# INFLUENCE OF PERSONALITY TRAITS AND EMOTIONAL INTELLIGENCE ON PSYCHOLOGICAL ADJUSTMENT AMONG UNDERGRADUATES IN FEDERAL UNIVERSITY OYE-EKITI, EKITI STATE
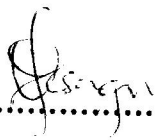
BY

MURITALA KHADIJAT IYABO

PSY/14/2037

A PROJECT WORK SUBMITTED TO THE DEPARTMENT OF PSYCHOLOGY, FACULTY OF SOCIAL SCIENCES, FEDERAL UNIVERSITY OYE EKITI IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF BACHELOR OF SCIENCE (BSc) DEGREE IN PSYCHOLOGY
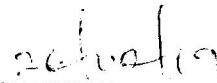
NOVEMBER, 2018.

# CERTIFICATION

I certify that this study was carried out by MURTALA IYABO KHADIJAT (PSY\14\2037) of the Department of Psychology, Faculty of Social Sciences, Federal University, Oye Ekiti.

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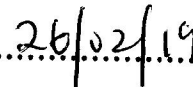
**DR. AZIKIWE JUDITH**

**SUPERVISOR**

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**DATE**

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**DR. OWOSENI OMOSOLAPE O.**

**HEAD OF DEPARTMENT**

......26/02/19.........

**DATE**

## DEDICATION

This project work is dedicated to Allah my comforter, and to my mum and my wonderful husband for being there through thick and thin I love and appreciate everything God bless you both

# ACKNOWLEDGEMENTS

My profound gratitude goes to my creator fo r giving me the privilege, ability and strength of being alive till today and also rendering me with the ability and assistance to conduct this project successfully. Glory, honour and adoration to you oh Allah.

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# ABSTRACT

This study investigated the influence of personality traits and emotional intelligence among undergraduates in Federal University Oye-Ekiti, Ekiti state. The study adopted an ex-post facto research design Three hundred and fifty (350) undergraduates were randomly sampled from five faculties and ten departments of the institution. These participants were administered with Ten Item Personality Scale, Assessing Emotions Scale, and Adjustment to College Scale together with demographic information. Five hypotheses were tested using simple and multiple regression and independent t-test. The result of the tested hypothesis showed that personality traits predicted adjustment to college [$F (5, 299) = 4.24$, $P = .001$, $R^2 = .07$]. Emotional intelligence predicted adjustment to college [$F (4, 345) = 11.12$, $P = .001$, $R^2 = .11$]. Age did not predict adjustment to college [$F (1, 318) = .40$, $P = .53$, $R^2 = .001$]. Gender had an influence on adjustment to college ($t (348) = 4.57$; $p = .049$; $d = .50$) and religion had no influence on adjustment to college ($t (348) = 1.15$; $p = .25$; $d = .14$). Based on findings, it was concluded that personality traits, emotional intelligence and gender influence psychological adjustment; while age and religion do not have influence on psychological adjustment. Recommendations were made to parents in giving proper socialisation and encourage good behaviour among their children to enhance good personality traits among them. More morals should be inculcated into children in order to improve their moral, social and personal competence in the face of debilitating challenges.

**Keywords:** Personality traits, emotional intelligence, adjustment to college, gender, age, religious affiliation, undergraduates, Federal University Oye-Ekiti, Ekiti state.
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# CHAPTER ONE

## INTRODUCTION

### 1.1. Background to the study

Adjustment is considered one of the basic concepts in mental health, since most of the behaviours of the individual whether successful or unsuccessful are just attempts to adjustment in order to reduce the tension suffered by the individual. Individual adjustment to various stressful events in the society helps to measure their level of well-being. Adjustment refers to an achievement or outcome as well as a process. As an achievement, psychological adjustment is a phrase used to denote positive mental health which refers to an individual's state of mind and overall well-being.

Psychological adjustment involves personal and emotional adjustment, social adjustment, family adjustment, and school adjustment. Psychological adjustment is related to aggressive behaviour in school contexts that make class integration difficult (Cava, Buelga, Musitu, Murgui, 2010). The application of school prevention and intervention programmes aimed at encouraging and developing emotional intelligence can improve adolescent psychological adjustment at the same time, and also their behaviour in this context, since emotional intelligence can act as a protective factor for this kind of behaviour (Davis & Humphrey, 2012; Frederickson, Petrides, & Simmonds, 2012). Several studies indicate that attribute like social skills such as the ability to self-disclose (Cohen, Sherrod, & Clark, 1986) and social competence (Lakey, 1989) are instrumental in developing social support and promoting psychological adjustment (Cohen et al., 1986; Lakey, 1989). The implications of poor psychological adjustment are many and have effects on students, family and the nation. Little attention has been paid to how social support (from family and friends), self-esteem (academic, social and global), emotional intelligence and stress differentially predict adjustment especially in non-western cultures.

