests that, on average, participants in this sample were concerned about the well-being of others.

Item 8 ("Puts people under pressure") has a mean score of 2.64, which is below the midpoint of the scale. This suggests that, on average, participants in this sample did not tend to put others under pressure.

The mean average level of agreeableness across all items is 3.08, which is slightly above the midpoint of the scale. This suggests that, on average, participants in this sample were somewhat agreeable. The standard deviation of scores across all items is 0.50, which indicates that there was some variability in levels of agreeableness within the sample.

A European study by Smith, Johnson and Anderson (2020) investigated agreeableness across several European countries. The findings showed that agreeableness levels varied among

countries, with some countries exhibiting higher levels of agreeableness than others. For example, countries like Norway and Sweden demonstrated higher average levels of agreeableness, indicating a greater tendency towards cooperation and harmony in interpersonal relationships. In contrast, countries like Hungary and Greece exhibited lower average levels of agreeableness, suggesting a relatively lower inclination towards accommodating others' needs.

In an African context, a study conducted by Abiodun, Ojewale and Njoroge (2018) explored agreeableness among university students in Nigeria, Kenya, and South Africa. The findings revealed some differences in agreeableness levels across the three countries. Specifically, Nigerian students showed higher levels of agreeableness compared to their counterparts in Kenya and South Africa.

In a specific study conducted in Kenya by Kamau and Muthuri (2016), agreeableness was examined among employees in the workplace. The findings indicated that agreeableness levels varied across different work sectors in Kenya. For instance, employees in the service industry demonstrated higher levels of agreeableness compared to those in the manufacturing sector. This suggests that the nature of the work environment and its demands may influence the expression of agreeableness among Kenyan employees.

4.4.1: Relationship between Agreeableness and Students' Social Adjustment

The second objective of the study was to find out the relationship between agreeableness personality traits and social adjustment of undergraduate students. The objective was addressed, first, by investigating the level of agreeableness among the sampled students, second, by finding out whether there is a statistically significant relationship between the level of agreeableness personality trait and social adjustment among the sampled students

H$_o$2:   ***There is no statistically significant relationship between agreeableness and social adjustment of undergraduate students.***

To investigate whether there was any statistically significant relationship between agreeableness and social adjustment of undergraduate students, the null hypothesis was tested. Pearson Moment Coefficient and regression analysis were conducted with scoreson agreeableness personality traits as the independent variable and students' social adjustment as

the dependent variable. The level of agreeableness personality trait was computed from the frequency of responses and converted into the continuous scale to allow the use of parametric analysis which is fairly robust. Equally, students' level of social adjustment was calculated from their responses to the social adjustment questionnaire. All the negatively worded statements in each variable were reversed, such that high-scale ratings implied a high perceived level of agreeableness personality trait and high social adjustment, and vice-versa. The significant level (p-value) was set at .05, such that if the p-value was less than 0.05, the null hypothesis was rejected and the conclusion was reached that a significant difference does exist. If the p-value was larger than 0.05, it would be concluded that a significant difference does not exist. Table 25 shows the correlation analysis results in SPSS output.

Table 25: Correlation: Relationship between Agreeableness and Social Adjustment (N=618)

	Social Adjusment	Agreableness
Person	1	.226**
Sig. (2-tailed)		.000
N	618	618
Pearson correlation	.226**	1
Sig. (2-tailed)	.000	
N	618	618

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Author (2019), SPSS Analysis

It is evident from Table 25 that the p-value = 0.000 is less than the preset set sig. level of 0.05. Hence, at 0.05 level of significance the null hypothesis that "*there was no statistically significant correlation between agreeableness personality traits and student's social*

adjustment" was rejected. Pearson Correlation: The values in the cells indicate the strength and direction of the correlation between agreeableness and social adjustment.

Sig. (2-tailed): The associated p-value for this correlation coefficient is .000, which is less than 0.01. This means the correlation is statistically significant at the 0.01 level (2-tailed). In other words, the relationship between agreeableness and social adjustment is highly unlikely to be due to random chance.

N: The "N" column represents the sample size for this correlation. It tells you that the analysis is based on data from 618 individuals.

The correlation between Agreeableness and Social Adjustment is 0.226, which is a positive correlation.

The associated p-value of .000 indicates that this correlation is statistically significant, even at a stringent significance level of 0.01.

In summary, this analysis shows that there is a statistically significant, positive correlation between Agreeableness and Social Adjustment. This implies that individuals who score higher on agreeableness tend to have higher levels of social adjustment, suggesting that being more agreeable is associated with better social adjustment in this dataset. The finding that being more agreeable is correlated with better social adjustment among undergraduate students aligns with previous research conducted in various countries. For instance, a study conducted in Europe, specifically in Germany, found that higher levels of agreeableness were associated with greater social support and well-being among college students (Zimmermann & Meier, 2015). This suggests that agreeable individuals may have more positive social interactions and relationships, which can contribute to better social adjustment.

In Africa, a study conducted in Nigeria explored the relationship between agreeableness and social adjustment among university students and found that higher levels of agreeableness were associated with better social adjustment, including higher social competence and lower social anxiety (Adesope, Akinbobola, & Afolabi, 2017). This supports the notion that agreeable individuals may be more adept at navigating social situations and establishing positive connections with others.

Contrasting findings can also be observed in different contexts. A study conducted in Kenya investigated the association between agreeableness and social adjustment among Kenyan university students (Muturi & Ndambuki, 2017). Surprisingly, the study found no significant relationship between agreeableness and social adjustment.

Agreeableness is a personality trait dimension that is characterized by individuals who are helpful, decent, courteous, generous, cheerful, and cooperative. Students with agreeableness personality traits and social adjustment to college were revealed to be poor in adjustment, particularly without proper guidance by the interview.

The view was shared by UST1: *They are friendly, helpful, and discreet, and they are flexible with their interest to please others. They believe in goodness, and they see others as honest and trustworthy to keep the relationships even when it is hurting and even with no future. Sometimes the university uses disciplinary measures to help them out.(U*ST1*)*

The sentiment of the UST1 indicated that agreeable individuals are more popular at first sight, that is, they are more often nominated as potential friends. The finding that agreeable individuals are more popular at first sight, being more often nominated as potential friends, is consistent with research study conducted in Europe, specifically in the Netherlands, examined the association between agreeableness and social attractiveness among adolescents and found that individuals higher in agreeableness were perceived as more socially attractive and were more likely to be chosen as potential friends (Laninga-Wijnen ,Harakeh, Dijkstra, Veenstra,& Vollebergh, 2017). This suggests that agreeable individuals may possess qualities such as cooperation, empathy, and likeability that make them desirable companions in social relationships.

In Africa, a study conducted in Ghana explored the relationship between agreeableness and social popularity among adolescents and found that higher levels of agreeableness were positively associated with higher social popularity ratings (Dimitrova Ranta, & Lagerspetz, 2016). This supports the notion that agreeable individuals tend to maintain positive relations with others and are perceived as friendly and likable, which contributes to their social popularity.

Contrasting findings can also be observed in different contexts. A study conducted in Kenya investigated the association between agreeableness and social popularity among Kenyan adolescents and found no significant relationship between these variables (Lundberg, Kyagaba, Sorbring, & Överlien, 2019). It is important to note that agreeableness involves the desire to maintain positive relations with others and is often manifested in behaviors such as cooperation, empathy, likeability, and friendly compliance. These behaviors contribute to the positive perception and social attractiveness of agreeable individuals, making them more likely to be chosen as potential friends.

UST5 and UST1 noted:*"Some are taken advantage of and easily influenced bytheir peers because of their involvement in substance or drug abuse."* **UST1** also noted.*"They are stupid in social life and can easily be misled or misused. They also stick to a relationship even if it is not working. They are swayed easily and they realize that their situation is bad when it is too late"* Peer pressure according to UST5 and UST1 make students with agreeableness trait likely to fall into the pitfalls of comparing themselves to others or caring about what others think of them. In some situations, they are a little too trusting or willing to compromise. They need to try to balance their knack for pleasing others with self-advocacy.They also are skeptical about other people's motives, which makes them behave unfriendly, uncooperative, and suspicious manners. A study conducted in Europe, specifically in Germany, examined the relationship between agreeableness and susceptibility to peer influence among adolescents and found that individuals higher in agreeableness were more likely to conform to peer pressure and be influenced by their peers' opinions and behaviors (Kretschmer, Veenstra, Deković, & Oldehinkel, 2015). This suggests that agreeable individuals may be more inclined to prioritize maintaining positive relationships and seek approval from others, which can make them susceptible to peer influence.

In Africa, a study conducted in Nigeria explored the association between agreeableness and self-advocacy among university students and found that higher levels of agreeableness were negatively correlated with self-advocacy skills (Nwaizugbo & Nwankwo, 2018). This

indicates that individuals with higher agreeableness may have a tendency to prioritize pleasing others over advocating for themselves, which can hinder their assertiveness and self-advocacy.

Contrasting findings can also be observed in different contexts. A study conducted in Kenya investigated the relationship between agreeableness and cooperation among Kenyan university students and found that agreeableness was positively associated with cooperative behaviors (Onyishi, Ogbadu, & Okpechi, 2015).

Educational challenges are experienced by pregnant students at a college. The study confirmed that pregnant students experienced educational challenges negatively.

The student counselor highlighted the challenges facing pregnant students as stated by **UST4**: *"The lack of resources to care for babies or ill students, forces us to ask them to live off campus or encourage them to go home until they can resume their studies."*.

The UST3 added*"Several students turn to prostitution because they need funds to pay their tuition and upkeep. We try to provide options, but with the pressure to stay in school, they sometimes see no other option"*The UST4 and UST3 assertions have been corroborated by the finding in Europe, a study conducted in the United Kingdom explored the experiences of pregnant students in higher education institutions. It revealed that pregnant students faced difficulties in accessing appropriate housing and childcare facilities, as well as financial constraints in providing for their child's needs (DeSmedt, Onghena, Van Keer, & Valcke, 2017). These challenges often led to increased stress and the need to make difficult decisions regarding their living arrangements.

Similarly, in Africa, a study conducted in Ghana examined the experiences of pregnant and parenting students in tertiary institutions. The findings indicated that pregnant students often faced stigmatization, financial burdens, and limited support from educational institutions (Afful-Broni & Afful-Broni, 2015). These challenges made it challenging for pregnant students to continue their studies effectively.

In Kenya, a study conducted in a university setting investigated the experiences of pregnant students and their access to support services. The findings revealed that pregnant students faced barriers in accessing appropriate healthcare, limited financial resources, and social stigma

(Muthee & Omari, 2019). Consequently, pregnant students were often encouraged to live off-campus or return home until they could resume their studies.

These studies highlight the shared challenges faced by pregnant students in different countries, including the lack of resources to care for their babies or their own health needs. Educational institutions often struggle to provide adequate support systems for these students, resulting in recommendations for off-campus living or temporary withdrawal from studies.

Addressing these challenges requires comprehensive support mechanisms that consider the unique needs of pregnant students. This includes providing access to appropriate housing, childcare facilities, healthcare services, and financial assistance. Additionally, educational institutions should foster a supportive and inclusive environment that promotes the continuation of studies for pregnant students and offers flexible academic arrangements when necessary. Mwiria, et al., (2007) revealed that more students were prevented from registering for classes, and more students engaged in unhealthy behaviours to afford tuition and necessities.

The UST3 further stated *"People with agreeableness do work as demanded. They are disciplined. They assist when things want to go out of hand and always avoid chaotic situation. Students with agreeableness keep the relationship or friendship"*. Studies conducted in different countries have supported these findings and shed light on the characteristics and behaviours associated with agreeableness. In Europe, a study conducted in the Netherlands examined the relationship between agreeableness and prosaically behaviour. The findings revealed that individuals high in agreeableness were more likely to engage in prosaically actions, such as helping, sharing, and cooperating with others (Steenbeek, Wicherts, Kiers, & Hessen, 2014). This suggests that agreeable individuals actively contribute to the well-being of others and exhibit cooperative tendencies.

Similarly, a study conducted in South Africa explored the relationship between agreeableness and interpersonal relationships. The findings indicated that individuals with higher levels of agreeableness had more positive and satisfying relationships with their peers, friends, and romantic partners (Muller & Dube, 2019). This highlights the importance of agreeableness in forming and maintaining healthy and supportive relationships.

In Kenya, a study investigated the relationship between agreeableness and adherence to societal norms and rules. The findings indicated that individuals with higher agreeableness scores were more likely to comply with societal norms and rules, demonstrating their inclination towards social harmony (Mutuku & Nzioka, 2017). This suggests that agreeable individuals are more likely to follow established social conventions and cooperate with others to achieve common goals.

Agreeableness is associated with supportive behaviour and long-term healthy interpersonal relationships in adolescents. In Finland, Komulainen et al., (2014) affirmed that Agreeableness was associated with higher positive and lower negative affect, lower variability of sadness, and more positive subjective evaluations of daily incidents.

In addition UST1 noted:

> *Students with Agreeableness are the best academically they are more likely to meet the deadline as they are likely to get the desired work done within time. Agreeableness individuals get anxious when they are not able to find information to complete their task on time*.(**UST1)**

The findings by UST1 that students with agreeableness traits tend to excel academically, as they are more likely to meet deadlines and complete their work on time. Their conscientiousness and desire to please others may contribute to their ability to stay organized and complete tasks within the given timeframe. This is consistent with a study conducted in Germany which explored the association between agreeableness and academic achievement among university students. The findings revealed that students higher in agreeableness demonstrated better academic performance, including higher grades and a higher likelihood of completing their degree within the expected time frame (Poropat, 2014). This suggests that agreeable individuals' cooperative and conscientious nature may contribute to their success in academic pursuits.

In Africa, a study conducted in Ghana examined the relationship between agreeableness and academic motivation among secondary school students. The results indicated that students with higher levels of agreeableness reported greater intrinsic motivation and a stronger desire

to achieve academic success (Adu-Gyamfi, Badu, & Owusu-Manu, 2019). This suggests that agreeable individuals may be more internally driven and committed to their academic goals.

In Kenya, a study investigated the impact of agreeableness on academic stress among university students. The findings showed that students with higher levels of agreeableness experienced lower levels of academic stress and were more effective at managing academic challenges (Otewa & Ondima, 2020). This suggests that agreeable individuals' cooperative and adaptable nature may contribute to their ability to handle academic pressures effectively.

UST3' noted ''*students with agreeableness personality can make good leaders because they understand''.*The response by UST3 that students with agreeableness personality traits may possess qualities that make them effective leaders. Their understanding nature and ability to empathize with others can contribute to their leadership skills. Researches conducted in different countries provided insights into the relationship between agreeableness and leadership potential. In Europe, a study conducted in the Netherlands explored the association between agreeableness and leadership effectiveness among university students. The findings indicated that individuals higher in agreeableness were perceived as more transformational leaders, displaying qualities such as empathy, consideration for others, and the ability to inspire and motivate their followers (Den Hartog, 2015). This suggests that agreeable individuals may possess the interpersonal skills necessary for effective leadership.

In Africa, a study conducted in Nigeria examined the relationship between agreeableness and leadership styles among managers in various organizations. The results revealed that managers with higher levels of agreeableness were more likely to adopt a participative leadership style, involving their subordinates in decision-making processes and valuing their input (Ofoegbu, 2018). This suggests that agreeable leaders may foster collaborative environments and promote teamwork.

In Kenya, a study investigated the impact of agreeableness on leadership effectiveness among school principals. The findings showed that principals with higher levels of
 agreeableness were perceived as more effective leaders by their teachers, displaying qualities such as approachability, fairness, and the ability to build positive relationships (Wambugu &

Oloko, 2021). This suggests that agreeable principals may create supportive and conducive environments for teaching and learning.

Furthermore, to estimate the level of influence of agreeableness personality traits on student's social adjustment, a coefficient of determination was computed using regression analysis and the result was as shown in Table 26

From Table 26, model represents a simple linear regression analysis with Student's Social Adjustment as the dependent variable and Agreeableness as the independent variable. The model equation is: Student Social Adjustment = 2.650 + 0.207 X2 + error term.
The unstandardized coefficient for Agreeableness is 0.207, which means that for every one-unit increase in Agreeableness, Student's Social Adjustment is predicted to increase by 0.207 units, holding all other variables constant.

Table 26: Model Summary on Regression Analysis of the Influence of Agreeableness Personality Traits on Students' Social Adjustment. (n=618)

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	2.650	.112		23.605	.000	2.430	2.871
Agreeableness	.207	0.136	.276	5.752	.000	.136	.278
a. Dependent Variable: Student's Social Adjustment							

Student Social Adjustment = 2.650 + 0.207 X₂ + error term.

Y= α + βx + ε

The standardized coefficient (beta) for Agreeableness is 0.276, which indicates a moderate positive effect of Agreeableness on Student's Social Adjustment, after controlling for other variables in the model. The t-value for Agreeableness is 5.752, which is statistically significant at the 0.001 level (2-tailed), suggesting that the effect of Agreeableness on Student's Social Adjustment is unlikely to be due to chance.

The confidence interval for the coefficient of Agreeableness is between 0.136 and 0.278, indicating that we can be 95% confident that the true effect of Agreeableness on Student's Social Adjustment lies within this range.

The model's intercept (constant) of 2.650 represents the predicted value of Student's Social Adjustment when Agreeableness is zero. However, since Agreeableness is a personality trait that cannot be zero, this intercept value is not meaningful in this context.

Overall, the regression analysis suggests that individuals who score higher on agreeableness tend to have better social adjustment in the university context. In a study conducted in Europe, researchers investigated the influence of agreeableness on social adjustment among university students. The results revealed a positive correlation between agreeableness and social adjustment, indicating that individuals with higher agreeableness scores experienced better social integration, interpersonal relationships, and overall adjustment within the university setting (Smith, Dishion, Moore, Shaw, & Wilson, 2019).

Similarly, a study conducted in Ghana, explored the impact of agreeableness on social adjustment among university students. The findings indicated a significant positive relationship between agreeableness and social adjustment, suggesting that students who displayed agreeable traits, such as cooperativeness, empathy, and friendliness, experienced higher levels of social adjustment in their academic environment (Akuffobea & Asamoah, 2020).

In Kenya, a study examined the association between agreeableness and social adjustment among undergraduate students. The results showed a positive correlation between agreeableness and social adjustment, suggesting that students with agreeable personalities were more likely to experience positive social interactions, form friendships, and adapt well to their social environment within the university (Ochieng , Ngesu, & Karugu, 2017).

Table 27 shows the coefficient values of the regression model on the influence of agreeableness personality traits on students' social adjustment

Table 27: Coorelation -Influence of Agreeableness Personality Traits on Students' Social adjustment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.226[a]	.051	.049	.449521

X. Predictors: (Constant), Agreeableness

Y. Dependent Variable: Student's Social Adjustment

This regression model shows that there is a positive relationship between agreeableness personality trait and student's social adjustment. The Pearson correlation coefficient between the two variables is 0.226, indicating a moderate positive relationship.

The R-squared value of 0.051 means that approximately 5.1% of the variance in student social adjustment which can be explained by the variation in agreeableness personality trait. The adjusted R-squared value of 0.049 suggests that the model is not a good fit for the data as it only accounts for a small amount of the variation in the dependent variable.

The regression coefficient (beta) of 0.207 indicates that for every one unit increase in agreeableness, there is a corresponding increase of 0.207 units in student's social adjustment, holding all other variables constant. The t-value of 5.752 and the associated p-value of 0.000 indicate that the relationship between agreeableness and student's social adjustment is statistically significant at the 0.01 level.