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Personality is that dynamic and organised set of characteristics possessed by a person who uniquely influences his or her cognitions, emotions, motivations, and behaviours in various situations. Personality is the unique and variable patterns of human behaviours, focusing on sensing, thinking, and feelings. Personality accounts for some of the variance in negative forms of adjustment, such as depression, loneliness and anxiety (Cheng & Furnham, 2001). Research has shown that personality predicts various forms or dimensions of psychological adjustment (DeNeve & Cooper, 1998). Certain factors are necessary in examining the contribution of the effect of personality on different forms of adjustment, as factors that contribute to one's happiness are not necessarily indicative of other aspects of adjustments. Studies have also been evaluated and found that personality directly influences various forms of psychological maladjustment. In a meta-analysis, Kotov, Gamez, Schmidt, & Watson (2010) found that common mental disorders of depression, anxiety and substance use disorders are strongly linked to personality. Kotov et al. (2010) found that neuroticism was most strongly correlated with all disorders, although other personality traits also showed significant effects. Larsen & Ketelaar. (1991) also found neuroticism to be negatively related to negative emotionality. Conscientiousness in particular was strongly linked with internalizing disorders, although results showed a relatively weak link between extraversion and major depressive disorder. However, individuals who manifest a conscientiousness personality characteristic know how to regulate, control and direct their impulses. Koorevar, Comijs, Dhondt, Marwijk, Mast and Stek. (2013) also found links between the Big Five personality traits and late-life depression.

Emotional intelligence has been supported for a number of reasons, and its major proponents consider it one of the most important psychological constructs of all time, as it is proposed to be relevant to solving real-world problems (Matthews, Zeidner, & Roberts, 2002). Emotional intelligence may be able to predict life satisfaction, concern with task

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mastery, and symptoms of depression (Martinez-Pons, 1997). Emotional intelligence has been explored in many psychological aspects, such as aggressive behaviour and substance abuse (Coccaro, Solis, Flanning, & Lee, 2015), attitudes and antisocial behaviours (Brackett, Mayer, Warner, 2004), socio-moral competencies in bullying (Sanchez, Ortega, & Menesini, 2012), interpersonal relationships (Salguero, Fernadez-Berrocal, Ruiz-Aranda, Castillo, & Palomera, 2011), prevention of internalizing problems (Salguero et al., 2011), and life satisfaction (Rey, Extremera, & Pena, 2011). Salguero, Palomera & Fernadez-Berrocal (2012) found relationships between psychological adjustment and emotional intelligence in adolescents, more specifically, a higher level of emotional identification was found to be a predictive factor in psychological adjustment. While children move towards adolescence, emotional perception ability is related to better academic adjustment in social relationships, less tension and stress, better parental relationships, as well as more self-confidence and perceived personal competence (Salguero et al., 2011). Similarly, the development of personality patterns has been related to perceived emotional intelligence. Specifically, problems in emotional compression and regulation are associated with avoidance, depression, dependence or limiting personality patterns (Ruiz, Salazar, & Caballo, 2012).

One event that may provoke strong emotional reactions in children may be the diagnosis, adjustment, and coping with a chronic illness. Very little, if any, research has been conducted to explore the relationship between physical health, emotional intelligence, and psychological adjustment or maladjustment in children. Psychological adjustment has been found to be characterized by strong negative emotional reactivity (Eysenck, 1985). Dougall, Hyman, Hayward, McFeeley, & Baum (2001), found that the perceived availability of emotional support partially mediated relations between greater optimism and improved psychological adjustment.

## 1.2. Statement of problem

The transition from secondary school to tertiary institution of learning is a major life change for much adolescence. Attending tertiary institution of learning offers students with learning experiences and opportunities for psychosocial development (Friedlander, Reid, Shupak, & Cribbie, 2007; Tao, Dong, Pratt, Hunsberger, & Pancer, 2000). However, entering the institution of higher learning may be a source of strain and an acute stressor (Friedlander et al., 2007). Understanding the processes through which adolescents cope and are well satisfied in their social, emotional, physical and family life is one way of explaining their ability to enhance their living standards in their various environments. Childhood experiences also affect the personality and the overall psychological adjustment of individuals. Students make new social contacts and modify existing relations with parents, family and peers. They are often supposed to develop new habits for academic environment and make new plans for the future. Because it requires adjustment to a variety of demands, adjustment to university is often viewed in a broad way.