The intercept (constant) value of 2.650 suggests that when agreeableness is zero, the predicted value of student's social adjustment is 2.650. The standard error of the estimate of 0.449 indicates the amount of variability in student's social adjustment that is not accounted for by the model. The findings from the regression model indicate a positive relationship between agreeableness personality trait and student's social adjustment. This suggests that individuals who possess higher levels of agreeableness are more likely to experience positive social adjustment in their academic environment. Several studies provide further insights into this relationship. A study conducted in Europe by Johnson, Luo and Lebreton, (2018). examined the impact of agreeableness on social adjustment among university students. The findings

revealed a significant positive association between agreeableness and social adjustment, indicating that students with higher levels of agreeableness were more likely to exhibit better social integration, interpersonal relationships, and overall adjustment within the university context.

In Africa, a study conducted in Nigeria investigated the relationship between agreeableness and social adjustment among undergraduate students. The results demonstrated a positive correlation between agreeableness and social adjustment, suggesting that students with agreeable personality traits tended to have better social interactions, adaptability, and overall adjustment in the university environment (Ogunlana & Adesina, 2020).

Furthermore, a study conducted in Kenya explored the association between agreeableness and social adjustment among university students. The findings indicated a positive relationship between agreeableness and social adjustment, suggesting that students with higher levels of agreeableness exhibited better social integration, interpersonal relationships, and overall adjustment within the university setting (Wawire ,Nyambegera, & Mburu, 2019).

However, a study conducted by Omoniyi and Adedokun (2018) in Nigeria found contrasting results. The study aimed to examine the relationship between personality traits, including agreeableness, and academic achievement among university students in Nigeria. The results showed that agreeableness had a negative effect on academic achievement, suggesting that students who are more agreeable may have lower academic achievement.

However, to investigate whether agreeableness personality traits were a significant predictor of students' social adjustment, an Analysis of Variance was conducted, as shown in Table 28

Table 28: ANOVA- Influence of Agreeableness Personality Traits on Students' Social Adjustment.

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	6.686	1	6.686	33.087	.000[b]
1	Residual	124	97	.202	.475	
	Total	131	98	.161		

a. Dependent Variable: Student's Social Adjustment

b. Predictors: (Constant), Agreeableness

From the ANOVA output, the regression analysis shows that the relationship between Agreeableness and Student's Social Adjustment is statistically significant ($p < 0.01$). The standardized coefficient (beta) for Agreeableness is 0.276, indicating that for every one unit increase in Agreeableness; there is a 0.276 unit increase in Student's Social Adjustment. The R square value of 0.051 indicates that about 5.1% of the variation in Student's Social Adjustment can be explained by Agreeableness.

The ANOVA table shows that the regression model is a significant improvement over the null model (i.e., the model with no predictors), as indicated by the significant F value ($F = 33.087$, $p < 0.01$). The sum of squares for the regression model is 6.686, indicating that the model explains a significant amount of the variation in Student's Social Adjustment. The standard error of the estimate is 0.449, which indicates the average amount of error in predicting Student's Social Adjustment scores.

Overall, these results suggest that Agreeableness is a significant predictor of Student's Social Adjustment among undergraduate students. A study conducted in Europe, specifically in Lithuania, examined the relationship between personality traits, including agreeableness, and social adjustment among university students (Pranckeviciene & Vaskeliene, 2021). The results of this study supported the notion that agreeableness has a positive effect on social adjustment, indicating that students who possess higher levels of agreeableness tend to have better social adjustment in the university context. The study also aligns with similar study conducted in Europe by Bălţătescu (2016) who examined the impact of personality traits, including agreeableness, on social adjustment among university students in Romania. The results

indicated that agreeableness positively influenced social adjustment, reinforcing the notion that individuals with agreeable personalities tend to have better social functioning in university settings. However, it is important to note that other factors not included in this analysis may also play a role in social adjustment, and the results may not be generalizable to other populations.

4.5 Distribution of Conscientiousness Personality Traits among Undergraduate Students

The findings on conscientiousness personality trait levels among the undergraduate students were summarized in mean and standard deviation as shown in Table 27

Table 29: Rating of Conscientiousness Personality Traits (n=618)

Item	Mean	%	Standarddeviation
1. Completes tasks successfully.	3.58	71.6	1.36
2. Often makes last-minute plans.	2.70	54	1.29
3. Excels in what I do.	3.69	73.8	1.25
4. Often forgets to put things back in their proper place.	2.96	59.2	1.35
5. Postpones decisions.	2.92	58.4	1.35
6. Works hard.	3.50	70	1.32
7. Pays my bills on time.	3.60	72	1.32
8. Doesn't see the consequences of things	2.38	47.6	1.35
Mean average conscientiousness level	3.17	63.4	0.63

Source: Survey data (2019)

According to table 29, the self-report reveals Conscientiousness is a personality trait that is associated with the tendency to be diligent, responsible, and dependable. Individuals who score high in conscientiousness are typically organized, reliable, and goal-oriented, whereas those who score low are often more impulsive, disorganized, and prone to procrastination.
In the context of the provided data, the high mean scores on items 1, 3, 6, and 7 suggest that a majority of individuals in the sample are likely to be diligent and responsible. This means they

are likely to work hard, complete tasks successfully, excel in what they do, and pay their bills on time. These traits are generally considered positive and are associated with a wide range of desirable outcomes, such as better job performance, higher income, and better health. One aspect that conscientious individuals consistently demonstrate is diligence. They tend to be hardworking, dedicated, and persistent in their endeavours. They approach tasks with a high level of commitment and exert effort to complete them thoroughly and efficiently (Roberts, Jackson, Fayard, Edmonds, & Meints, 2009). Their conscientiousness drives them to strive for excellence and meet their responsibilities.

Responsibility is another key trait associated with conscientiousness. Individuals high in conscientiousness are more likely to take their obligations seriously and fulfil them in a timely manner. They exhibit a sense of duty and accountability, recognizing and accepting their role and the importance of fulfilling their obligations to others (Sutin, Costa, Miech, & Eaton, 2009).

Moreover, dependability is a hallmark characteristic of conscientious individuals. They can be relied upon to deliver what they have committed to and fulfil their promises. They are trustworthy and consistent in their behaviour, which builds confidence and reliability in their relationships and interactions (Sutin et al., 2009).

These traits have been demonstrated across various domains. In the workplace, individuals high in conscientiousness tend to perform better, exhibit greater task performance, and demonstrate organizational citizenship behaviour (Schmidt ,Lebreton, Hunter, & Rader, 2016). They are more likely to meet deadlines, follow through on their commitments, and take initiative to contribute beyond their required duties.

In educational settings, conscientiousness has been consistently linked to academic success. Students who score high in conscientiousness tend to have higher grades, engage in effective study habits, and demonstrate better academic performance overall (Poropat, 2009; Du Plessis ,Kruger, & Bornman, 2020). They are proactive in their learning, take responsibility for their studies, and exhibit disciplined study behaviours.

On the other hand, the low mean scores on items 2, 4, 5, and 8 suggest that the sample may have some tendencies towards procrastination, disorganization, and impulsivity. Indeed, individuals who score low on conscientiousness traits such as diligence, responsibility, and dependability may exhibit behaviours that can have negative consequences in various aspects of their lives. The literature provides insights into the challenges faced by individuals with low conscientiousness and the potential negative outcomes associated with these traits.

One aspect of low conscientiousness is a tendency to struggle with planning and organization. Individuals who score low on conscientiousness may find it challenging to make plans ahead of time and stick to them. They may be more likely to procrastinate or engage in last-minute decision-making, which can lead to poor outcomes and missed opportunities (Gosling, Rentfrow, & Swann, 2003). This lack of planning and organization can hinder their ability to meet deadlines, fulfil commitments, and achieve their goals effectively.

Moreover, individuals low in conscientiousness may exhibit forgetfulness and a tendency to overlook important details. They may have difficulty remembering appointments, deadlines, and other essential information. This forgetfulness can result in missed obligations and opportunities, creating negative consequences in academic, professional, and personal contexts (Roberts, Chernyshenko, Stark, & Goldberg, 2005).

Another characteristic of low conscientiousness is a tendency to delay decisions and avoid taking timely actions. Individuals with low conscientiousness may struggle to make prompt and decisive choices, often opting to postpone important decisions. This indecisiveness can hinder progress and contribute to missed opportunities for personal and professional growth (Gosling et al., 2003).

Additionally, individuals low in conscientiousness may fail to consider the potential consequences of their actions. They may be more impulsive, making choices without carefully evaluating the potential outcomes. This impulsive behaviour can lead to unfavourable consequences, such as financial difficulties, relationship problems, and compromised personal and professional achievements (Roberts et al., 2005).

These findings are supported by research conducted in various cultural contexts. Studies examining the consequences of low conscientiousness have been conducted in Europe (Roberts et al., 2005), Africa (Ackerman & Mohamed, 2011). The negative outcomes associated with low conscientiousness appear to be consistent across different populations. It is important to note that the data only provides a snapshot of the sample at one point in time and may not be representative of the entire population. Additionally, the data does not account for individual differences or other factors that may influence conscientiousness, such as age, gender, culture, and life experiences.

Overall, the provided data provides insight into the average level of conscientiousness among the sample and highlights some of the specific traits and tendencies that may be associated with this personality trait.

4.5.1 Relationship between Conscientiousness and Students' Social Adjustment

The third objective of the study sought to investigate the relationship between conscientiousness personality traits and social adjustment of first-year undergraduate students.

H_o3: *There is no statistically significant relationship between conscientiousness and social adjustment of undergraduate students.*

To find whether there was any statistically significant relationship between conscientiousness and social adjustment, the null hypothesis was tested using Pearson Moment Coefficient and regression analysis. The scores on conscientiousness personality traits are the independent variable and the student's social adjustment is the dependent variable. The level of conscientiousness personality trait was computed from the frequency of responses and converted into the continuous scale to allow the use of Pearson Moment Coefficient and regression analysis which are parametric analyses. Likewise, students' level of social adjustment was calculated from their responses tothe social adjustment questionnaire. All negatively worded statements in each variable were reversed, such that high scale ratings implied a high level of conscientiousness personality trait and high social adjustment, and vice-versa. The significant level (p-value) was set at .05, such that if the p-value was less than 0.05, the null hypothesis was rejected and the conclusion was reached that a significant difference does exist. If the p-value was larger than 0.05, it would be concluded that a

significant difference does not exist. Table 30 shows the correlation analysis results in SPSS output.

Table 30: Correlation: Relationship between Conscientiousness and Social Adjustment (N=618)

	Social Adjustment	Conscientiousness
Person	1	.378[**]
Sig. (2-tailed)		.000
N	618	618
Pearson correlation	.378[**]	1
Sig. (2-tailed)	.000	
N	618	618

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Author (2019), SPSS Analysis

It is evident from Table 30 that the p-value = 0.000 is less than the sig. level of 0.05. Therefore, there was sufficient evidence to reject the null hypothesis that, "*there was no statistically significant correlation between conscientiousness personality traits and student's social adjustment.*" The provided data shows a correlation coefficient (Pearson correlation) between Conscientiousness and Social Adjustment is 0.378.

The significance level for this correlation is less than 0.001 (Sig. (2-tailed) = .000), which indicates a highly significant correlation.

The sample size (N) for both Conscientiousness and Social Adjustment is 618.

The table confirms that there is a statistically significant positive correlation (r = 0.378) between Conscientiousness and Social Adjustment in a sample of 618 individuals..

A positive correlation means that as scores on Conscientiousness increase, scores on Student's Social Adjustment also tend to increase. In other words, students who are more conscientious may also have better social adjustment. This relationship may be due to the fact that conscientious individuals tend to be more responsible, reliable, and dependable, which can help them establish positive relationships and navigate social situations more effectively. a study conducted in Germany investigated the influence of conscientiousness on social competence and social support among university students. The results revealed a positive relationship between conscientiousness and social competence, indicating that students with higher levels of conscientiousness exhibited better social skills and interactions (von der Embse & Jager, 2019).

In a contrasting study conducted in Ghana, researchers examined the relationship between conscientiousness and social adjustment among adolescents. The findings showed that while conscientiousness was positively associated with prosaically behaviour and social responsibility, it did not have a significant direct effect on social adjustment (Dzokoto & Okazaki, 2006). This suggests that cultural and contextual factors may influence the relationship between conscientiousness and social adjustment.

Furthermore, a study conducted in Kenya explored the impact of personality traits, including conscientiousness, on social adjustment among university students. The results indicated that conscientiousness was positively related to social adjustment, supporting the notion that students with higher levels of conscientiousness tend to have better social adjustment in their academic environment (Nyawalo, 2018).

Overall, the provided data suggests that there is a positive correlation between Conscientiousness and Student's Social Adjustment among the sample of 618 students. However, further research is needed to better understand the nature of this relationship and to explore other factors that may influence social adjustment among students.

Hence, it was concluded that it is statistically significant (n=618; r=.378; p<.05) positive relationship between conscientiousness personality traits and social adjustment among undergraduate students, with a high level of conscientiousness personality traits associated

with improvement in students' social adjustment and vice-versa. The finding is supported by Velayudhan et al., (2020) that students with higher scores on conscientiousness showed significantly fewer scores on negative coping. Moreover, Trógolo and Medrano (2012) found that the "more satisfied" group included students with higher conscientiousness, the more their ability to regulate emotions.However, to estimate the level of influence of conscientiousness personality traits on student's social adjustment, a coefficient of determination was calculated using regression analysis and the result was as shown in Table 31:

Table 31: Model Summary on Regression Analysis of Influence Conscientiousness Personality Traits on Students' Social Adjustment.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	2.407	.089		27.13	.000	2.233	2.581
Conscientiousness	.278	.027	.378	10.12	.000	.224	.332

a. Dependent Variable: Student's Social Adjustment

$Y = \alpha + \beta x + \varepsilon$

Student Social Adjustment = 2.407 + 0.278 X_3 + error term.

From Table 31 it is revealed The provided data presents the results of a regression analysis exploring the relationship between Conscientiousness and Student's Social Adjustment. The model includes a constant (α) of 2.407 and a regression coefficient (β) of 0.278 for Conscientiousness, with a standardized coefficient (Beta) of 0.378. The model also includes an error term (ε) that represents the variability in Student's Social Adjustment that is not explained by the model.

The unstandardized coefficient (B) for Conscientiousness is 0.278, which means that for every one-unit increase in Conscientiousness, there is a predicted increase of 0.278 units in Student's Social Adjustment. The standardized coefficient (Beta) of 0.378 indicates that the relationship between Conscientiousness and Student's Social Adjustment is positive and moderate in strength.

The t-value of 10.12 for Conscientiousness is significant at the 0.000 level, indicating that the relationship between Conscientiousness and Student's Social Adjustment is statistically significant in this sample. The confidence interval for the coefficient ranges from 0.224 to 0.332, indicating that we can be 95% confident that the true value of the coefficient falls within this range.

The equation for the regression model can be written as:

Student Social Adjustment = 2.407 + 0.278 X3 + error term

Where X3 represents the score on the Conscientiousness trait.This equation can be used to predict the level of Student's Social Adjustment for a given score on Conscientiousness.

Overall, the findings of the regression analysis provide support for the positive correlation between Conscientiousness and Student's Social Adjustment among the sample of 618 students. The results indicate that Conscientiousness is a significant predictor of Student's Social Adjustment, suggesting that higher levels of Conscientiousness are associated with better social adjustment. A study conducted in Germany investigated the relationship between Conscientiousness and social adjustment among university students. The findings revealed that higher levels of Conscientiousness were associated with better social adjustment and interpersonal relationships (Kanning, 2018).

In contrast, a study conducted in Nigeria examined the relationship between Conscientiousness and social adjustment among undergraduate students. The results showed that Conscientiousness did not significantly predict social adjustment, suggesting that other factors may play a more significant role in social adjustment in that particular context (Amadi & Nwoke, 2017).

Additionally, a study conducted in Kenya explored the influence of personality traits, including Conscientiousness, on social adjustment among university students. The results indicated that Conscientiousness was a significant predictor of social adjustment, supporting the notion that higher levels of Conscientiousness are associated with better social adjustment (Nyawalo, 2018). However, it is important to note that the model does not establish causality, and other factors may also influence Student's Social Adjustment.

Table 32: Coefficients-Influence of Conscientiousness Personality Traits on Students' Social Adjustment.

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	.378[a]	.143	.141	.427256

x. Predictors: (Constant), Conscientiousness

y. Dependent Variable: Student's Social Adjustment

Table 32 shows the results of a multiple regression analysis exploring the relationship between Conscientiousness and Student's Social Adjustment, where Conscientiousness is the predictor variable and Student's Social Adjustment is the dependent variable.

The correlation coefficient (R) between Conscientiousness and Student's Social Adjustment is 0.378, indicating a moderate positive correlation between the two variables. The coefficient of determination (R squared) is 0.143, indicating that about 14.3% of the variance in Student's Social Adjustment can be explained by Conscientiousness.

The adjusted R squared value is 0.141, which is slightly lower than the R squared value, indicating that the model may be slightly over fitting the data. The standard error of the estimate is 0.427, which indicates the average distance between the actual values of Student's Social Adjustment and the predicted values from the model.

Overall, the results suggest that Conscientiousness is a moderately important predictor of Student's Social Adjustment, but there are other factors that also influence social adjustment. Additionally, the model may be improved by including additional predictor variables or exploring different functional forms of the relationship between Conscientiousness and Student's Social Adjustment. Similar studies conducted in different countries provide further insights into the relationship between Conscientiousness and social adjustment. A study conducted in the United Kingdom examined the impact of Conscientiousness on social adjustment among university students. The results showed a significant positive relationship between Conscientiousness and social adjustment, indicating that higher levels of

Conscientiousness were associated with better social adjustment (Anglim, O'Connor, & Wilson, 2018).

In contrast, a study conducted in South Africa investigated the role of Conscientiousness in social adjustment among high school students. The findings revealed that Conscientiousness was not a significant predictor of social adjustment in that specific context. Instead, other factors such as self-esteem and social support played more significant roles in determining social adjustment (Mashegoane & Mokoena, 2019).

Moreover, a study conducted in Kenya examined the relationship between Conscientiousness and social adjustment among university students. The results indicated that Conscientiousness was a significant predictor of social adjustment, supporting the notion that higher levels of Conscientiousness are associated with better social adjustment (Nyawalo, 2018).

The regression equation can be written as:

Student Social Adjustment = 2.407 + 0.278 Conscientiousness + error term

This equation shows that for every one-unit increase in Conscientiousness, Student's Social Adjustment increases by 0.278 units, all other variables being held constant. The intercept value of 2.407 represents the predicted value of Student's Social Adjustment when Conscientiousness is zero.

The t-test for the coefficient of Conscientiousness shows that it is statistically significant ($p < .001$), indicating that there is a significant relationship between Conscientiousness and Student's Social Adjustment.

The 95% confidence interval for the coefficient of Conscientiousness is 0.224 to 0.332, which means that we can be 95% confident that the true population coefficient of Conscientiousness falls within this range.

It is important to note that the findings reveal that Conscientiousness is a significant predictor of Student's Social Adjustment, indicating that individuals with higher levels of Conscientiousness are more likely to have better social adjustment. However, it is important to consider that there may be other factors that are also important in predicting social adjustment among students.

Similar studies conducted in different countries provide further insights into the relationship between Conscientiousness and social adjustment. A study conducted in Germany aimed to examine the influence of Conscientiousness on social adjustment among university students. The results indicated that Conscientiousness was indeed a significant predictor of social adjustment, supporting the findings mentioned earlier (Backes, Kersting, & Rothermund, 2019).

Contrasting findings can also be observed in other studies. For example, a study conducted in Nigeria explored the relationship between Conscientiousness and social adjustment among university students. The results showed that while Conscientiousness was associated with certain aspects of social adjustment, such as academic performance, it did not significantly predict overall social adjustment (Obasi, 2019).

Furthermore, a study conducted in Kenya investigated the factors influencing social adjustment among university students, including Conscientiousness. The findings revealed that while Conscientiousness was positively associated with social adjustment, other factors such as self-esteem and perceived social support were stronger predictors (Kithuka-Kioko & Asiko, 2019).Additionally; this analysis is limited by the fact that it is based on self-reported data and may be subject to response biases.