The way in which students cope with adjustment difficulties depends on whether they perceive new life situations as a challenge through which they can realize their potentials or as threat to self-esteem and personal integrity. Researches on the Big Five personality factors indicate a correlation with specific aspects of college adjustments in female and male students. In view of the above, the study tend to explore the relationships of emotional intelligence and behavioural and personality aspects, as well as to analyse the differences in emotional intelligence levels, that is, low, average or high emotional co-efficient and psychological adjustment to socio-academic context, to finally evaluate potential relationships between adolescent psychological adjustment and development of emotional intelligence.

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Meanwhile, the relationships between personality characteristics and emotional intelligence or the ability to cope with one's own emotions and that of others in the life satisfaction and psychological well-being will be evaluated in regards to the maturational changes of adolescents. This study aims at improving the body of knowledge by evaluating issues on personality and emotional intelligence on the psychological adjustment among undergraduates in Federal University Oye-Ekiti.

Therefore the research tends to answer the following questions:

- Do personality traits predict psychological adjustment of undergraduates in Federal University Oye-Ekiti?

- Does emotional intelligence significantly predict psychological adjustment of undergraduates in Federal University Oye-Ekiti?

- Does age significantly predict psychological adjustment of undergraduates in Federal University Oye-Ekiti?

- Is there a gender difference on the psychological adjustment of undergraduates in Federal University Oye-Ekiti?

- Do religious affiliations have a significant influence on psychological adjustment of undergraduates in Federal University Oye-Ekiti?

## 1.3. Objectives of the study

The main objectives of this study is to evaluate or examine the major factors involved in promoting better psychological adjustment among undergraduates in Federal University Oye-Ekiti, Ekiti state in relation to their personality dispositions and emotional intelligence and capability.

Therefore, the specific objectives include:

- To determine whether personality traits will predict psychological adjustment among undergraduates in Federal University Oye-Ekiti.

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- To examine whether emotional intelligence will predict psychological adjustment among undergraduates in Federal University Oye-Ekiti.

- To find out whether age will predict psychological adjustment among undergraduates in Federal University Oye-Ekiti.

- To explore the differences in gender on the psychological adjustment of undergraduates in Federal University Oye-Ekiti.

- To examine the differences in religious affiliations among undergraduates in Federal University Oye-Ekiti.

## 1.4. Significance of the study

In its broadest sense, the outcome of this study is aimed at improving the existing body of knowledge in the literature on personality traits and emotional intelligence on psychological adjustment. It usefulness to counselling units or centres of schools will aid guidance counsellors in understanding the various factors responsible in determining the adjustment to life and well-being of adolescents especially undergraduates in their first year of university degree in explaining the reasons why they find it hard in adjusting to life situations.

This study will also aid in critically making emphasis on the assessment of negative personality characteristics which are likely to affect the promotion of better psychological adjustment among adolescents in order to recommend ways of addressing them beforehand.

It will also aid therapists in understanding the role of negative adjustment or psychological maladjustment on the onset of psychological or abnormal disorders such as depression and chronic illness. Depressive symptoms and life satisfaction has been found as important indicators of emotional and psychological adjustment in undergraduates student population. Based on this, the unpleasant life satisfaction and psychological maladjustment which has been seen as a precursor of withdrawal or drop-out common among

undergraduates will be examined in the study and used to provide solution and measures to promoting psychological adjustment.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.1. Theoretical Framework

The following theories were used in explaining the variables under investigation

### 2.1.1. Big-Five Personality

Many contemporary personality psychologists believe that there are five basic dimensions of personality, often referred to as the "Big 5" personality traits. The five broad personality traits described by the theory are extraversion, agreeableness, openness, conscientiousness, and neuroticism. Today, many researchers believe that they are five core personality traits. Evidence of this theory has been growing for many years, beginning with the research of Fiske (1949) and later expanded upon by other researchers including Norman (1967), Smith (1967), Goldberg (1981), and McCrae & Costa (1987).

However, the various personality traits are discussed according to the Big-Five personality theorists.

## Openness

Openness to experience is the tendency of the individual to be imaginative, sensitive, original in thinking, attentive to inner feelings, appreciative of art, intellectually curious, and sensitive to beauty (Costa & McCrae, 1992; John & Srivastava, 1999). Such individuals are willing to entertain new ideas and unconventional values. This trait features characteristics such as imagination and insight, and those high in this trait also tend to have a broad range of interests. People who are high in this trait tend to be more adventurous and creative. People low in this trait are often much more traditional and may struggle with abstract thinking.