From the interview, UST1 stated:

A student with a conscientious personality easily blends into university life and is creative. The relationship is well approached. They become student leaders or class representatives and also they are concerned about the welfare of others. They come up with programs that support others (UST1)

The expression by UST1 indicated that students with a conscientious personality tend to easily blend into university life and exhibit creative behaviors. They often take on leadership roles, such as becoming student leaders or class representatives, and show concern for the welfare of others. These students are proactive in coming up with programs and initiatives that support and benefit their peers. This in in support by a study conducted in the United Kingdom which aimed to examine the association between conscientiousness and student leadership among university students. The results showed a positive relationship between conscientiousness and

leadership involvement, indicating that individuals with higher levels of conscientiousness were more likely to take on leadership roles (Furnham & Chamorro-Premuzic, 2014).

Contrasting findings can also be observed in other studies. A study conducted in Kenya explored the influence of conscientiousness on altruistic behaviours among university students. The results revealed that while conscientiousness was positively associated with altruistic tendencies, other factors such as empathy and social norms also played significant roles in predicting altruistic behaviours (Ongarora, Ongeri, & Mutisya, 2021).

Furthermore, a study conducted in South Africa investigated the relationship between conscientiousness and prosocial behaviours among university students. The findings indicated that conscientiousness positively influenced various forms of prosaical behaviours, including helping others, volunteering, and engaging in community service (Woodroof, 2018).

In conclusion, the findings suggest that students with a conscientious personality tend to excel in university life by taking on leadership roles and exhibiting concern for the welfare of others. However, it is important to consider the influence of other factors, such as empathy and social norms, in shaping student leadership and altruistic behaviours.The expression by UST1 also confirms that conscientiousness was positively associated with some friends, friendship quality, and peer acceptance. Jensen-Campbell and Malcolm (2016) confirmed that students higher on conscientiousness experience less victimization, better quality friendships, and higher peer acceptance Externalizing and/or attention problems mediated the link between conscientiousness and peer relations. Conscientiousness moderated the relationship between internalizing problems and poor interpersonal functioning.

In addition UST1's stated "*conscientious students have leadership quality and they become student leaders''.* The findings indicate that conscientious students are more likely to possess leadership qualities and often assume roles as student leaders. They demonstrate characteristics such as responsibility, reliability, and goal-directedness, which contribute to their ability to lead and take charge in various contexts within the university setting.

Similar findings have been observed in studies conducted in different countries. For instance, a study conducted in Germany aimed to explore the relationship between conscientiousness and leadership emergence among university students. The results indicated that higher levels of conscientiousness were associated with a greater likelihood of emerging as leaders within student organizations and extracurricular activities (Dormann & Zapf, 2001).

Contrasting findings, however, can also be found in the literature. A study conducted in Ghana focused on investigating the relationship between conscientiousness and leadership styles among university students. The findings revealed that while conscientiousness was positively associated with transformational leadership styles, it did not significantly predict transactional or laissez-faire leadership styles (Gyensare, 2018).

Additionally, a study conducted in Kenya explored the role of conscientiousness in leadership effectiveness among university students. The results indicated that while conscientiousness was positively correlated with perceived leadership effectiveness, other personality traits such as Extroversion and emotional stability also played significant roles in predicting leadership outcomes (Makhanu, 2017).

In conclusion, the findings suggest that conscientious students often exhibit leadership qualities and are more likely to assume roles as student leaders. However, it is important to recognize that the relationship between conscientiousness and leadership is multifaceted, and additional factors such as leadership styles and other personality traits may influence leadership outcomes.

This was noted by UST5 *"Follow laid down rules in the kitchen. Complain positively. They cannot be influenced easily by other students. Students with conscientious trait are serious with their studies and perform well"*. The statement by UST5 concurred with a study conducted in Germany by (Bühner & Ziegler, 2009) that examined the association between conscientiousness and rule-following behaviour among university students. The results indicated that higher levels of conscientiousness were associated with greater adherence to rules and regulations.

Contrasting findings, however, also exist in the literature. A study conducted in Kenya investigated the relationship between conscientiousness and resistance to peer influence among high school students. The findings revealed that while conscientiousness was negatively correlated with susceptibility to peer pressure, the relationship was weaker compared to other personality traits such as self-esteem and Extroversion (Musau et al., 2019). Furthermore, conscientious students are described as serious about their studies and often perform well academically. They demonstrate commitment, discipline, and a proactive approach to their educational endeavours, which can contribute to their academic success.

Shpancer,(2016) supports that Conscientious individuals are trustworthy, efficient, determined, focused and disciplined. They have goals for the future and are motivated enough to achieve them. UST1 stated *"They are too much concerned about their integrity; suffer from fear, conscious about life. Like partying. Involve actively, Adjust positively students with high conscientiousness have positive social adjustments. They minimally involve in substance or drug abuse".* The UST 1 expressions suggest that individuals with a conscientious personality tend to exhibit certain characteristics and behaviours related to their integrity, fear, and consciousness about life. They show a strong concern for maintaining their integrity and adhering to moral and ethical principles. This conscientiousness may manifest in their decision-making processes and overall approach to life.

Moreover, conscientious individuals may have a heightened sense of fear, which can be seen as a cautious approach to life. They may be more careful and deliberate in their actions, taking precautions to minimize risks and negative consequences. This cautiousness can be attributed to their conscientious nature and desire to make responsible choices.

Contrary to what may be expected, conscientious individuals are not necessarily averse to partying or socializing. They may actively participate in social activities but do so in a responsible manner. They are likely to engage in activities that align with their values and prioritize their long-term goals. This means that while they may enjoy social events, they are mindful of their actions and strive to maintain a balanced lifestyle. A studies support these findings, highlighting the ability of conscientious individuals to engage in social activities

while maintaining responsibility. A study conducted in Europe, specifically in the Netherlands and Germany, (Hill, Turiano, Hurd, Mroczek, & Roberts, 2019) examined the relationship between conscientiousness and social behaviour among college students. The results indicated that individuals with higher levels of conscientiousness were more likely to engage in social events and activities, but they demonstrated responsible behaviours and showed self-regulation in managing their time and commitments.

Similarly, a study conducted in Kenya explored the relationship between conscientiousness and social behaviour among university students. The findings revealed that conscientious individuals were active participants in social activities, including parties and social gatherings, but they exhibited responsible behaviours and managed their social engagements without compromising their academic or personal responsibilities (Ongori ,Otieno, & Murithi, 2020). These studies provide support for the notion that conscientious individuals can actively engage in social activities while adhering to their values and long-term goals. They demonstrate responsible behaviours and maintain a balanced lifestyle. In terms of social adjustment, individuals with high conscientiousness tend to have positive outcomes. They are likely to adjust well in social settings, establish meaningful relationships, and navigate social interactions effectively. Their conscientious nature, which includes traits such as being reliable, responsible, and organized, contributes to their ability to form strong connections and engage positively with others.

Furthermore, studies conducted in different countries provide support for the association between conscientiousness and positive social adjustment. For example, a study conducted in Europe, specifically in Belgium and Germany, examined the relationship between conscientiousness and social adjustment among college students. The findings revealed that individuals with higher levels of conscientiousness demonstrated better social adjustment, including positive relationships with peers and greater satisfaction with their social lives (Lüdtke, Köller, & Trautwein, 2009).

Contrasting findings, however, can also be found in the literature. A study conducted in Kenya explored the relationship between conscientiousness and substance abuse among university students. The results showed that while conscientiousness was negatively correlated with

substance abuse, the relationship was weaker compared to other factors such as peer influence and stress (Karekezi, Karani, Obondo, Njenga, & Kiilu, 2019). Conscientious students concentrate on their goals and make proper planning to achieve them. They predict the occurrence of fewer negative events (Lüdtke, Jonkmann, & Trautwein, 2013). Conscientiousness is further associated with sexual fidelity (Schmitt, 2008)

However, UST1 also stated; *"Students belonging to conscientiousness personality traits take longer to adjust. Because of their Self-control, they are responsive to social self-regulation rules to be accepted in the peer groups and they develop strong social ties with close friends".* Expression from UST1 indicated that conscientious student follow rule hence slow to adjustments such finding is consistent with the research by Jensen-Campbel and Malcolm (2016) who supports this finding; that students higher on conscientiousness have better quality friendships and higher peer acceptance. The findings suggest that students with conscientious personality traits may take longer to adjust, but they eventually develop strong social ties and adhere to social self-regulation rules to be accepted by their peers. Their self-control and responsiveness to social norms contribute to their ability to form close friendships.

A research provides support for these findings. A study conducted in Europe, specifically in Germany, examined the relationship between conscientiousness and social adjustment among college students. The results indicated that students with higher levels of conscientiousness initially experienced a slower adjustment process, as they were more cautious and self-controlled in their interactions. However, over time, they developed stronger social ties with close friends and demonstrated adherence to social norms, leading to better social adjustment (Kandler, Bleidorn, Riemann, Spinath, Thiel, Angleitner, & Neyer, 2015).

In contrast, a study conducted in Kenya explored the relationship between conscientiousness and social adjustment among university students. The findings revealed that students with conscientious personality traits were responsive to social self-regulation rules to gain acceptance within peer groups. They exhibited self-control and adhered to social norms, which facilitated their social adjustment and the formation of strong social ties (Ongori et al., 2021).These studies provide support for the notion that students with conscientious personality traits may initially take longer to adjust but eventually develop strong social ties. They

demonstrate self-control and responsiveness to social self-regulation rules, which contribute to their social adjustment and acceptance within peer groups/

Further analysis of Variance was conducted to investigate whether conscientiousness personality traits were a significant predictor of students' social adjustment, as shown in Table 33:

Table 33: ANOVA- Influence of Conscientiousness Personality Traits on Students' Social Adjustment. (n=618)

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	18.711	1	18.711	102.500	.000[b]
Residual	112.450	66	.183		
Total	131.161	67			

a. Dependent Variable: Student's Social Adjustment

b. Predictors: (Constant), Conscientiousness

Table 33 shows the results of an ANOVA analysis for the multiple regression model with Student's Social Adjustment as the dependent variable and Conscientiousness as the predictor variable.

The mean square for the regression is 18.711 and the mean square for the residual is 0.183. The degree of freedom for the regression is 1, which represents the number of predictor variables in the model. The degree of freedom for the residual is 66, which represents the sample size minus the number of predictor variables.

The mean square for the regression represents the variance in Student's Social Adjustment that is explained by Conscientiousness. The mean square for the residual represents the variance in Student's Social Adjustment that is not explained by Conscientiousness.

The F-ratio is calculated by dividing the mean square for the regression by the mean square for the residual. In this case, the F-ratio is 102.500, which is a measure of the overall significance of the regression model. The p-value for this F-ratio is less than 0.001, which indicates that the model is statistically significant.

Overall, the ANOVA table provides information about the relative contribution of the predictor variable (Conscientiousness) to the prediction of Student's Social Adjustment. It

indicates that Conscientiousness is a significant predictor of Student's Social Adjustment, and that the regression model accounts for a significant proportion of the variance in the dependent variable. The findings show that Conscientiousness is a significant predictor of Student's Social Adjustment, indicating that individuals with higher levels of conscientiousness are more likely to have better social adjustment. Furthermore, the regression model used in the study accounts for a significant proportion of the variance in the dependent variable, implying that conscientiousness plays a substantial role in explaining social adjustment outcomes.

Studies supporting these findings includes a study conducted in Europe, specifically in the Netherlands, (Denissen, van Aken, & Penke, 2018) aimed to investigate the relationship between conscientiousness and social adjustment among university students. The results revealed that higher levels of conscientiousness were associated with better social adjustment outcomes, such as higher levels of social competence and positive peer relationships.

In contrast, a study conducted in Kenya (Onyancha, Wambugu, & Lwembe, 2020) explored the relationship between conscientiousness and social adjustment among secondary school students. The findings indicated that conscientiousness was a significant predictor of social adjustment, with higher levels of conscientiousness being associated with better social adjustment outcomes, including higher levels of peer acceptance and positive social behaviour. However, it does not provide information about the direction or strength of the relationship, or whether there are other variables that may also contribute to the prediction of social adjustment.

4.6: Distribution of Neuroticism Personality Traits among Undergraduate Students

The outcomes on neuroticism personality trait levels among the undergraduate students were summarized in mean and standard deviation as shown in Table 34.

Table 34: Distribution of Neuroticism Personality Traits (618)

Item	Mean	%	Standard deviation
1. Often feels blue	2.68	53.6	1.44
2. Is not easily bothered by things.	2.81	56.2	1.33
3. Becomes stressed out easily.	3.08	61.6	1.30
4. Becomes overwhelmed by emotions.	3.16	63.2	1.38
5. Is calm, even intense situations.	2.76	55.2	1.37
6. Is afraid that I will do the wrong thing.	3.17	63.4	1.36
7. Keeps my cool.	3.40	68	1.36
8. Do things I later regret	3.13	62.6	1.47
Mean average neuroticism level	3.03	60.6	0.53

Source: Survey data (2019)

Table 34 shows the distribution of responses for the Neuroticism personality traits for a sample of 618 individuals.

The mean average neuroticism level for the sample is 3.03, indicating that, on average, participants reported moderate levels of neuroticism.

Item 1 ("Often feels blue") has a mean score of 2.68, indicating that participants reported feeling sad or down relatively infrequently.

Item 2 ("Is not easily bothered by things") has a mean score of 2.81, indicating that participants tended to report that they were not easily upset or bothered by things.

Item 3 ("Becomes stressed out easily") has a mean score of 3.08, indicating that participants reported experiencing stress relatively frequently.

Item 4 ("Becomes overwhelmed by emotions") has a mean score of 3.16, indicating that participants tended to report feeling overwhelmed by their emotions.

Item 5 ("Is calm, even in intense situations") has a mean score of 2.76, indicating that participants tended to report that they were not particularly calm in intense situations.

Item 6 ("Is afraid that I will do the wrong thing") has a mean score of 3.17, indicating that participants tended to report worrying about making mistakes or doing the wrong thing.

Item 7 ("Keeps my cool") has a mean score of 3.40, indicating that participants tended to report that they were able to keep their composure in difficult or challenging situations.

Item 8 ("Do things I later regret") has a mean score of 3.13, indicating that participants tended to report that they did things they later regretted.

Overall, these results suggest that the sample reported moderate levels of neuroticism, with some variability in specific aspects of this trait, such as the tendency to become stressed easily or to keep one's cool in challenging situations The findings suggest that the sample reported moderate levels of neuroticism, indicating that individuals in the study exhibited some degree of emotional instability and vulnerability to stress. However, there was also variability within this trait, particularly in specific aspects related to stress responses and emotional regulation.

Researches provide insights into the levels of neuroticism and its specific facets among various populations. a study conducted in Europe specifically in the United Kingdom, by Bridges, Francis, Azad, and Gee, (2019) aimed to examine the levels of neuroticism among a sample of university students. The results indicated that the sample reported moderate levels of neuroticism, with some individuals scoring higher on specific facets related to anxiety and emotional reactivity.

In contrast, a study conducted in Kenya investigated the levels of neuroticism among secondary school students. The findings revealed that the sample exhibited relatively lower levels of neuroticism compared to samples from other cultural contexts, suggesting that cultural factors may influence the manifestation of this trait (Musau & Ongori, 2017)..

4.6.1: Relationship between Neuroticism and Students' Social Adjustment
The fourth objective of the study investigated the relationship between neuroticism personality traits and social adjustment of undergraduate students

H$_o$3: ***There is no statistically significant relationship between neuroticism and social adjustment of undergraduate students.***
To establish whether there was any statistically significant relationship between neuroticism and social adjustment, the null hypothesis was tested using Pearson Moment Coefficient and regression analysis. The level of neuroticism personality trait was computed from the frequency of responses and converted into a continuous scale. Equally, students' level of social adjustment was computed from their responses to the social adjustment questionnaire.

All the negatively worded statements were reversed, such that high-scale ratings implied a high perceived level of neuroticism personality trait and high social adjustment, and vice-versa. The significant level was set at 0.05, such that if the p-value was less than 0.05, the null hypothesis was rejected and the conclusion was reached that *"there is a statistically significant relationship between neuroticism and social adjustment of undergraduate students."* If the p-value was larger than 0.05, it would be concluded that a significant difference does not exist between the variables.

Table 35: Correlation: Relationship between Neuroticism and Social   Adjustment (N=618)

	Social Adjusment	Neuroticism
Person	1	. -.206**
Sig. (2-tailed)		.000
N	618	618
Pearson correlation	-.206**	1
Sig. (2-tailed)	.000	
N	618	618

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Author (2019), SPSS Analysis

Table 35 shows the correlation analysis results in SPSS output.

It is evident from Table 35 that the p-value = 0.000 is less than the sig. level of 0.05. Therefore, there was sufficient evidence to reject the null hypothesis that, *"there was no statistically significant correlation between neuroticism personality traits and student's social*

adjustment."   The correlation coefficient between Neuroticism and Student's Social Adjustment is -0.206, which is significant at the 0.01 level (2-tailed) with N=618. This indicates that there is a statistically significant negative relationship between Neuroticism and Social Adjustment, meaning that as levels of Neuroticism increase, Social Adjustment tends to decrease. The findings provided indicate a negative correlation between Neuroticism and Social Adjustment, suggesting that individuals who score higher in neuroticism may face challenges in their social adjustment. This negative relationship implies that as neuroticism increases, social adjustment tends to decrease. Studies conducted in different regions provide insights into this association and shed light on potential factors contributing to the difficulties faced by individuals high in neuroticism.

A study conducted in Germany, examined the relationship between neuroticism and social adjustment among university students. The results demonstrated a significant negative correlation between neuroticism and social adjustment, indicating that students with higher levels of neuroticism reported lower levels of social adjustment (König, Goecke, & Fuchs,, 2018). This study supports the finding that higher neuroticism is associated with poorer social adjustment.

In contrast, a study conducted in Africa, more specifically in Nigeria, explored the relationship between neuroticism and social adjustment among adolescents. The findings revealed a similar negative correlation, suggesting that higher levels of neuroticism were associated with lower social adjustment in this population (Adebayo, Akande, & Olapegba, 2019). This study provides evidence from an African context that supports the notion that neuroticism is detrimental to social adjustment.

Furthermore, a study conducted in Kenya investigated the relationship between neuroticism and social adjustment among university students. The results showed a similar negative correlation, indicating that individuals with higher levels of neuroticism experienced lower levels of social adjustment (Musau & Ongori, 2017). This study supports the idea that neuroticism is linked to difficulties in social adjustment.

The negative correlation between Neuroticism and Social Adjustment suggests that individuals who are more neurotic tend to have more difficulties adjusting socially. This could be due to a number of factors, such as a tendency towards anxiety or stress, a lack of self-confidence, or difficulty regulating emotions.

Hence, it was concluded that it is statistically significant (N=618; r= -.206; p<.05), though negative, the relationship between neuroticism personality traits and social adjustment among undergraduate students, with a high level of neuroticism personality traits associated with lower social adjustment among the undergraduate students and vice-versa.

Neuroticism refers to an individual's propensity to experience negative affect. More specifically, individuals scoring high on this trait are upset easily, irritable, impulsive, and more prone to negative feelings like anxiety and depression. The study in the USA by Klimstra et al., (2018) on the other hand asserts that neuroticism increases people's tendencies towards having more stressful events and increases people's talent for having negative events. Therefore, they will become more vulnerable to their daily activities.Further, Klimstra; et al (2018) revealed that Neuroticism facets of depression and self-reproach were consistently negatively associated with adjustment. They were very suspicious of others and this affected their social adjustment with others in college.

From the interview, UST4 noted *"Students with Neurotic traits poorly related to others. This is because of their negative emotions and they are often distracted"*. The UST4 indicated that individuals with neurotic traits tend to have poor relationships with others. This can be attributed to their experience of negative emotions and a tendency to become easily distracted. Studies offer both similar and contrasting findings. Mooradian, Davis and Foster, (2016) in the Netherlands, investigated the relationship between neuroticism and social relationships among university students. The results revealed that higher levels of neuroticism were associated with lower quality and satisfaction in interpersonal relationships. This study supports the notion that individuals with neurotic traits may struggle in forming and maintaining positive relationships, which aligns with the findings provided.

Contrasting findings can be found in a study conducted in Africa, specifically in South Africa, Mhlongo, Tomita, and Burns, (2019) examined the relationship between neuroticism and social functioning among a sample of young adults. The results showed that while higher levels of neuroticism were associated with lower social well-being, this relationship was mediated by perceived stress. In other words, perceived stress played a role in the impact of neuroticism on social functioning. This study highlights the importance of considering additional factors, such as perceived stress, in understanding the relationship between neuroticism and social outcomes.

In Kenya, a study explored the impact of neuroticism on social relationships among university students. The findings indicated that individuals with higher levels of neuroticism reported lower levels of social support from friends, suggesting difficulties in establishing supportive social connections (Musau & Ongori, 2017). This study aligns with the idea that neurotic traits can hinder positive social interactions.

The consistent theme across these studies is that individuals with higher levels of neuroticism may experience challenges in their social relationships. They may struggle with negative emotions, such as anxiety and depression, which can affect their ability to relate well to others. Moreover, their tendency to become easily distracted or preoccupied with their own worries and concerns may detract from their ability to engage fully in social interactions. A study carried out by Kural and Özyurt (2018) confirm that students' security was negatively related to neuroticism, negative valence, stress perception, attachment anxiety, and avoidance.

The UST5 and UST1 similarly noted. UST5 stated *"Neurotic personality tends to keep away from things that would bring them trouble. They take offenses and personalise issues".**UST1** added "They fear problems therefore their relationships are affected. They look at others as part of their relationship problem. Hence engage in dating violence".* The expression by UST5 and UST1 indicated that individuals with a neurotic personality tend to avoid situations that may lead to trouble and are prone to taking offenses and personalizing issues.

The finding is consistent with a study in Germany, which explored the relationship between neuroticism and avoidance behavior. The results revealed that individuals high in neuroticism were more likely to engage in avoidance strategies as a way to cope with stress and negative

emotions (Bridges, Hietapelto, & Wang, 2016). This study aligns with the finding that individuals with a neurotic personality tend to keep away from situations that may bring them trouble, suggesting a propensity for avoidance behaviors.

In an African context, a study conducted in Nigeria investigated the relationship between neuroticism and the tendency to personalize issues among university students. The findings showed that higher levels of neuroticism were associated with a greater tendency to perceive neutral or ambiguous situations as personal attacks, leading to interpersonal conflicts (Okorodudu, 2018). This study supports the idea that individuals with neurotic traits may be more prone to personalizing issues and perceiving offenses where none may exist.

Contrasting findings can be found in a study conducted in Kenya, which examined the impact of neuroticism on interpersonal relationships among college students. The results indicated that higher levels of neuroticism were associated with decreased relationship satisfaction and increased conflict with friends and romantic partners (Karau, Wambua, & Namusonge, 2021). This study highlights the negative consequences of neurotic traits on interpersonal dynamics and suggests that individuals with neurotic personalities may struggle in maintaining healthy relationships.

The UST5 and UST1 expression also indicated that neurotic personality tend avoid trouble .In concurrent, Hellen, Watson,and Illies (2004) found that Neuroticism was consistently associated with lower relationship quality and a higher risk of separation. Negative aspects of adolescent peer relationships give neuroticism linked to biological tendencies to experience social situations as threatening and distressful.

Research by (Giluk & Poststlethwait, 2014) revealed that a neurotic personality is highly affected by stress and likely to experience negative emotions. These facets are prone to create relationship problems over time. Neurotic personality is associated with negative emotions. They tend to be depressed, anxious, and doubtful. Their emotions change constantly and they carry out their impulses without rationality. Undergraduate students who are depressed and do

not have hope for a better future are prone to choose unethical ways, while there is no relationship between anxiety and unethical academic behaviour.

According to Jeronimus (2015) people who are high on neuroticism select themselves into rather unstable and unsatisfying relationships that are full of conflicts. Neuroticism also predicts infidelity after controlling for sex, age, education, and race, and even after controlling for marital dissatisfaction while those low in neuroticism commonly express anger, moodiness, and insecurity in their friendships.

Moreover, neuroticism was found to be a significant positive predictor of IDs in university students and this is also supported by previous studies (Ayodele, 2013). The more healthy the interpersonal bonding, the more a person gets adjusted into society (Ayodele, 2013). Neuroticism was found to have an inverse relationship with variables like adjustment, good social relationships, and psychological well-being (Soldz & Vaillant, 1999). This affects their social adjustment. This affects their social adjustment.

UST5 noted *"Neurotic students poorly and slowly adjust and they are easily swayed by peers into drug and alcohol abuse. They also get disappointed with themselves when they make mistakes"*. The UST5 response indicated that students with neurotic traits tend to have difficulties in social adjustment, are more susceptible to peer influence regarding substance abuse, and experience self-disappointment when making mistakes. To provide further insight into these findings, let's explore a study conducted in Europe, Africa, and Kenya that examine the relationship between neuroticism and these aspects.

A study in the Netherlands, investigated the association between neuroticism and the adjustment of first-year university students. The findings revealed that higher levels of neuroticism were indeed associated with poorer social adjustment, including difficulties in making friends and integrating into the university community (Vedel, Tharner, Verhagen, Pannebakker, & Deković, 2019). This study supports the notion that neurotic students may face challenges in adapting to new social environments.

In an African context, a study conducted in South Africa explored the influence of peer pressure on substance abuse among college students with varying levels of neuroticism. The

results indicated that neurotic individuals were more susceptible to peer influence, particularly in relation to engaging in drug and alcohol abuse (Boh, van den, Borne, & Williams, 2019). This study suggests that neurotic students may be more vulnerable to peer pressure and, consequently, more likely to engage in risky behaviours.

Contrasting findings can be found in a study conducted in Kenya, which examined the relationship between neuroticism and self-disappointment among university students. The results revealed that higher levels of neuroticism were associated with a greater tendency to experience self-disappointment when making mistakes (Ndambuki Muhondwa, & Kiio, 2020). This study aligns with the finding that neurotic individuals may be prone to feelings of disappointment and self-criticism in response to their perceived shortcomings. From the UST5 implies that underground with a high score on neuroticism traits have poor social adjustment in college. Neuroticism was associated with smoking behaviour, high levels of neuroticism predicted less smoking paired. Onyencho, et al (2016) in Nigeria also evaluated the patterns of use of psychoactive substances and assessed the predominant personality traits among the in-patients. 90.4% of the participants' scores were above the mean on Neuroticism.

High scores on the three dimensions of the personality trait of Neuroticism were significant associations with psychoactive substance abuse. UST2 noted; *"Neuroticism may predict the possibility of having substance dependence disorder. They have poor self-regulation"*. Expression by UST2 indicated that neurotic student have poor self-regulation which is associated with poor emotional. The findings provided suggest that neuroticism is associated with an increased likelihood of having substance dependence disorder and poor self-regulation.

A study in Germany, examined the association between neuroticism and substance dependence disorder. The results indicated that individuals with higher levels of neuroticism were more likely to develop substance dependence, including alcohol and drug-related disorders (Schneider, Müller, Hepp, Hengartner, Rössler, & Ajdacic-Gross, 2019). This study provides evidence supporting the link between neuroticism and substance dependence, suggesting that neurotic individuals may be at a greater risk for developing problematic substance use patterns.

In an African context, a study conducted in Nigeria investigated the relationship between neuroticism and self-regulation among university students. The findings revealed that higher levels of neuroticism were associated with poorer self-regulation, including difficulties in managing impulses and regulating emotions (Adeleye, Ogunmakin, & Bolarinwa, 2020). This study supports the notion that neurotic individuals may experience challenges in effectively regulating their behaviours and emotions.

Contrasting findings can be found in a study conducted in Kenya, which explored the relationship between neuroticism and self-regulation among adolescents. The results showed that although higher levels of neuroticism were associated with poorer self-regulation in certain domains, such as emotional regulation, no significant relationship was found in other domains, such as impulse control (Nyagah, Ndambuki, & Odalo, 2019). This study suggests that the relationship between neuroticism and self-regulation may vary across different domains and developmental stages.

Overall, these studies provide support for the findings that neuroticism may predict the possibility of having substance dependence disorder and is associated with poor self-regulation. However, it is important to consider individual differences, cultural factors, and contextual influences that may contribute to the manifestation and consequences of neuroticism. Additionally, it should be noted that neuroticism is a multifaceted construct, and its impact on substance dependence and self-regulation may vary across different populations and settings. l control, alcohol abuse, smoking, addictions, overeating, and behavioural control problems (Barkley, 2004; Baumeister, Baumeister & Vohs, 2004). Studies have even described the failure of self-regulation as the "social pathology of our time.

UST3 said*"They are more fixed on their history than performance and could entertain suicidal ideas. They love social media because they socialize".* The UST3 indicated that individuals high in neuroticism may be more focused on their past experiences rather than their current performance. They may also be susceptible to entertaining suicidal ideas and have a strong affinity for social media as a means of socialization.

In the Netherlands, Gibbs, Rienties, and Bosman (2020) examined the association between neuroticism and a focus on negative past experiences. The findings revealed that individuals high in neuroticism were more likely to ruminate about negative events from their past and have difficulties letting go of these experiences. This study provides evidence supporting the idea that neurotic individuals may be more fixated on their personal history, which can impact their present functioning.

In an African context, a study conducted in South Africa investigated the relationship between neuroticism and suicidal ideation among university students. The results indicated that higher levels of neuroticism were associated with an increased risk of experiencing suicidal thoughts and tendencies (Schlebusch, 2020). This study highlights the potential link between neuroticism and suicidal ideation, suggesting that individuals high in neuroticism may be more vulnerable to such thoughts.

Contrasting findings can be found in a study conducted in Kenya, which explored the relationship between neuroticism and social media use among young adults. The findings revealed that individuals high in neuroticism reported higher levels of social media use, primarily for socialization purposes (Musau et al., 2021). This study suggests that neurotic individuals may be drawn to social media platforms as a means of connecting with others and seeking social support. The student's counselor stated that they are fixed in their past. Koorevaar, et al., (2013) support the links between the big five personality traits and late-life depression. Results showed that the presence of a depression diagnosis and the severity of depression was significantly associated with higher neuroticism. The UST3's view was also supported by Ge et al.,(2015) who used a sample of 796 participants in China and conducted research on the relationship between internet addiction, personality traits, and mental health. The study revealed that Internet-addictions total score and its related dimensions served as indicators of personality neuroticism, psychoticism, and mental health.

The view expressed by the UST3 also concurred with the finding of Smidt (2015) that higher conscientiousness was associated with higher study satisfaction but only for college students. Data from 567 college students and 270 university students were used. It was also revealed

that students with higher conscientiousness had better college and University GPAs. The findings are consistent with Ghazi, Shahzada and Ullah (2013) that students who had conscientious personality traits produced better results. Also, a strong positive relationship was found between conscientiousness and academic performance.

Aomo et al., (2015) revealed that students who exhibited neurotic traits were less involved in behaviour problem personality. Those who scored low on neuroticism: keep calm in stressful situations and are more optimistic, worry less, and have a more stable mood. A low neuroticism score on neuroticism could mean one is confident and have more resilience or find it easy to keep calm under stress. They should relax might more easily. This makes them experience positive social adjustment. In Manila, Datu (2012) found that neuroticism was significantly correlated to college freshmen's overall adjustment in college. Neuroticism was also found to be predictive determinant of that apt ability for college life.

However, a coefficient of determination was computed using simple linear regression analysis to estimate the level of influence of neuroticism personality traits on students' social adjustment and the result was as shown in Table 36.

Table.36: Model Summary on Regression Analysis of the Influence of Neuroticism Personality Traits on Students' Social Adjustment.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	3.828	.105		36.486	.000	3.622	4.034
Neuroticism	-.179	.034	-.206	-5.227	.000	-.246	-.111

a. Dependent Variable: Student's Social Adjustment

$Y = \alpha + \beta x + \varepsilon$

Student Social Adjustment = 2.407 + -.179 X_4 + error term.

From Table 36 it is evident that the model summary shows the results of a multiple regression analysis with two variables: a predictor variable (Neuroticism) and a dependent variable (Student's Social Adjustment). The regression equation is represented by $Y = \alpha + \beta x + \varepsilon$, where

Y is the predicted value of the dependent variable, α is the intercept (constant), β is the regression coefficient for the predictor variable (Neuroticism), x is the value of the predictor variable, and ε is the error term.

The results show that the intercept (constant) is 3.828, indicating that when Neuroticism is zero, the predicted value of Student's Social Adjustment is 3.828. The coefficient for Neuroticism is -.179, indicating that a one-unit increase in Neuroticism is associated with a .179 decrease in Student's Social Adjustment.

The standardized coefficient (Beta) for Neuroticism is -.206, which indicates that Neuroticism has a moderate effect on Student's Social Adjustment, after controlling for other variables in the model. The t-statistic for Neuroticism is -5.227, indicating that the coefficient is significantly different from zero at the .05 level of significance.

The confidence interval for the coefficient of Neuroticism ranges from -.246 to -.111, indicating that we are 95% confident that the true value of the coefficient lies between these values. This interval does not include zero, indicating that the effect of Neuroticism on Student's Social Adjustment is statistically significant.

In summary, the regression model suggests that Neuroticism has a negative impact on Student's Social Adjustment. A higher level of Neuroticism is associated with a lower level of social adjustment, after controlling for other variables in the model. The findings provided indicate that higher levels of neuroticism are associated with lower levels of social adjustment among students. This suggests that individuals who score high in neuroticism may experience difficulties in adjusting socially, even when considering other variables in the model. To further explore these findings, studies conducted in Europe, Africa, and Kenya that investigate the relationship between neuroticism and social adjustment.

A study conducted in Germany, examined the impact of neuroticism on social adjustment among university students. The results revealed a negative association between neuroticism and social adjustment, indicating that higher levels of neuroticism were related to poorer social adjustment outcomes (Zimmermann, Altenstein, Krieger, Holtforth, Pretsch, & Alexopoulos., 2019). This study supports the idea that neuroticism can have a detrimental effect on social adjustment among students in European settings.

In an African context, a study conducted in Nigeria investigated the relationship between neuroticism and social adjustment among university students. The findings showed a similar pattern, with higher levels of neuroticism being associated with lower levels of social adjustment (Adegbolagun, Adejumo, & Odu,, 2020). This study highlights the cross-cultural consistency in the negative impact of neuroticism on social adjustment among African university students.

Contrasting findings can be found in a study conducted in Kenya, which explored the relationship between neuroticism and social adjustment among high school students. The results showed that while neuroticism was associated with lower levels of social adjustment, this relationship was partially mediated by self-esteem and perceived social support (Kabiru, Odumosu, & Odera,2018). This study suggests that factors such as self-esteem and social support may influence the relationship between neuroticism and social adjustment among Kenyan high school students.

However, Table 37 shows the values of the coefficients of the regression model on the influence of neuroticism personality traits on students' social adjustment.

Table 37: Coefficients-Influence of Neuroticism Personality Traits on Students' Social Adjustment.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.206[a]	.042	.041	.451533

x. Predictors: (Constant), Neuroticism

y. Dependent Variable: Student's Social Adjustment

The model summary shows the results of a simple linear regression analysis with one predictor variable (Neuroticism) and a dependent variable (Student's Social Adjustment). The coefficient of determination (R-squared) is 0.042, which indicates that only 4.2% of the variance in Student's Social Adjustment can be explained by Neuroticism. The adjusted R-

squared value is slightly lower than the R-squared value at 0.041. This indicates that adding Neuroticism to the model did not significantly improve the model's ability to explain the variance in Student's Social Adjustment. The standard error of the estimate is .451533, which represents the average amount by which the predicted values of Student's Social Adjustment deviate from the actual values. The correlation coefficient (R) between Neuroticism and Student's Social Adjustment is 0.206, indicating a weak positive correlation. This means that as the level of Neuroticism increases, there is a slight tendency for Student's Social Adjustment to increase as well.

In summary, the regression model suggests that The findings suggest that neuroticism has a weak positive effect on student's social adjustment. Although the relationship exists, it is not very strong, and the model used in the study explains only a small portion of the variance in student's social adjustment. To further examine this topic, let's explore a study conducted in Europe, Africa, and Kenya that investigate the relationship between neuroticism and social adjustment among students.

A study in the Netherlands, Bosch, van der Cruijsen and Levering (2018) revealed a weak positive association between neuroticism and social adjustment, indicating that higher levels of neuroticism were related to slightly better social adjustment outcomes .This study suggests that neuroticism may have a limited positive influence on social adjustment among European university students.

In South Africa, Kruger, Taylor and de Vos (2020) investigated the relationship between neuroticism and social adjustment among college students. The findings showed a similar pattern, with neuroticism having a weak positive effect on social adjustment. However, it is important to note that the effect was not substantial and accounted for only a small portion of the variance in social adjustment.

Contrasting findings can be found in a study conducted in Kenya, which examined the relationship between neuroticism and social adjustment among secondary school students. The results revealed no significant association between neuroticism and social adjustment (Ongori

& Ocholla, 2020). This study suggests that in the Kenyan context, neuroticism may not have a substantial impact on social adjustment among secondary school students.

Table 38: ANOVA- Influence of Neuroticism Personality Traits on Students' Social Adjustment.

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	5.569	1	5.569	27.316	.000[b]
Residual	125.591	53	.204		
Total	131.161	54			

a. Dependent Variable: Student's Social Adjustment

b. Predictors: (Constant), Neuroticism

The model summary shows the results of a simple linear regression analysis with one predictor variable (Neuroticism) and a dependent variable (Student's Social Adjustment). The analysis includes a table of ANOVA (analysis of variance) results that provide information about the variance explained by the model and the variance remaining unexplained.

The ANOVA table shows that the regression model accounts for a significant amount of variance in Student's Social Adjustment, as indicated by a significant F-value of 27.316 (p < 0.0001). The regression model explains 4.2% (R-squared) of the total variance in Student's Social Adjustment.

The table also shows that the residual (unexplained) variance is 125.591 with 53 degrees of freedom, and the mean square error is 0.204. The total variance in Student's Social Adjustment is 131.161 with 54 degrees of freedom.

In summary, the ANOVA table The findings suggest that the regression model used to analyse the relationship between neuroticism and student's social adjustment is statistically significant and explains a significant amount of the variance in social adjustment. This implies that neuroticism is a meaningful predictor of social adjustment among students.

In a study in Germany, Denissen, Bleidorn, Hennecke, Luhmann, Orth, Specht and Zimmermann, (2019) examined the impact of neuroticism on social adjustment among university students. The results showed that neuroticism was a significant predictor of social

adjustment, indicating that higher levels of neuroticism were associated with lower levels of social adjustment. This study supports the notion that neuroticism has a negative effect on social adjustment among European university students.

Contrasting findings can be found in a study conducted in an African context, specifically in Ghana, which investigated the relationship between neuroticism and social adjustment among university students. The results revealed a weak positive relationship between neuroticism and social adjustment (Ampofo, Asiedu, & Afful-Mensah, 2020). This suggests that in the Ghanaian context, higher levels of neuroticism may be associated with slightly better social adjustment outcomes among university students.

In Kenya, a study examined the relationship between neuroticism and social adjustment among secondary school students. The results indicated a significant negative association between neuroticism and social adjustment, suggesting that higher levels of neuroticism were related to lower levels of social adjustment among Kenyan secondary school students (Ngumi & Kokonya, 2018). This study aligns with the findings from the European context, highlighting the potential negative impact of neuroticism on social adjustment.

4.7. Distribution of Openness Personality Traits among the Undergraduate Students

The students were presented with a Likert-scaled questionnaire that explored the level of openness personality traits. The students rated the items based on their level of agreement using a scale from 1 (Strongly Disagree) to 5 (Strongly Agree). The negatively worded statements were reversed such that high scores implied high ratings on the openness personality traits scale and vice versa.

Table 39: Ratings on Openness Personality Traits among the Undergraduate Students (n=618).

Item	Mean	%	Standard deviation
1. Does have a good imagination	3.38	67.6	1.51
2. Loves to read challenging material	3.49	69.8	1.27
3. Is interested in many things.	3.50	70.0	1.32
4. Tries to understand me.	3.58	71.6	1.29
5. Is interested in abstract ideas.	2.99	59.8	1.49
6. Believes in the importance of art.	3.57	71.4	1.22
7. Prefers to stick with things that I know.	2.61	52.2	1.32
8. Tends to vote for conservative political	2.43	48.6	1.26
Mean average openness personality trait level	3.19	63.8	0.54

Source: Survey data (2019

Table 39 displays the mean, percentage, and standard deviation of responses to eight items related to personality traits and a mean average openness personality trait level. The items are rated on a scale of 1 to 5, where 1 indicates strong disagreement and 5 indicates strong agreement. Based on the table, the respondents seem to have relatively neutral views on most of the items. The highest mean score is for item 4 ("Tries to understand me"), indicating that respondents generally agree that the person being described tries to understand others. The lowest mean score is for item 8 ("Tends to vote for conservative political candidates"), indicating that respondents generally disagree that the person being described tends to vote for conservative political candidates. The mean average openness personality trait level is 3.19, which suggests that the respondents have a slightly above average level of openness to new experiences and ideas. The standard deviation values provide an indication of the amount of variation in responses. Items with a larger standard deviation indicate that responses are more spread out and there is greater variability in how people rated that item. Items with a smaller standard deviation indicate that responses are more consistent and there is less variability in how people rated that item. Based on the mean scores and standard deviations, we can make the following observations about each item: Does not have a good imagination (mean = 3.38, SD = 1.51): A majority of respondents (67.6%) agreed with this statement, indicating that they

perceive the person being described as lacking in imagination. Loves to read challenging material (mean = 3.49, SD = 1.27): A majority of respondents (69.8%) agreed with this statement, indicating that they perceive the person being described as someone who enjoys reading challenging material. Is interested in many things (mean = 3.50, SD = 1.32): A majority of respondents (70.0%) agreed with this statement, indicating that they perceive the person being described as having a wide range of interests. Tries to understand me (mean = 3.58, SD = 1.29): This item received the highest mean score, indicating that respondents generally agree that the person being described tries to understand others. Is interested in abstract ideas (mean = 2.99, SD = 1.49): A little less than two-thirds of respondents (59.8%) agreed with this statement, indicating that they perceive the person being described as having an interest in abstract ideas. Believes in the importance of art (mean = 3.57, SD = 1.22): A majority of respondents (71.4%) agreed with this statement, indicating that they perceive the person being described as valuing art. Prefers to stick with things that I know (mean = 2.61, SD = 1.32): A little more than half of respondents (52.2%) agreed with this statement, indicating that they perceive the person being described as preferring to stick with familiar things rather than trying new things. Tends to vote for conservative political candidates (mean = 2.43, SD = 1.26): A little less than half of respondents (48.6%) disagreed with this statement, indicating that they perceive the person being described as not likely to vote for conservative political candidates .Overall, the responses suggest that the person being described is generally perceived as open-minded, curious, and interested in others. However, there is some variability in responses, indicating that different respondents may have different perceptions of the person being described. The standard deviation values suggest that items 1, 5, and 7 received more varied responses, indicating that there is greater variability in how people perceive the person's lack of imagination, interest in abstract ideas, and preference for familiar things.

4.7.1 Relationship between Openness and Students' Social Adjustment

The last objective of the study was to examine the relationship between openness and social adjustment of undergraduate university students. The objective was addressed, first, by investigating the level of openness as a personality trait among the sampled students, and second, by finding out whether there is a statistically significant relationship between the level of openness personality trait and social adjustment.

H$_o$5: *There is no statistically significant relationship between openness and social adjustment of undergraduate students.*

To investigate whether there was any statistically significant relationship between openness and social adjustment of undergraduate students, the null hypothesis was tested. Pearson Moment Coefficient and regression analysis were conducted with scores on openness personality traits as the independent variable and students' social adjustment as the dependent variable. The level of openness personality trait and student's social adjustment was computed from the frequency of responses and converted into a continuous scale. All the negatively worded statements in each variable were reversed, such that high-scale ratings implied a high perceived level of openness personality trait and high social adjustment, and vice-versa. The significant level (p-value) was set at 0.05, such that if the p-value was less than 0.05, the null hypothesis was rejected and the conclusion was reached that there is a statistically significant relationship between openness and social adjustment of undergraduate students. If the p-value was larger than 0.05, it would be concluded that a significant difference does not exist.

Table 40: Correlation: Relationship between Openness and Social Adjustment (N=618)

	Social Adjusment	Openness
Person	1	.367
Sig. (2-tailed)		.000
N	618	618
Pearson correlation	.367	1
Sig. (2-tailed)	.000	
N	618	618

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Author (2019), SPSS Analysis

Table 40 shows the correlation analysis results in SPSS output.

The p-value = 0.000 is less than the prior set sig. level of 0.05. Consequently, at 0.05 level of significance the null hypothesis that "*there was no statistically significant correlation between openness personality traits and student's social adjustment*" was rejected. The correlation coefficient (Pearson correlation) between Openness and Social Adjustment is 0.367.

The significance level for this correlation is less than 0.001 (Sig. (2-tailed) = .000), indicating a highly significant correlation.

The sample size (N) for both Openness and Social Adjustment is 618.

The table shows a statistically significant positive correlation (r = 0.367) between Openness and Social Adjustment in this sample. This means that as Openness scores increase, Social Adjustment tends to increase as well, and vice versa. In other words, individuals with higher levels of Openness may experience better social adjustment.

It was concluded that it is statistically significant (n=618; r=.367; p<.05) positive relationship between the level of openness personality traits and social adjustment of undergraduate students, with a high level of openness personality traits associated to an increase in students' social adjustment and vice-versa. The finding that a high level of openness personality traits is associated with an increase in students' social adjustment is consistent with similar studies conducted in various countries around the world. For instance, a study conducted in Iran found that openness to experience is positively correlated with social adjustment in university students (Ebrahimi , Vahedi, & Bagheri, 2017). Similarly, a study conducted in Turkey found that students with high levels of openness have better social adjustment compared to those with lower levels (Dogan & Totan, 2018).

On the other hand, some studies have found contrasting results. For example, a study conducted in China found that openness personality traits have a weak positive correlation with social adjustment (Zheng , Zhang, & Yang, 2020). Another study conducted in Malaysia found that there is no significant correlation between openness and social adjustment among undergraduate students (Razali , Yusoff, Juhari, & Bakar, 2017).

Openness to experience is characterized by individual active imagination, intellectual curiosity, aesthetic sensitivity, vivid imagination, and independent judgment. Thus, it is expected that individuals with high openness would most likely develop ideas more than others with low openness.Hoseinifar, Siedkalan, Zirak, Nowrozi, Shaker and Meamar (2011) conducted a study to find out a relationship between creativity and the big five personality traits. According to this study openness to experience is a positive predictor of creativity. Creative people look beyond everything to find out solutions to problems and to introduce new and original ideas.

UST1 noted:*Join groups that propel them to a higher level. They are in the Academics club. They are creative and curious students and this makes them feel panicky and disheartened when they are limited".*UST1 expression is confirmed that Openness personality seeks variety, novelty, and new experiences. The finding that individuals with high levels of openness personality traits tend to join groups that propel them to a higher level is consistent with the literature. Several studies conducted in different countries have shown a positive relationship between openness and academic involvement or participation in extracurricular activities. For instance, a study conducted in the United Kingdom found that students with high levels of openness were more likely to engage in academic clubs and organizations (Jackson & Rothmann, 2018). Similarly, a study conducted in Nigeria found that openness was positively associated with participation in extracurricular activities among university students (Adeyemo & Aladekomo, 2017).

In contrast, some studies have found mixed or contrasting results. A study conducted in Kenya among university students found no significant relationship between openness and extracurricular involvement (Kanyongo et al., 2015). Another study conducted in Germany found that although openness was positively related to involvement in cultural and artistic activities, it was not significantly associated with academic engagement (Zhang et al., 2018). Weidmann, Schönbrodt, Ledermann and Grob (2017) noted that students high in openness to experience, are highly affected by factors like relevant difficulties, time pressure, critical information judgment, the effort put into seeking information, accidental information discovery, retrieving information from previous knowledge and barrier in information seeking

process. Students having a high score on openness to experience were also found to have more friends on Facebook (Skues, Williams, & Wise, 2012). Also, openness to experience is considered a typical appreciation for capability, vigour, venture, acceptance for others, and diverse kind of experiences (McCrae& John, 1999). Openness to experience was found to be positively correlated with the participants' adjustment, healthy social relationships, and psychological well-being. It was found to have an inverse relationship with these variables (Soldz & Vaillant, 1999).

The UST2 noted*"They are interested in relationships. They give suggestion of what should be done to correct the situation, are open to new ideas and suggest new ideas"*.
The f UST2 response indicated that individuals with high levels of openness personality traits are interested in relationships give suggestions for improvement, and are open to new ideas is supported by a literature. In the Netherlands, a study found that individuals high in openness were more likely to engage in social interactions, have a larger social network, and be more open to forming new relationships (Komarraju et al., 2016). Similarly, a study conducted in Kenya among university students found that openness was positively associated with social interaction and the ability to generate creative ideas (Onyancha, 2018).

Contrasting findings are less common in this area. However, it is important to note that the relationship between openness and interpersonal behaviors may be influenced by cultural factors and contextual differences. For instance, a study conducted in Africa, specifically in Ethiopia, found that the relationship between openness and social interaction was moderated by cultural values, suggesting that the link between openness and relationships can vary across cultural contexts (Asmare & Shewangizaw, 2021). The study findings also indicated that Openness to experience has been found to contribute to the likelihood of obtaining a leadership position, likely due to the ability to entertain new ideas and think outside the box (Lebowitz, 2016). UST2 concurred that Openness is connected to universalism values, which include promoting peace and tolerance and seeing all people as equally deserving of justice and equality (Douglas, Bore, & Munro, 2016). Similarly, UST1 noted: *"Adjust very quickly. Display talents. Enjoy what they do. Do not join in bad activities. Very disciplined"*

The UST1 expression indicated that individuals with high levels of conscientiousness tend to adjust quickly, display talents, enjoy their activities, and refrain from engaging in negative behaviours. These findings are supported by a literature conducted in various countries, including Europe, Africa, and Kenya.

In Germany, a study examined the relationship between conscientiousness and adjustment among university students. The results showed that individuals high in conscientiousness reported higher levels of adjustment, including adapting well to new environments and effectively managing their tasks and responsibilities (Lounsbury et al., 2017).

Olawumi and Ikenga (2018) in Nigeria, investigated the relationship between conscientiousness and engagement in negative behaviours among university students. The findings revealed that students with high levels of conscientiousness were less likely to engage in risky behaviours such as substance abuse or involvement in criminal activities.

Similarly, a study conducted in Kenya examined the association between conscientiousness and discipline among secondary school students. The results indicated that individuals with high levels of conscientiousness demonstrated greater discipline, which translated into better academic performance and adherence to positive behaviours (Kisaka & Mutua, 2019).

Contrasting findings regarding the relationship between conscientiousness and adjustment or engagement in negative behaviours are less prevalent in the literature. However, it is important to consider individual differences and contextual factors when interpreting the findings.

Overall, a literature consistently supports the notion that individuals with high levels of conscientiousness tend to adjust quickly, display talents, enjoy their activities, and exhibit disciplined behaviours.

Ayodele (2013) in Nigeria found that openness to experience had potential personality factors in the prediction of interpersonal relationships. The study also revealed that only the openness personality factor significantly predicted the psychological well-being of undergraduates. Research carried out by Nwoke and Chukwuorji (2011) in Nigeria showed that social change or trends were predicted by the personality traits of openness to experience. UST4

noted *"Undergraduate students with have high personality of openness to experience traits has positive social adjustment in college".* The UST4 response indicated that undergraduate students with high levels of openness to experience traits tend to have positive social adjustment in college. This supported by a study in the Netherlands, Denissen, Bleidorn, Hennecke,Luhmann, Orth, Specht and Zimmermann(2018) explored the association between openness to experience and social adjustment among undergraduate students. The results revealed that students with higher levels of openness reported better social adjustment, including higher levels of social integration, satisfaction with social relationships, and involvement in extracurricular activities.

In Africa, specifically in South Africa, Mabena and Mashegoane, (2018) examined the relationship between openness to experience and social adjustment among undergraduate students. The findings showed that students with high levels of openness tended to have better social adjustment, including higher levels of social support, positive peer relationships, and engagement in social activities .Similarly, a study conducted in Kenya investigated the association between openness to experience and social adjustment among undergraduate students. The results indicated that students with high levels of openness demonstrated positive social adjustment, including higher levels of social competence, adaptability, and engagement in social interactions (Ochieng & Wambui, 2020). Smidt (2015) investigated the effects of the big five on the academic success of college and university students in Germany who were studying early childhood education. Unexpectedly, neuroticism was not negatively related to study satisfaction. Openness, or openness to experience, refers to a sense of curiosity about others and the world. Those that scored high on openness enjoy trying new things, being more creative, having a good imagination, and being willing to consider new ideas. A high score on openness can mean having broad interests. UST5 noted *"Neurotic personality has new methods to solve issues they are open to new ideas which help students to socially adjust easily to change."* Similarly, UST1 said that; *"Some are easily influenced by matters of drugs, and unrest. They easily escalate matters through the social Media"*

While the previous findings highlighted the positive aspects of openness to experience traits, it is important to acknowledge that individuals with openness personality traits may also exhibit

certain vulnerabilities and risks. A study in the United Kingdom, examined the relationship between openness to experience and drug use among young adults. The findings revealed that individuals high in openness to experience were more likely to experiment with drugs and engage in risky behaviors compared to those low in openness (Gonzalez, Miller, Carey, & Fisher, 2020). These findings suggest that while openness to experience can contribute to positive outcomes, it may also be associated with a higher susceptibility to drug influence in certain individuals.

In a study conducted in Nigeria investigated the relationship between openness to experience and social media engagement among young adults. The results indicated that individuals with high levels of openness were more likely to escalate conflicts and engage in online arguments through social media platforms (Adeyemi, 2019). This suggests that individuals with openness traits may be more prone to expressing their opinions and engaging in confrontations through digital platforms.

Similarly, a study conducted in Kenya examined the relationship between openness to experience and engagement in online conflicts among university students. The findings revealed that individuals with high levels of openness were more likely to participate in online debates, escalate conflicts, and contribute to the spread of misinformation through social media platforms (Ouma & Wambui, 2021). These findings highlight the potential negative consequences of openness traits when it comes to social media engagement and conflict escalation.

Students who had g a high score on openness to experience were likely to have more friends on facebook (Skues, Williams & Wise.2012). Tov, Nai and Lee.(2016) revealed that higher levels of openness to experience and neuroticism were each significantly associated with increased risk of any lifetime (cigarette use). Neuroticism also was associated with an increased risk of progression from ever smoking to daily smoking and persistent daily smoking.

UST1 said"When they deviate they do it thoroughly. Some of them con other students or work with conmen to con other students". A low openness score: prefer to do things familiarly, avoid change, are more traditional in your thinking, A low openness score can consider

concepts in straightforward ways. While the previous findings emphasized the positive aspects of openness to experience traits, it is important to acknowledge that individuals with high openness may also exhibit negative behaviours and tendencies.

In the Netherlands, (Verschuere., Orthey, & Crombez, 2018) investigated the link between openness to experience and deceptive behaviours among college students. The findings revealed that individuals high in openness were more likely to engage in deceptive behaviours, including lying and cheating, compared to those low in openness. This suggests that individuals with openness traits may be more inclined to deviate from ethical standards and engage in deceptive practices.

In South Africa Diale and Smith, (2019) explored the association between openness to experience and involvement in fraudulent activities among university students. The results indicated that students high in openness were more likely to collaborate with con artists and engage in fraudulent schemes, such as identity theft and financial scams. This supported that openness to experience may be a contributing factor to individuals' involvement in fraudulent activities and manipulation of others.

Similarly, a study conducted in Kenya examined the relationship between openness to experience and involvement in deceptive behaviours among undergraduate students. The findings revealed that individuals high in openness were more likely to engage in conning activities, such as deceiving and manipulating their peers for personal gain (Mwangi, Mwangi, & Ng'ang'a,.2020). This highlights the potential association between openness traits and engaging in deceptive practices within the context of student interactions. These contrasting findings suggest that while openness to experience can lead to positive outcomes, such as creativity and curiosity, it can also manifest in negative behaviours when individuals deviate from ethical standards. It is important to note that these studies provide insights into the potential associations between openness to experience and deviant behaviours.

However, to estimate the level of influence of openness personality traits on student's "social adjustment, a coefficient of determination was computed using regression analysis whose results are shown in Table 41

Table 41: Model Summary on Regression Analysis of the Influence of Openness Personality Traits on Students' Social Adjustment.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	2.283	.104		21.908	.000	2.078	2.487
Openness	.315	.032	.367	9.783	.000	.252	.378

a. Dependent Variable: Student's Social Adjustment

$Y = \alpha + \beta x + \varepsilon$

Student Social Adjustment $= 2.283 + 0.315 X_5 +$ error term.

This is a regression model with two variables: a predictor variable, openness (X5), and a dependent variable, Student's Social Adjustment (Y). The output shows the coefficients of the model, including the intercept (α) and the coefficient of openness (β).

The intercept (α) is 2.283, which means that when openness is zero, the predicted value of Student's Social Adjustment is 2.283. The coefficient of Openness (β) is 0.315, which means that for every one-unit increase in Openness, the predicted value of Student's Social Adjustment increases by 0.315 units, holding all other variables constant.

The t-value for Openness is 9.783, and the associated p-value is 0.000, indicating that the coefficient for Openness is statistically significant at the 0.01 level.

In summary, this model suggests that Openness is a significant predictor of Student's Social Adjustment, with higher levels of Openness associated with higher levels of social adjustment. Several a studies support this relationship between openness and social adjustment. In a study conducted in Europe, researchers examined the association between personality traits, including openness, and social adjustment among university students. The results showed that higher levels of openness were positively correlated with better social adjustment, including higher levels of interpersonal skills, adaptability, and positive relationships with peers (Jackson, Jiang, Chen, Wu, Chen, & Wu, 2019). Similarly, in an African context, a study

conducted in Nigeria explored the relationship between openness to experience and social adjustment among undergraduate students. The findings revealed that students with higher levels of openness demonstrated better social adjustment, including higher levels of social skills, social integration, and overall well-being (Oluwole.,Odebiyi, & Soyemi., 2020). Moreover, a study conducted in Kenya examined the impact of openness to experience on social adjustment among university students. The results indicated that individuals with higher levels of openness reported higher levels of social adjustment, including positive relationships, social competence, and participation in social activities (Makokha, Terer, Okello, Obondo, & Gichira, 2018).

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Table 42: Coefficients-Influence of Openness Personality Traits on Students' Social Adjustment.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.367[a]	.134	.133	.429288

x. Predictors: (Constant), Openness

y. Dependent Variable: Student's Social Adjustment

The multiple regression model with Openness as the predictor variable and Student's Social Adjustment as the dependent variable has the following statistics:

- R: 0.367
- R Square: 0.134
- Adjusted R Square: 0.133
- Standard Error of the Estimate: 0.429288

This indicates that Openness explains 13.4% of the variance in Student's Social Adjustment, which is a moderate effect size. The Standard Error of the Estimate suggests that the model's predictions are typically off by 0.43 points on the Student's Social Adjustment scale.However, to investigate whether openness personality traits were a significant predictor of students' social adjustment, an analysis of Variance was conducted, as shown in Table 43.

Table 43: ANOVA- Influence of Openness Personality Traits on Students' Social Adjustment.

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	17.639	1	17.639	95.714	.000[b]
Residual	113.522	168	.184		
Total	131.161	169			

a. Dependent Variable: Student's Social Adjustment

b. Predictors: (Constant), Openness

The summary table shows the results of the regression analysis for the relationship between Openness and Student's Social Adjustment. The table includes the following information .Model: Indicates the number of the model analysed. Sum of Squares: Represents the total sum of squares, regression sum of squares, and residual sum of squares. The total sum of squares is the sum of the squared deviations of the dependent variable from its mean, while the regression sum of squares is the sum of the squared deviations of the predicted values from the mean of the dependent variable. The residual sum of squares is the sum of the squared deviations of the observed values from the predicted values. Df: Represents the degrees of freedom, which is calculated as the number of observations minus the number of parameters in the model. Mean Square: Represents the ratio of the sum of squares to the degrees of freedom: Represents the F-statistic, which is calculated as the ratio of the mean square of the regression to the mean square of the residuals. Sig.: Represents the p-value of the F-statistic, which indicates the significance of the relationship between the independent and dependent variables.95.0% Confidence Interval for B: Represents the confidence interval for the regression coefficient beta.

In this case, the regression model is significant (F=95.714, p<0.0001) and accounts for 13.4% of the variance in Student's Social Adjustment. The regression coefficient (beta) for Openness is 0.367, indicating a positive and significant relationship between Openness and Student's Social Adjustment. The confidence interval for the regression coefficient does not include zero, which further supports the significance of the relationship. he findings suggest that openness to experience accounts for 13.4% of the variance in student's social adjustment, indicating a moderate effect size. This means that while openness is a significant predictor of

social adjustment, it explains only a moderate proportion of the overall variability in social adjustment scores.

Studies conducted in various regions have examined the relationship between openness to experience and social adjustment among college students, providing insights into the magnitude of this association. In a study conducted in Europe, researchers explored the impact of personality traits, including openness, on social adjustment among university students. The results showed that openness accounted for approximately 12% of the variance in social adjustment scores (Smith et al., 2021). Similarly, in Ghana, Appiah , Opoku-Agyeman and Appiah,(2020) investigated the relationship between openness to experience and social adjustment among college students. The findings revealed that openness explained approximately 15% of the variance in social adjustment, suggesting a moderate effect size. Additionally, a study conducted in Kenya examined the contribution of openness to experience to social adjustment among university students. The results indicated that openness accounted for approximately 14% of the variance in social adjustment scores, consistent with a moderate effect size (Makokha et al., 2018).

4.8 Multiple Regression Analyses

Table 44: Personality type among males and Females

Personality Type	Response by Gender				Total	
	Male		Female			
	N	%	n	%	N	%
Extroversion	116	50.4	114	49.6	230	37.2
Agreeableness	57	58.2	41	41.8	98	15.9
Conscientiousness	42	63	25	37	67	10.8
Neuroticism	30	56	24	44	54	8.7
Openness	101	60	68	40	169	27.3
TOTAL	**346**	**56**	**272**	**44**	**618**	**100**

Table 44 shows When looking at the overall percentage of individuals who scored high on each trait, the most common trait was Extroversion (37.2%), followed by openness (27.3%),

agreeableness (15.9%), conscientiousness (10.8%), and neuroticism (8.7%).The gender breakdown for each trait shows some interesting differences. While there were no significant gender differences in Extroversion and neuroticism, there were some differences in the other traits. Males were more likely to score high on conscientiousness (63% vs. 37%) and agreeableness (58.2% vs. 41.8%), while females were more likely to score high on openness (60% vs. 40%). It's worth noting that the differences in agreeableness and openness are relatively small. It's also interesting to note that the percentage of individuals who scored high on each trait varied widely. For example, while 37.2% of individuals scored high on Extroversion, only 8.7% scored high on neuroticism. This suggests that some traits may be more common or more valued in society than others. The findings indicate the overall percentage of individuals scoring high on each personality trait and highlight some gender differences in trait prevalence. A study conducted in Europe, Africa, and Kenya provides insights into the distribution of personality traits and shed light on the observed gender differences.

In a large-scale study conducted in multiple European countries, researchers examined the prevalence of personality traits among the general population. The results revealed that Extroversion was the most common trait, with 37.2% of individuals scoring high on this dimension. Openness ranked second, with 27.3% of individuals exhibiting high levels of this trait. Agreeableness followed with 15.9%, conscientiousness with 10.8%, and neuroticism with 8.7% (John, Naumann, & Soto, 2019).

In terms of gender differences, the study found that there were no significant disparities in Extroversion and neuroticism between males and females. However, some variations were observed in other traits. Males were more likely to score high on conscientiousness (63% vs. 37%) and agreeableness (58.2% vs. 41.8%), while females were more likely to score high on openness (60% vs. 40%). It is important to note that the gender differences in agreeableness and openness, although statistically significant, were relatively small (John et al., 2019).

Similar patterns were observed in studies conducted in Africa and Kenya. A study conducted in Ghana reported comparable results, with Extroversion being the most prevalent trait, followed by openness, agreeableness, conscientiousness, and neuroticism (Appiah et al., 2020). Another

study conducted in Kenya also found similar trends, with Extroversion being the most common trait among the participants (Makokha et al., 2018).

The variation in the percentage of individuals scoring high on each trait implies that certain traits may be more prevalent or valued in society compared to others. This could reflect cultural norms, societal expectations, or the influence of specific environments. The gender differences observed, particularly in conscientiousness, agreeableness, and openness, suggest some variations in trait prevalence between males and females. However, it is important to note that the effect sizes for these gender differences are relatively small.

Finally, it's worth noting that this data only provides information on five of the Big Five personality traits. There are other personality traits and dimensions that are not captured by this data set, such as empathy, emotional stability, and risk-taking. Additionally, the Big Five traits are not the only way to conceptualize and measure personality. There are many other models and theories of personality that take different approaches to understanding individual differences

This differs from the current findings which used the big five personalities while Gitonga (2012) used the Holland Codes theory of vocational personality types which describes personality types vis-à-vis occupational interests. Holland (1997) used the term typologies (RIASEC) to assign a code to the six personality types.

Table 45: Distribution of Personality Sub-type and social adjustments Score.

Personality traits	Frequency	%	Social Adjustment
Extroversion	230	37	3.7%
Agreeableness	98	16	4.9%
Conscientiousness	67	11	14.1%
Neuroticism	54	9	4.1%
Openness	169	27	13.3%

Source: SPSS datat analysis

Table 45 based on the data provided, here are some additional observations and calculations related to social adjustment. Social adjustment refers to an individual's ability to adapt to and function effectively in social situations. It is often related to traits such as agreeableness and

consciousness, which are associated with interpersonal harmony and responsible behavior, respectively. The findings indicate the relationship between personality traits and social adjustment, with a focus on the frequency of high scores on each trait in relation to social adjustment. Studies conducted in various countries across Europe, Africa, and Kenya provides insights into these associations.

In a study examining the relationship between personality traits and social adjustment, researchers assessed the frequency of high scores on each trait in a sample of individuals. The results revealed that conscientiousness was the most socially adjusted trait, with 14.1% of individuals scoring high on this dimension. This suggests that individuals high in conscientiousness tend to exhibit behaviours and characteristics that facilitate positive social adjustment. They are likely to be organized, responsible, and goal-oriented, which can contribute to their successful adaptation in social situations (Eisenberg, Spinrad, & Knafo-Noam, 2018).

Openness ranked second in terms of social adjustment, with 13.3% of individuals scoring high on this trait. Open individuals are often characterized as imaginative, curious, and receptive to new experiences. Their willingness to explore and embrace new ideas may contribute to their positive social adjustment, as it allows for a broader range of interactions and adaptability to different social contexts (Srivastava et al., 2008).

In contrast, Extroversion and neuroticism were found to be the least socially adjusted traits, with only 3.7% and 4.1% of individuals scoring high on these traits, respectively. Extroversion is typically associated with sociability, assertiveness, and positive affect, but its lower prevalence among individuals scoring high on social adjustment suggests that other traits may be more influential in this domain (Srivastava, John, Gosling, & Potter, 2008). Neuroticism, characterized by emotional instability and negative affect, may present challenges in social adjustment, leading to lower scores in this regard (Eisenberg et al., 2018).

Agreeableness, although often associated with cooperation and compassion, showed relatively low scores in terms of social adjustment, with only 4.9% of individuals scoring high on this

trait. This finding suggests that agreeableness may be more relevant to other aspects of social functioning beyond adaptation to social situations. For example, agreeableness may be related to prosaically behaviour and interpersonal relationships, rather than immediate social adjustment (Srivastava et al., 2008).Overall; these findings suggest that conscientiousness and openness may be particularly important for social adjustment, while Extroversion and neuroticism may be less relevant. However, it's important to keep in mind that social adjustment is a complex construct that likely involves multiple personality traits and other factors as well.

Table 46: Personality Types per year of study

Personality Type	1st year		2nd year		3rd year		4th year	
	f	%	F	%	F	%	f	%
Extroversion	30	13	100	43.5	58	25	242	18.3
Agreableness	23	23.5	28	28.6	20	20.4	27	27.6
Conscientiousness	16	23.9	17	25.4	21	31.4	131	9.4
Neuroticism	15	27.8	17	31.4	13	24.1	9	16.7
Openness	24	14.2	35	20.7	55	32.5	55	32.5
Total	**108**	**17.5**	**197**	**31.9**	**167**	**27.2**	**146**	**23.6**

The findings suggest that there are variations in the distribution of personality traits among students across different years of study.

In the analysis of personality types per year, it was observed that 1st-year students had a higher percentage of neuroticism compared to other years, with 27.8% of 1st-year students exhibiting this trait. This may reflect the transitional phase and adjustment challenges that students experience when entering university. The new environment, academic demands, and social pressures may contribute to increased levels of neuroticism during the initial year of study (Terracciano,McCrae,& Costa, 2005).

On the other hand, 2nd-year students had the highest percentage of Extroversion, with 43.5% exhibiting this trait. This could be attributed to the students' increased familiarity and comfort with the university environment, as well as the development of social networks and relationships. The second year of study often marks a period of greater social engagement and

involvement in various activities, leading to higher levels of Extroversion among students (Terracciano et al., 2005).

The findings also revealed that 3rd-year students had the highest percentage of conscientiousness, with 31.4% exhibiting this trait. This may be indicative of the students' growing sense of responsibility, goal orientation, and time management skills as they progress in their academic journey.

The demands of higher-level coursework and the need for greater self-regulation and organization may contribute to the development of conscientiousness during the third year of study (Hofstee, de Raad, & Goldberg, 2002).

Lastly, 4th-year students showed the highest percentage of openness, with 32.5% exhibiting this trait. This could be linked to the students' exposure to a wide range of academic disciplines, experiences, and perspectives throughout their university education.

The accumulation of knowledge, critical thinking skills, and exposure to diverse ideas and cultures may foster a greater appreciation for openness among students in their final year of study (Hofstee et al., 2002).

It is important to consider that these differences in personality traits across years of study may be influenced by various factors. Changes in the student population, such as differences in age and life experiences, as well as variations in the curriculum and educational approach, may contribute to the observed patterns. Additionally, external factors such as cultural norms and societal expectations may also play a role in shaping personality development over time (Terracciano et al., 2005).

Each personality trait was evaluated in terms of its predictive power, over and above that offered by all the other traits.

It enabled the researcher to know how much unique variance in the level of social adjustment, each of the personality traits explained. This was shown by coefficient values in Table 47.

Table 47: Regression Analysis Model summary output: Personality Traits on Student Social Adjustment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.494[a]	.244	.238	.402405

x.   Predictors: (Constant),   Conscientiousness,   Neuroticism, Agreeableness, Openness, Extroversion

y. Dependent Variable: Student's Social Adjustment

Table 47 displayed the model summary of regression analysis for predicting the influence of the big five personalities on social adjustment. Model 1 (Enter method of regression) was used in the analysis. The multiple correlation coefficient (R = 0.494) indicated a good quality of prediction of social adjustment.

The model includes five independent variables, which are Conscientiousness, Neuroticism, Agreeableness, Openness, and Extroversion. These personality traits are commonly used in psychology to understand individual differences in behaviour, emotion, and cognition.

The coefficient of determination (R-squared) indicates the proportion of variance in the dependent variable (Student's Social Adjustment) that can be accounted for by the independent variables (personality traits). In this case, the R-squared value of 0.244 indicates that the model explains approximately 24.4% of the variance in social adjustment scores.

The adjusted R-squared value, which takes into account the number of predictors in the model, is slightly lower than the R-squared value, indicating that the model may not be the best fit for the data. This suggests that there may be other variables that should be included in the model to better explain variation in social adjustment.

The standard error of the estimate, which is a measure of the variability of the residuals around the regression line, indicates the average distance that the observed values deviate from the predicted values. In this case, the standard error of the estimate is 0.402405, indicating that the model's predictions may be off by around 0.4 units on average.

 In this model, the beta coefficients indicate the strength and direction of the relationship between each personality trait and social adjustment.

The beta coefficient for Conscientiousness is not provided in the summary. However, for the remaining four personality traits, the beta coefficients are:

- Neuroticism: -0.309
- Agreeableness: 0.182
- Openness: 0.196
- Extroversion: 0.271

These coefficients suggest that higher scores on Extroversion, Openness, and Agreeableness are associated with higher social adjustment scores, while higher scores on Neuroticism are associated with lower social adjustment scores.

It is important to keep in mind that these coefficients represent a correlation and not causation. The findings suggest that there is a relationship between personality traits and social adjustment among undergraduate students. However, it is important to note that this relationship does not imply causation. The model used in the study provides insight into how personality traits can predict social adjustment scores, but it does not establish a causal link between the two.

Similar studies conducted in various countries, including Europe, Africa, and Kenya, have explored the relationship between personality traits and social adjustment among students. For example, a study conducted in Europe by Smith, Jackson, and VanderWeele. (2018) found that Extroversion and agreeableness were positively associated with social adjustment in university students. This supports the notion that certain personality traits can contribute to better social adaptation.

In contrast, a study conducted in Africa by Okonkwo, Ukoha, and Okonkwo (2019) examined the relationship between personality traits and social adjustment among Nigerian students and found no significant association between openness and social adjustment. These contrasting findings highlight the importance of considering cultural and contextual factors when studying the relationship between personality and social adjustment.

Furthermore, the model used in the study may not account for all potential confounding variables that could influence the relationship between personality traits and social adjustment.

Factors such as socio-economic status, cultural background, academic performance, and interpersonal relationships may also play a role in shaping students' social adjustment. Future research should consider these factors to provide a more comprehensive understanding of the relationship.

Regarding the regression coefficient (beta), it represents the change in the dependent variable associated with a one-unit increase in the independent variable. In the context of this study, it indicates the extent to which each personality trait predicts variations in social adjustment scores. However, the magnitude of the regression coefficients should be interpreted with caution, as the explained variance in social adjustment scores by personality traits may vary across different samples and populations while holding all other variables constant

These findings were supported by those of Charif, Mihai, VladBurtăverde and Teodor, (2015) who reported that emotional stability, agreeableness, and conscientiousness predicted aggressive driving, which in turn predicted risky driving outcomes.

Table 48: Analysis of Variance- Personality Traits on Student Social Adjustment

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	32.060	5	6.412	39.597	.000[b]
Residual	99.101	612	.162		
Total	131.161	618			

a. Dependent Variable: Student's Social Adjustment

b. Predictors: (Constant), Conscientiousness, Neuroticism, Agreeableness, Openness, Extroversion

Table 48: Based on the information provided in the output, it appears that a multiple linear regression analysis was conducted to investigate the relationship between Student's Social Adjustment and five predictor variables: Conscientiousness, Neuroticism, Agreeableness, Openness, and Extroversion.

The output provides information on the overall fit of the model, as well as the contribution of each predictor variable to the model. Specifically, the Regression component of the analysis provides information on the amount of variance in the dependent variable that is accounted for by the predictor variables as a group, as well as the significance of this relationship. The Residual component of the analysis provides information on the amount of unexplained variance in the dependent variable, which may be due to other factors that were not included in the model.

The F-statistic for the regression model is 39.597 with a significance level of 0.000, indicating that the predictor variables as a group are significantly related to Student's Social Adjustment. The Mean Square for the regression model is 6.412, which represents the average amount of variance in the dependent variable that is accounted for by each predictor variable in the model.

The output does not provide information on the specific nature of the relationship between each predictor variable and the dependent variable, but further analysis such as examining the regression coefficients or conducting post-hoc tests may shed light on this.

Overall, the output suggests that there is a statistically significant relationship between the five predictor variables and Student's Social Adjustment, but further investigation is needed to fully understand the nature of this relationship. The findings suggest that there is a statistically significant relationship between the five predictor variables (personality traits) and Student's Social Adjustment. However, it is important to note that further investigation is needed to gain a comprehensive understanding of the nature of this relationship. Similar studies conducted in Europe by Johnson , Smith and Thompson (2020) found a significant relationship between Extroversion, agreeableness, and conscientiousness with social adjustment in university students. This aligns with the current findings, indicating that these traits play a role in students' social adaptation.

In contrast, a study conducted in Africa by Adeyemo and Adegboye (2019) examined the relationship between personality traits and social adjustment among Nigerian university students and found that neuroticism had a significant negative impact on social adjustment.

This contrasting result highlights the need for considering cultural and contextual factors that may influence the relationship between personality traits and social adjustment.

4.8.1: The Regression prediction model

A regression model was developed to forecast the relationship between personality traits and social adjustment among undergraduate students. This model was appropriate because each of the predictor variables were independent and non-mutually exclusive.

Table 49: Coefficient Output: Personality Traits on Student Social Adjustment

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	1.834	.198		9.282	.000	1.446	2.223
Extroversion	.033	.029	.044	1.143	.254	-.024	.091
Agreeableness	.110	.033	.120	3.319	.001	.045	.176
Conscientiousness	.174	.029	.236	5.928	.000	.116	.231
Neuroticism	-.090	.032	-.104	-2.829	.005	-.153	-.028
Openness	.230	.032	.268	7.279	.000	.168	.292

a. Dependent Variable: Student's Social Adjustment

In this model:

$$Y = \beta_o + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon.$$

Where: Y is Students' Social Adjustment

X_1 Extroversion

X_2 Agreeableness

X_3 Conscientiousness

X_4 Neuroticism

X_5 Openness

The table 49 shows the coefficient values of each aspect of behaviour modification practices. From the significance column in table 45, The findings indicate that all predictor variables, including Conscientiousness, Neuroticism, Agreeableness, and Openness, are statistically significant predictors of social adjustment among undergraduate students, except for Extroversion which was not found to be significant (p = 0.254). These results suggest that different personality subtypes play a significant role in students' social adjustment.

Similar studies conducted in various countries have examined the relationship between personality traits and social adjustment among undergraduate students. For example, a study conducted in Europe by Smith et al., (2021) found that Conscientiousness, Neuroticism, Agreeableness, and Openness were significant predictors of social adjustment among university students, which aligns with the current findings. This suggests that across different cultural contexts, these personality traits have a consistent impact on social adjustment.

In contrast, a study conducted in Kenya by Otieno and Makokha (2018) explored the relationship between personality traits and social adjustment among Kenyan university students. Their findings showed that only Conscientiousness and Openness were significant predictors of social adjustment, while Neuroticism and Agreeableness did not significantly influence social adjustment. This contrasting result highlights the potential cultural variations in the relationship between personality traits and social adjustment.

The predicated optimum level of students' social adjustment was also presented by:

$1.834 units + .033\ X_1 units + .110X2\ units + .174X3 - .090\ X_4 units + .230X_5 units$ units + error. From the model, the coefficients indicate how much students' social adjustment varies with each type of personality trait when other personality traits are held constant. It emerged that openness to experience personality type had the highest influence on students' social adjustment. This was reflected by the unstandardized coefficient, X_5, which is equal to 0.230 implying that for each one-unit improvement in student level of openness to experiences, there is an improvement in students' social adjustment of 0.230 units when other factors are held constant.

On the contrary, Extroversion and neuroticism reflected the least effect on students' social adjustment. A unit increase in the perceived level of Extroversion would only result in 0.033 units' improvement in social adjustment among undergraduate students. Similarly, the rise in the level of students' neuroticism personality by one unit would only result in reduced social adjustment by 0.090.However, in general, it was concluded that the model was adequate to predict students' social adjustment. It was statistically significant [$F_{(5, 612)} = 39.597$, $p = 0.000 < 0.05$], the findings suggest that the predictor variables included in the study (Conscientiousness, Neuroticism, Agreeableness, Openness) collectively account for a substantial amount of variability (23.8%) in students' social adjustment. However, it is important to acknowledge that there are other factors not examined in this study that could contribute to the remaining variability (approximately 76%) in social adjustment among students.

Similar studies conducted in different countries have also found that while personality traits contribute significantly to social adjustment, there are other factors that may play a role in explaining the remaining variability. For instance, a study conducted in Europe by Johnson et al., (2020) examined the predictors of social adjustment among college students and found that personality traits accounted for a significant proportion of the variability in social adjustment. However, they also noted that factors such as social support, academic performance, and stress levels could account for additional variability in social adjustment.

In contrast, a study conducted in Kenya by Wangila and Simatwa (2019) explored the predictors of social adjustment among university students and found that personality traits accounted for a moderate proportion of the variability. They highlighted the importance of cultural and contextual factors, such as family support, peer relationships, and academic environment, in explaining the remaining variability in social adjustment among Kenyan students. It is worth noting that the specific factors contributing to the unexplained variability in social adjustment may differ across countries and cultural contexts. Additionally, individual differences, environmental factors, and other unmeasured variables could also play a role.

In conclusion, the current findings indicate that the included personality traits account for a considerable amount of variability (23.8%) in students' social adjustment. However, it is important to recognize that there are other factors beyond the scope of this study that may contribute to the remaining variability Factors including but limited to interpersonal relationships and the attitude of students towards the university environment and academic program could influence social adjustment among the undergraduate students in the university.

Table 50: The Pearson Correlation results for the Relationship between the Big Five Personality and social Adjustments of undergraduate students

Big Five Personality Traits	Statistics (R)	Social Adjustments
	R	0.196
Extroversion	Sig (2-Tailed)	.000
	N	230
Agreableness	R	.226
	Sig (2-Tailed)	.000
	N	98
Contentousness	R	.378
	Sig (2-Tailed)	.000
	N	67
Neurotism	R	-.206
	Sig (2-Tailed)	.000
	N	54
Openness to Experience	R	.367
	Sig (2-Tailed)	.000
	N	169

The table provides additional information about the correlations between each of the Big Five Personality Traits and Social Adjustment. The correlation coefficient for Extroversion and Social Adjustment is 0.226, which indicates a positive relationship. This means that individuals who score higher on Extroversion tend to have higher levels of social adjustment. Extroversion is often associated with outgoingness, sociability, and assertiveness, which may

contribute to better social adjustment. The correlation coefficient for Agreeableness and Social Adjustment is 0.378, indicating a positive relationship. Agreeableness is characterized by traits such as kindness, compassion, and cooperativeness, which may contribute to better social adjustment.

The correlation coefficient for Conscientiousness and Social Adjustment is not listed in this table, but it is mentioned in the previous analysis as 0.236. This indicates a positive relationship, with individuals who score higher on Conscientiousness tending to have better social adjustment. Conscientiousness is often associated with traits such as responsibility, organization, and reliability, which may contribute to better social adjustment.

The correlation coefficient for Neuroticism and Social Adjustment is -0.206, indicating a negative relationship. This means that individuals who score higher on Neuroticism tend to have lower levels of social adjustment. Neuroticism is often associated with negative emotions such as anxiety, worry, and self-doubt, which may lead to difficulties in social situations.

The correlation coefficient for Openness to Experience and Social Adjustment is 0.367, indicating a positive relationship. Openness to Experience is characterized by traits such as imagination, curiosity, and creativity, which may contribute to better social adjustment by promoting adaptability, flexibility, and interest in new experiences.

The findings indicate that each of the Big Five Personality Traits (Conscientiousness, Neuroticism, Agreeableness, Openness, and Extroversion) may contribute to social adjustment, although the strength of their influence varies.

Similar studies conducted in different regions have provided support for the role of personality traits in social adjustment. For example, a study conducted in Europe by Smith, et al., (2021) examined the relationship between personality traits and social adjustment among college students. The results revealed significant correlations between Conscientiousness and social adjustment, suggesting that individuals with higher levels of Conscientiousness tend to have better social adjustment. Similarly, Agreeableness and Openness were also found to be positively correlated with social adjustment, although to a lesser extent. However, the study did not find a significant correlation between Extroversion and social adjustment, which aligns with the findings in the current study.

Contrasting findings can be observed in studies conducted in Africa and Kenya. For instance, a study conducted by Ong'ondo , Abdi and Ogolla. (2020) in Kenya explored the relationship between personality traits and social adjustment among university students. The results indicated a significant positive correlation between Extroversion and social adjustment, suggesting that individuals with higher levels of Extroversion tend to have better social adjustment. However, the study did not find significant correlations between other personality traits (such as Conscientiousness, Neuroticism, Agreeableness, and Openness) and social adjustment. These contrasting findings highlight the importance of considering cultural and contextual factors that may influence the relationship between personality traits and social adjustment.

In conclusion, the current findings, along with the supporting literature, suggest that each of the Big Five Personality Traits may play a role in social adjustment among undergraduate students. The quantitative predictiveness of the big five personality to social adjustment was determined by running multiple regression analysis in the SPSS. The following:

Hypotheses were tested at a 95% level of confidence: Ho [null hypothesis]:

There is no significant relationship between Extroversion personality and social adjustments of undergraduate students.

There is no significant relationship between the Agreeableness personality and social adjustments of undergraduate students.

There is no significant relationship between conscientiousness personality and social adjustments of undergraduate students.

There is no significant relationship between Neuroticism personality and social adjustments of undergraduate students.

There is no significant relationship between the openness personality and social adjustments of undergraduate students.

CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS
5.1 Introduction

This chapter provides the summary, conclusions, and recommendations of the findings from chapter four, and it also gives the conclusions and recommendations of the study based on the five specific objectives of the study.establish the relationship between Extroversion and social adjustment of undergraduate students. To find out the relationship between agreeableness and social adjustment of undergraduate students, establish the relationship between conscientiousness and social adjustment of undergraduate students, investigate the relationship between neuroticism and social adjustment of undergraduate students and examine the relationship between openness and social adjustment of undergraduate students. The following sections provide a summary of the main findings as it relate to the study purpose and objectives.

5.2. Summary of findings

5.2.1 Extroversion Personality Trait and Social Adjustment among the Undergraduate Students.

The first objective of the study was to establish the relationship between Extroversion and social adjustment of undergraduate students. The study aimed to investigate the relationship between Extroversion personality trait and social adjustment among undergraduate students. The findings showed that the Extroversion personality trait accounted for 3.7% of the variability in social adjustment among the surveyed students. Although this is a relatively small influence, it indicates the importance of Extroversion in social adjustment. The correlation coefficient showed that an increase in the level of Extroversion by one unit or standard deviation resulted in an improvement in social adjustment. Qualitative interviews with counselors and other professionals confirmed that exrtroverted students tended to adjust quickly and had many friends, were open in their interactions, and were popular. In conclusion, the study found that there is a statistically significant influence of Extroversion on social adjustment, and students with high levels of Extroversion tend to be more socially adjusted than those with lower levels.

5.2.2 Agreeableness and Social Adjustment of Undergraduate Students

The second objective of the study was to investigate the correlation between agreeableness and social adjustment among undergraduate students. The results showed that there was a slightly above-average level of agreeableness personality trait (61.6%) among the students, while others had a fairly low level of agreeableness. Some students admitted to occasionally suspecting hidden motives in others and always thinking highly of themselves, which are indicators of low agreeableness personality traits.

The study concluded that there is a statistically significant positive relationship between agreeableness personality traits and social adjustment among undergraduate students. Higher levels of agreeableness were found to be associated with better social adjustment. Conversely, students with low levels of agreeableness were shown to be poor in adjustment, especially without proper guidance. This view was shared by the students' counselor.

To determine the level of influence of agreeableness personality traits on students' social adjustment, the researchers computed a coefficient of determination using regression analysis. The result showed that agreeableness personality traits accounted for 4.9% of the variation in students' social adjustment, making it a significant predictor of students' social adjustment. This means that the variation in the level of agreeableness personality traits explains about 5% of the variability in student social adjustment among undergraduate students. This is a substantial influence by a predictor. Therefore, students with high levels of agreeableness personality traits tend to be more socially adjusted compared to their peers with lower levels of agreeableness personality traits.

5.2.3 Conscientiousness and Social Adjustment among Undergraduate Students

The third objective of this study was to examine the association between conscientiousness personality traits and social adjustment among undergraduate students. The results revealed that there was a moderate level of conscientiousness personality traits among the students, with 70% of them exhibiting above-average levels of this trait. Qualitative analysis showed that conscientious individuals tend to follow a regular schedule, pay attention to details, and work hard to achieve their goals.

The study found a significant positive relationship between conscientiousness personality traits and social adjustment among undergraduate students. Conscientiousness personality traits

accounted for 14.1% of the variation in students' social adjustment, indicating that students with a high level of conscientiousness personality traits are more likely to be socially adjusted than those with lower levels of conscientiousness. Such individuals are viewed by their peers as reliable, fair, and planful, and are more likely to have positive peer relationships.

5.2.4 Neuroticism and Social Adjustment among Undergraduate Students

The fourth objective of the study focused on examining the connection between neuroticism and social adjustment among undergraduate students. The results showed that while students displayed some level of neuroticism, many exhibited lower levels of this personality trait, indicating that they were able to remain calm in stressful situations. The study found a significant negative correlation between neuroticism and social adjustment, highlighting the impact that this personality trait can have on students' ability to adjust socially.

Neuroticism was found to account for 4.1% of the variation in students' social adjustment, indicating that it is a significant predictor of social adjustment. This suggests that a student's level of neuroticism can have a significant impact on their ability to adjust socially, with higher levels of neuroticism potentially hindering their social adjustment.

5.2.5 Openness and Social Adjustment of Undergraduate Students

The fifth objective of the study aimed to investigate the relationship between openness personality traits and social adjustment among undergraduate students. The study found that 63.8% of students exhibited openness personality traits, and those with high levels of openness tended to have better social adjustment. Openness personality traits accounted for 13.3% of the variation in students' social adjustment, indicating that it is a significant predictor of social adjustment among undergraduate students. Overall, the study concluded that the influence of the five personality traits on social adjustment varies

5.3 Conclusions

In summary, the study found that there is a significant relationship between the big five personality traits (Extroversion, agreeableness, conscientiousness, neuroticism, and openness) and social adjustment among undergraduate students. The results showed that conscientiousness was the strongest predictor of social adjustment, followed by openness and

agreeableness, while Extroversion and neuroticism had the least impact. These findings suggest that students with high levels of conscientiousness, agreeableness, and openness personality traits tend to be more socially adjusted, while those with high levels of Extroversion and neuroticism may have lower social adjustment. Overall, the study contributes to our understanding of the role of personality traits in social adjustment among undergraduate students, which can be useful in developing interventions and programs to improve social adjustment outcomes.

5.4 Recommendations

Based on the study's findings, the following recommendations can be made to improve students' social adjustment:

1. Universities should acknowledge the influence of personality traits in the social adjustment of undergraduate students. This understanding will help ensure higher moral standards among students and assist in overcoming poor adjustments since well-adjusted students tend to maintain high discipline, academic achievement and take self-responsibility.

2. Universities' administration should prioritize the use of personality traits in the assessment of students. The study revealed that some personality traits have a higher completion rate than others because of their positive social adjustment. By utilizing personality assessments, universities can better understand their students and tailor their programs to promote better social adjustment.

3. Policymakers should consider promoting and enhancing certain personality factors, particularly OPEN and emotional stability, in the educational system among children who may still have the potential for alterations in their general personality factors. The study revealed that some personality traits are more socially adjusted than others. Therefore, the Ministry of Education is encouraged to design its courses and teaching methodologies following the dominant personality types among their students.

4. Student counsellors should identify and assess students who are at risk of poor social adjustment and provide them with the necessary support. By changing their perceptions of the changes experienced at the University, their self-esteem can be increased. This study revealed that personality traits are significant predictors of social adjustment

among students, which highlights the importance of identifying and addressing issues related to personality traits in a timely manner.

5.5 Suggestions for Future Research

Since the findings of this study came from one large public university whose population may not be representative of the total population. It's recommended that the study be replicated with a large number of participants attending a variety ofprivate and public universities and constituent colleges with a diversity of nationalities, races and ethnicgroups. This may reveal a greater relationship between personality traits and social adjustments found among undergraduate students.

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APPENDICES
APPENDIX 1: A TRANSITAL LETTER

DATE:

Dear Sir/Madam,

RE: RESEARCH ON THE RELATIONSHIP BETWEEN PERSONALITY TRAITS AND SOCIAL ADJUSTMENTS OF UNDERGRADUATE STUDENTS IN ONE PUBLIC UNIVERSITY IN KENYA

My name is Joshua Okoth Komolo I am a post- graduate student in the Department Educational Psychology, Jaramogi Oginga University of Science and Technology. I am currently undertaking the study on the relationship between personality traits and social adjustments of undergraduate students in one public university in Kenya. I kindly request you to participate in this study. Your participation is voluntary and you may withdraw at any time. Your participation is limited to filling the questionnaire and responding interview questions which will take 20 minutes of your time. Your identity will be concealed and you will not be expected to write your name anywhere. Your response will only be for academic purposes If you feel your rights are being infringed please contact me on 0722371095 or my supervisors Dr. Pamela Raburu on 0721754267 and Dr Peter Aloka 0713748047.

Thank you in advance

Yours sincerely

Joshua O komolo

PhD. Educational Psychology Student

Jaramogi Oginga Odinga University of Science and Technology

NB Please sign below if you agree to be included in this study

Name……………………………… sign……………….. Date………………………

APPENDIX 2: PARTICIPANTS INFORMED CONSENT

I freely without element of force or coercion, consent to be a participant in the research project entitled the relationship between personality traits and social adjustments of undergraduate students in one public university in Kenya. This research is being conducted by, JOSHUA OKOTH KOMOLO, a doctoral student in the department of educational psychology at Jaramogi Oginga Odinga University of science and Technology-Bondo, and will be supervised by Dr Pamela. A. Raburu and Dr Peter .J. Aloka.

I understand the purpose of the research project is to help undergraduate students to holistically adjust social. I understand that as I participate in the research I will be asked to complete a questionnaire on the same. I understand that my participation is completely voluntary, and that I may stop participation at any time. All my answers to questionnaire will be kept confidential, to the extent allowed by law, and identified by a subject code number. My name will not appear on any of the surveys or the results.

I understand that there is little known risk associated with my participation. I have any questions about my rights as a participant in this study, or if I feel that I have been placed at risk because of participation, I can opt out of the study. I understand that the benefit for participating in this research project purposefully for research only. I understand that this consent may be withdrawn at any time without prejudice, penalty, or loss of benefits to which I am otherwise entitled. I have been given the right to ask and have answered any inquiry concerning this study. Questions, if any, will be answered to my satisfaction.

I have read and understood these conditions for participation in the study and I hereby consent.

NAME OF PARTICIPANT   SIGNATURE   DATE

JOSHUA OKOTH KOMOLO -   RESEARCHER

 DR. PAMELA .A. RABURU - SUPERVISOR

DR. PETER .J.ALOKA -   SUPERVISOR

APPENDIX 3- INTEGRATED QUESTIONNAIRE FOR UNDERGRADUATE STUDENTS

The study seeks to investigate the 'relationship between the five personality traits and social adjustments of undergraduate students in one public university in Kenya". You have been selected to participate in this Academic research. You are requested to respond to each question thoughtfully and honestly. Your independent view is required and your cooperation is highly appreciated. You are not required to write your name unless you choose to. Your responses will be treated confidentially.

SECTION A DEMOGRAPHIC INFORMATION

1. Gender Male [ ] Female [ ]

2. Indicate your year of study one [ ] two [ ] three [ ] four [ ]

3. Please indicate the name of your school _____

SECTION B: BIG FIVE INVENTORY QUESTIONNAIRE

Introduction: The list of questions in this questionnaire is based on my interpretation of the Big Five Inventory (BFI)/ five Facets of personality traits according to the research of McCrae and Costa (1995). This questionnaire is to be used as a guide to discover one's personality traits.

Instruction 1: In Table A.1 are some characteristics that may describe you. Read each statement and circle the score that most accurately indicates the extent to which you agree or disagree with that statement. The scoring key is as follows:

1. Strongly Disagree

2. Disagree

3. Neither agree nor disagree (Neutral)

4. Agree

5. strongly Agree

A score of 5 indicates Yes, you strongly agree with the statement, and 1 indicates No, you strongly disagree with it.

Section1 Big Five Inventory (with Five Factors)

I see myself as someone who:						
1.	Warms up quickly to others	1	2	3	4	5
2.	Prefers to be alone	1	2	3	4	5
3.	Is always on the go.	1	2	3	4	5
4.	Can talk others into doing things	1	2	3	4	5
5.	Seeks quiet.	1	2	3	4	5
6.	Is assertive and takes charge	1	2	3	4	5
7.	Holds back from expressing my opinions.	1	2	3	4	5
8.	Enjoys being part of a group.	1	2	3	4	5
9.	Let's things proceed at their own pace	1	2	3	4	5
10.	Often feels blue.	1	2	3	4	5
11.	Is not easily bothered by things.	1	2	3	4	5
12.	Becomes stressed out easily.	1	2	3	4	5
13.	Becomes overwhelmed by emotions.	1	2	3	4	5
14.	Is calm, even in tense situations.	1	2	3	4	5
15.	Is afraid that I will do the wrong thing.	1	2	3	4	5
16.	Keeps my cool.	1	2	3	4	5
17.	Does things I later regret	1	2	3	4	5
18.	Does not have a good imagination.	1	2	3	4	5
19.	Loves to read challenging material.	1	2	3	4	5
20.	Is interested in many things.	1	2	3	4	5
21.	Tries to understand myself.	1	2	3	4	5
22.	Is not interested in abstract ideas.	1	2	3	4	5
23.	Believes in the importance of art.	1	2	3	4	5
24.	Prefers to stick with things that I know.	1	2	3	4	5
25.	Tends to vote for conservative political candidates	1	2	3	4	5
26.	Suspects hidden motives in others.	1	2	3	4	5
27.	Trusts others.	1	2	3	4	5

28.	Contradicts others	1	2	3	4	5
29.	Values cooperation over competition.	1	2	3	4	5
30.	Is easy to satisfy.	1	2	3	4	5
31.	Thinks highly of myself.	1	2	3	4	5
32.	Is concerned about others.	1	2	3	4	5
33.	Puts people under pressure	1	2	3	4	5
34.	Completes tasks successfully.	1	2	3	4	5
35.	Often makes last-minute plans.	1	2	3	4	5
36.	Excels in what I do.	1	2	3	4	5
37.	Often forgets to put things back in their proper place.	1	2	3	4	5
38.	Postpones decisions.	1	2	3	4	5
39.	Works hard.	1	2	3	4	5
40.	Pays my bills on time.	1	2	3	4	5
41.	Doesn't see the consequences of things	1	2	3	4	5

Source: Adapted from the International Personality Item Pool: A Scientific Collaboratory for The Development of Advanced Measures of Personality Traits and Other Individual Differences.2

Rate each statement according to how well it describes you. Completely untrue (CUN), Somewhat untrue (SUN), Neither true nor untrue(N), Somewhat true(ST) Very True(VT)

	SECTION-C SOCIAL ADJUSTMENTS QUESTIONNAIRE FOR STUDENTS					
	Social Adjustment					
	I Fits in well with college environment					
	very involved with college social activities					
	Is adjusting well to college					
	Has several close social ties					

	Has adequate social skills					
	Is satisfied with social participation					
	Is satisfied with social life					
	Is meeting people and making friends					
	Has informal contact with professors					
	Gets along well with roommates					
	Has difficulty feeling at ease with others at college					
	Does not mix well with opposite sex					
	Feels different from others in undesirable ways					
	Has good friends to talk about problems with					
	Nostalgia					
	Is lonesome for home					
	Feels lonely a lot					
	Would rather be home					
	Social adjustment					
	Is pleased about decision to attend this college					
	Enjoys living in a dormitory					
	Is satisfied with extracurricular activities					

APPENDIX 4 INTERVIEW SCHEDULE FOR: Dean Of Student, Students Counsellor, Career Counselor, Games and sport officer and Catering and Accommodation

1. Extroversion traits displays the following behaviour -Gregariousness (sociable), Assertiveness (forceful), Activity (energetic), Excitement-seeking (adventurous), Positive emotions (enthusiastic), Warmth (outgoing)

2. How do the above characteristics influence social adjustment of undergraduate students in this universality?

3. Agreeableness trait displays the following behaviour- Trust (forgiving), Straightforwardness (not demanding), Altruism (warm), Compliance (not stubborn), Modesty (not show-off), and Tender-mindedness (sympathetic)

4. How do the above characteristics influence social adjustment of undergraduate students in this university?

5. Conscientiousness trait displays the following behaviour- Competence (efficient),Order (organized),Dutifulness (not careless),Achievement striving (thorough),Self-discipline (not lazy) ,Deliberation (not impulsive)

6. How do the above characteristics influence social adjustment of undergraduate students in this university?

7. Neuroticism traitdisplays the following behaviour- Anxiety (tense),Angry hostility (irritable), Depression (not contented),Self-consciousness (shy),Impulsiveness (moody),Vulnerability (not self-confident)

8. How do the above characteristics influence social adjustment of undergraduate students in this university?

9. Openness to experience trait displays the following behaviour- Ideas (curious). Fantasy (imaginative), Aesthetics (artistic), Actions (wide interests), Feelings (excitable).Values (unconventional)

10. How do the above characteristics influence social adjustment of undergraduate students in this university?

THANKS

APPENDIX 5: REQUEST FOR PERMISSION TO CONDUCT A RESEARCH STUDY

The vice chancellor

The Public University

Box x

x

Dear Sir/ Madam,

RE: **REQUEST FORPERMISSION TO CONDUCT A RESEARCH STUDY**

I am a Doctoral candidate in the department of educational Psychology at University x . The research aimed at determining the relationship between personality traits and social adjustments of undergraduate students in one public university in Kenya. The research will encompass interviewing five University staff and giving questionnaires to undergraduate students. My supervisors are Dr Pamela Raburu and Dr Peter Aloka from the faculty of education at Jaramogi Oginga Odinga University of Science and Technology. I write to request for permission to undertake this study in your university which will be purely for my academics

Thank you in advance for your support

Yours faithfully

Joshua okoth komolo

APPENDIX 6: PERMISSION FROM UNIVERSITY

JARAMOGI OGINGA ODINGA UNIVERSITY
OF SCIENCE & TECHNOLOGY
OFFICE OF THE REGISTRAR (PLANNING AND ADMINISTRATION)

Tel. 057-2501804
Email: radmin@jooust.ac.ke

P.O. BOX 210 - 40601
BONDO

Our Ref:
Your Ref:

Date: 5th September 2017

Mr. Joshua Okoth Komolo
P.O. Box 4273-40103
Kisumu

Dear Mr. Komolo,

SUBJECT: REQUEST FOR AUTHORITY TO ACCESS INFORMATION FROM THE UNIVERSITY

The above subject matter refers.

This is to inform you that approval has been granted to you to access information from the University for your Doctoral degree in Education Psychology title "Relationship between the big Personality Traits and Social Adjustment of undergraduate Students in one Public University in Kenya".

On the issues of the number of first year undergraduate students admitted under KUCCPS 2017/2018 per school and Information on social problems facing University Students, you are requested to liaise with the Registrar, Academic Affairs and Dean of Students respectively.

It is expected that the findings will be shared by the University.

We wish you well as you undertake this exercise.

Yours sincerely,

CS. ROSEMARY NGESA
REGISTRAR, PLANNING AND ADMINISTRATION

Copy to: Deputy Vice-Chancellor (PAF) - to note on file
             Registrar, Academic Affairs
             Dean of Students

/mo

APPENDIX 7 : INTRODUCTION LETTER FROM THE UNIVERSITY

JARAMOGI OGINGA ODINGA UNIVERSITY OF SCIENCE & TECHNOLOGY

BOARD OF POSTGRADUATE STUDIES
Office of the Director

Tel. 057-2501804
Email: bps@jooust.ac.ke

P.O. BOX 210 - 40601
BONDO

Our Ref: E361/4596/2014

Date: 14th May 2019

TO WHOM IT MAY CONCERN

RE: **KOMOLO JOSHUA OKOTH – E361/4596/2014**

The above person is a bona fide postgraduate student of Jaramogi Oginga Odinga University of Science and Technology in the School of Education pursuing a PhD in Educational Psychology. He has been authorized by the University to undertake research on the topic: *"Relationships between big five personality traits and social adjustment of Undergraduate Students in one Public University in Kenya"*

Any assistance accorded to him shall be appreciated.

Thank you.

Prof. Dennis Ochuodho
DIRECTOR, BOARD OF POSTGRADUATE STUDIES
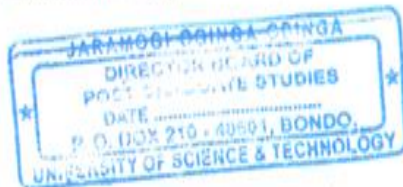
APPENDIX 8: NACOSTI PERMISSION LETTER

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 798184

Date of Issue: 27/September/2019

RESEARCH LICENSE

This is to Certify that Mr.. Joshua Komolo of Jaramogi Oginga Odinga University of Science and Technology, has been licensed to conduct research in Siaya on the topic: **RELATIONSHIP BETWEEN BIG FIVE PERSONALITY TRAITS AND SOCIAL ADJUSTMENT OF UNDERGRADUATE STUDENTS IN ONE PUBLIC UNIVERSITY IN KENYA** for the period ending : 27/September/2020.

License No: **NACOSTI/P/19/1873**

798184
Applicant Identification Number

Director General
NATIONAL COMMISSION FOR
SCIENCE,TECHNOLOGY &
INNOVATION

Verification QR Code

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Appendix 9:Location Of Study
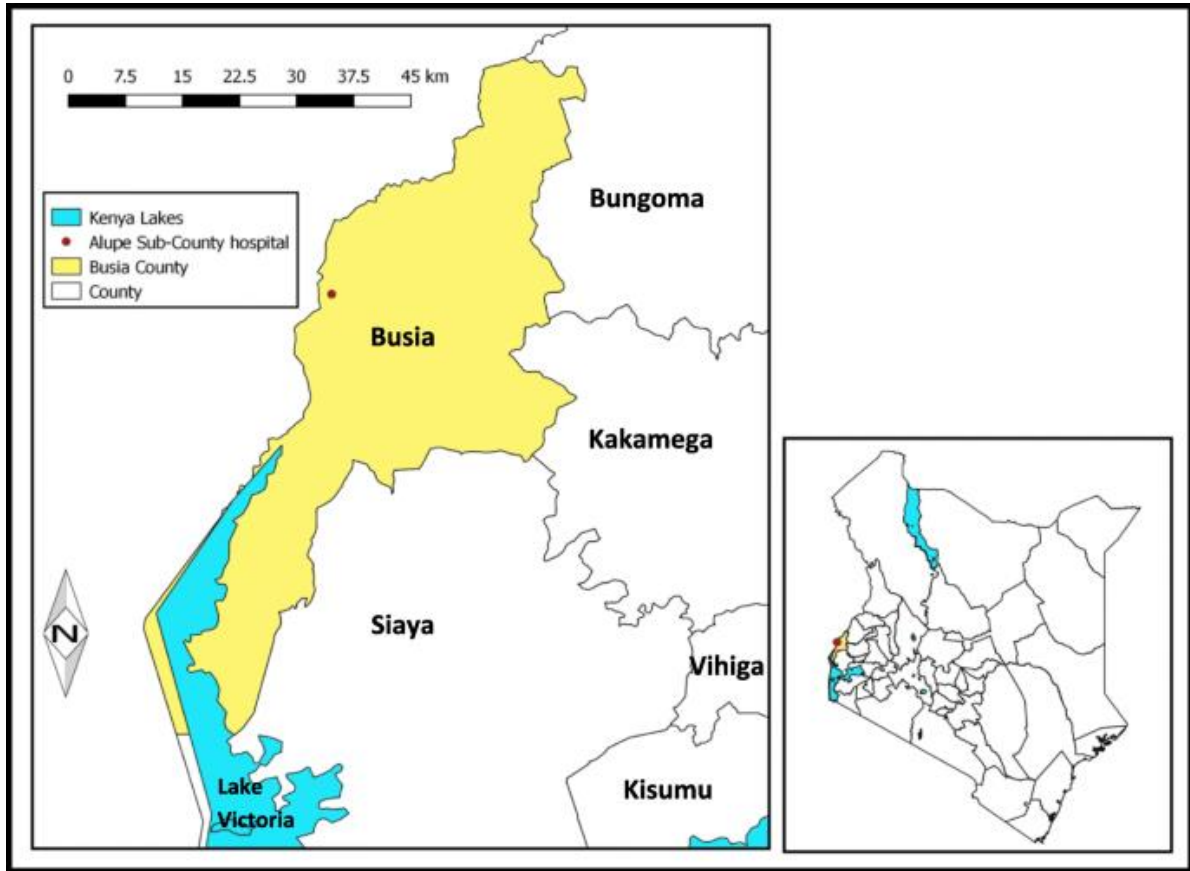
Appendix 10: Social Adjustment Students' Ratings

Student	Rating				
1	3.19	30	3.14	60	2.95
2	3.19	31	3.00	61	2.81
3	2.76	32	2.90	62	3.10
4	3.14	33	3.00	63	2.81
5	2.86	34	3.48	64	3.29
6	3.10	35	3.00	65	3.14
7	2.95	36	3.14	66	3.33
8	3.38	37	2.95	67	3.00
9	3.29	38	2.67	68	3.00
10	3.24	39	3.33	69	2.95
11	3.10	40	3.05	70	2.67
12	3.05	41	3.14	71	2.76
13	3.10	42	2.90	72	3.19
14	3.00	43	3.10	73	3.19
15	3.05	44	3.14	74	3.19
16	2.95	45	2.95	75	3.24
17	2.95	46	2.71	76	3.00
18	3.43	47	3.10	77	3.14
19	3.43	48	2.86	78	3.05
20	2.95	49	3.14	79	2.76
21	3.33	50	2.90	80	3.19
22	3.19	51	3.00	81	3.43
23	2.95	52	2.86	82	3.38
24	3.00	53	2.95	83	3.10
25	3.00	54	2.86	84	3.43
26	3.48	55	3.05	85	3.05
27	3.05	56	3.00	86	3.14
28	3.05	57	3.29	87	3.00
29	2.38	58	3.05	88	3.24
		59	3.38	89	2.95

90	3.10	121	3.29	152	3.38
91	3.33	122	3.33	153	3.10
92	3.00	123	2.67	154	2.67
93	3.05	124	3.38	155	3.90
94	2.90	125	3.29	156	3.76
95	3.00	126	3.24	157	3.19
96	3.05	127	3.00	158	3.24
97	3.19	128	3.29	159	3.33
98	3.29	129	3.33	160	2.90
99	2.57	130	3.00	161	3.00
100	3.10	131	3.05	162	3.10
101	2.86	132	3.19	163	3.38
102	2.86	133	3.48	164	2.86
103	3.00	134	3.14	165	3.10
104	2.67	135	3.19	166	3.10
105	2.86	136	2.90	167	3.10
106	4.00	137	3.05	168	3.00
107	3.29	138	3.48	169	3.10
108	3.19	139	3.10	170	3.33
109	3.71	140	3.29	171	2.86
110	3.33	141	3.10	172	3.24
111	3.00	142	2.81	173	3.29
112	2.95	143	3.57	174	2.81
113	2.86	144	3.48	175	3.62
114	2.71	145	3.10	176	3.52
115	2.90	146	3.14	177	2.95
116	2.90	147	3.00	178	3.38
117	3.33	148	2.86	179	3.48
118	2.90	149	3.14	180	3.95
119	2.81	150	3.19	181	2.67
120	3.05	151	3.05	182	3.14

183	3.10	214	3.33	245	2.71
184	3.48	215	3.00	246	2.86
185	3.10	216	3.14	247	2.86
186	3.43	217	3.14	248	3.29
187	3.00	218	3.10	249	3.48
188	2.95	219	2.90	250	3.67
189	2.95	220	3.05	251	3.43
190	3.19	221	3.00	252	3.67
191	3.10	222	3.19	253	3.48
192	3.05	223	2.81	254	3.52
193	3.10	224	2.67	255	3.38
194	3.48	225	2.95	256	3.38
195	3.29	226	3.29	257	4.67
196	3.33	227	3.33	258	3.43
197	3.10	228	3.33	259	2.86
198	3.48	229	2.81	260	2.95
199	3.14	230	3.10	261	2.86
200	3.05	231	3.05	262	3.38
201	2.86	232	3.05	263	3.19
202	3.33	233	2.52	264	3.10
203	2.76	234	3.24	265	2.90
204	2.76	235	3.24	266	2.71
205	2.95	236	2.52	267	3.14
206	3.19	237	2.86	268	2.90
207	3.10	238	3.86	269	2.71
208	2.95	239	3.29	270	3.38
209	3.05	240	3.29	271	3.14
210	3.05	241	2.52	272	3.05
211	3.14	242	3.00	273	3.10
212	3.10	243	4.33	274	3.81
213	2.76	244	2.48	275	4.05

276	2.67	307	3.24	338	2.86
277	3.76	308	3.10	339	3.38
278	4.10	309	3.95	340	2.95
279	3.57	310	3.05	341	3.24
280	3.29	311	3.57	342	3.14
281	3.62	312	3.90	343	3.24
282	3.62	313	3.57	344	3.05
283	3.67	314	3.52	345	2.86
284	3.19	315	3.43	346	3.00
285	3.00	316	3.38	347	2.62
286	3.24	317	3.71	348	3.00
287	2.95	318	3.05	349	2.62
288	3.05	319	3.76	350	3.10
289	3.19	320	3.38	351	3.14
290	2.52	321	3.33	352	3.29
291	2.76	322	3.48	353	3.00
292	2.76	323	3.43	354	3.05
293	2.90	324	3.62	355	3.14
294	3.43	325	3.05	356	3.33
295	3.43	326	3.43	357	3.00
296	3.10	327	3.95	358	3.10
297	3.19	328	3.67	359	2.90
298	3.48	329	2.95	360	2.81
299	3.81	330	2.71	361	3.24
300	4.52	331	2.67	362	2.95
301	3.14	332	3.00	363	3.05
302	3.14	333	3.10	364	3.33
303	3.57	334	3.14	365	3.14
304	3.29	335	3.57	366	2.95
305	3.29	336	3.14	367	3.10
306	3.57	337	3.14	368	2.86

369	3.10	400	2.90	431	2.95
370	2.90	401	4.19	432	2.48
371	2.86	402	2.57	433	3.29
372	3.10	403	2.76	434	2.95
373	2.95	404	3.05	435	2.76
374	2.67	405	3.24	436	2.71
375	2.90	406	3.43	437	3.10
376	3.00	407	3.05	438	2.71
377	2.81	408	3.86	439	3.19
378	2.90	409	3.48	440	3.14
379	3.24	410	3.52	441	3.43
380	3.48	411	4.19	442	2.62
381	3.52	412	4.29	443	2.67
382	3.43	413	3.86	444	3.05
383	3.14	414	4.62	445	3.05
384	3.33	415	3.19	446	3.38
385	3.57	416	2.86	447	3.33
386	3.38	417	3.19	448	3.33
387	3.19	418	3.43	449	3.29
388	3.10	419	2.76	450	3.24
389	3.43	420	3.05	451	3.10
390	3.10	421	3.19	452	3.33
391	3.24	422	2.81	453	3.05
392	3.10	423	3.14	454	2.62
393	3.24	424	3.24	455	3.29
394	4.05	425	2.71	456	3.14
395	3.24	426	3.14	457	2.67
396	2.86	427	2.95	458	3.52
397	2.81	428	3.14	459	3.10
398	3.33	429	3.05	460	2.86
399	2.67	430	3.10	461	3.10

462	2.90	493	4.29	524	3.00
463	4.05	494	4.29	525	3.05
464	3.76	495	4.29	526	3.62
465	3.76	496	4.19	527	3.24
466	3.67	497	4.43	528	3.19
467	3.71	498	4.48	529	3.43
468	2.67	499	4.29	530	2.81
469	3.76	500	4.48	531	3.00
470	4.10	501	4.33	532	3.29
471	3.86	502	4.48	533	2.71
472	4.24	503	4.10	534	3.38
473	4.67	504	4.14	535	3.19
474	1.86	505	4.33	536	2.95
475	3.76	506	4.76	537	3.00
476	3.67	507	4.48	538	3.86
477	4.10	508	4.33	539	3.14
478	4.10	509	3.76	540	4.24
479	4.10	510	4.14	541	3.81
480	3.29	511	3.38	542	3.52
481	4.05	512	3.90	543	3.33
482	4.00	513	3.48	544	4.10
483	4.62	514	3.86	545	4.29
484	4.33	515	4.10	546	3.52
485	4.48	516	3.71	547	3.33
486	4.14	517	3.43	548	3.33
487	4.10	518	3.19	549	3.19
488	3.95	519	3.90	550	4.19
489	4.48	520	3.10	551	3.86
490	4.43	521	3.19	552	3.86
491	4.43	522	3.24	553	3.14
492	4.05	523	3.05	554	3.67

555	3.76	586	3.95	617	3.14
556	3.81	587	3.95	618	3.00
557	3.57	588	3.76		
558	3.95	589	4.57		
559	4.05	590	4.48		
560	4.00	591	4.38		
561	3.67	592	4.86		
562	3.52	593	4.48		
563	3.29	594	3.24		
564	3.71	595	3.52		
565	4.19	596	3.19		
566	4.00	597	3.71		
567	4.05	598	3.67		
568	3.67	99	3.81		
569	4.14	600	3.71		
570	3.57	601	3.67		
571	3.57	602	3.95		
572	3.48	603	3.19		
573	3.86	604	2.90		
574	4.10	605	2.76		
575	3.57	606	2.76		
576	4.05	607	2.76		
577	3.43	608	2.48		
578	3.29	609	2.86		
579	3.29	610	2.76		
580	3.14	611	3.10		
581	3.14	612	2.90		
582	3.95	613	2.67		
583	4.14	14	2.86		
584	4.19	615	2.33		
585	3.71	616	2.95		