People who are high on the openness continuum are typically:

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- Very creative

- Open to trying new things

- Focused on tackling new challenges

- Happy to think about abstract concepts

Those who are low on this trait:

- Dislike change

- Do not enjoy new things

- Resist new ideas

- Not very imaginative

- Dislikes abstract or theoretical concepts

**Conscientiousness**

Conscientiousness individuals are purposeful and determined. They have the tendency to act dutifully, show self-discipline, and aim for achievement against a measure or outside expectation. Conscientiousness describes socially prescribed impulse control that facilitates task- and goal-directed behaviour, such as thinking before acting, delaying gratification, following norms and rules, and planning, organizing, and prioritizing tasks (John & Srivastava, 1999). Standard features of this dimension include high levels of thoughtfulness, with good impulse control and goal-directed behaviours. Highly conscientiousness tends to be organized and mindful of details.

Those who are high on the conscientiousness continuum also tend to:

- Spend time preparing

- Finish important tasks right away

- Pay attention to details

- Enjoy having a set schedule

People who are low in this trait tend to:

- Dislike structure and schedules

- Make messes and not take care of things

- Fail to return things or put them back where they belong

- Procrastinate important tasks

- Fail to complete the things they are supposed to do

**Extraversion**

Extraversion is characterized by excitability, sociability, talkativeness, assertiveness, and high amounts of emotional expressiveness. People who are high in extraversion are outgoing and tend to gain energy in social situations. People who are low in extraversion (or introverted) tend to be more reserved and have to expend energy in social settings. Extraversion is always indicated by positive feelings (emotions) and tendency to seek company of others. It represents the tendency to be sociable, assertive, active, upbeat, cheerful, optimistic, and talkative. Such individuals like people, prefer groups, enjoy excitement and stimulation, and experience positive effect such as energy, zeal, and excitement (Costa & McCrae, 1992; John & Srivastava, 1999).

People who rate high on extraversion tend to:

- Enjoy being the centre of attention

- Like to start conversations

- Enjoy meeting new people

- Have a wide social circle of friends and acquaintances

- Find it easy to make new friends

- Feel energized when they are around other people

- Say things before they think about them

People who rate low on extraversion tend to:

- Prefer solitude

- Feel exhausted when they have to socialize a lot

- Find it difficult to start conversations

- Dislike making small talk

- Carefully think things through before they speak

- Dislike being the centre of attention

**Agreeableness**

Agreeableness is the tendency to be trusting, compliant, caring, considerate, generous, and gentle. Such individuals have an optimistic view of human nature. They are sympathetic to others and have a desire to help others; in return they expects others to be helpful. In essence, agreeable individuals are prosocial and have communal orientation toward others (Costa & McCrae, 1992; John & Srivastava, 1999). This personality dimension includes attributes such as trust, altruism, kindness, affection, and other prosocial behaviours. People who are high in agreeableness tend to be more cooperative while those low in this trait tend to be more competitive and even manipulative.

People who are high in the trait of agreeableness tend to:

- Have a great deal of interest in other people

- Care about others

- Feel empathy and concern for other people

- Enjoy helping and contributing to the happiness of other people

Those who are low in this trait tend to:

- Take little interest in others
- Don't care about how other people feel
- Have little interest in other people's problems
- Insult and belittle others

**Neuroticism**

Neuroticism measures the continuum between emotional adjustment or stability and emotional maladjustment or neuroticism (Costa and McCrae, 1992). People who have the tendency to experience fear, nervousness, sadness, tension, anger, and guilt are at high end of neuroticism. Individuals scoring at the low end of neuroticism are emotionally stable and even-tempered (Costa & McCrae, 1992; John & Srivastava, 1999). Neuroticism is a trait characterized by sadness, moodiness, and emotional instability. Individuals who are high in this trait tend to experience mood swings, anxiety, irritability and sadness. Those low in this trait tend to be more stable and emotionally resilient.

Individuals who are high in neuroticism tend to:

- Experience a lot of stress
- Worry about many different things
- Get upset easily
- Experience dramatic shifts in mood
- Feel anxious

Those who are low in this trait are typically:

- Emotionally stable
- Deal well with stress

- Rarely feel sad or depressed

- Don't worry much

- Very relaxed

### 2.1.2. Psychoanalytic theory of personality

Psychoanalytic theory which was developed from the writings of Sigmund Freud (1856-1939), posits that all humans have natural drives, instincts and urges that are repressed in the unconscious and is developed early in life and is composed of three distinct parts: the id, the ego, and the superego (Siegel, Senna & Welsh, 2006). The id represents the instinctual drives, the ego represents understood social norms that harness or suppress the id pleasurable desires, and the superego is learned moral reasoning (Siegel et al.).

The psychoanalytic perspective of personality emphasizes the importance of early childhood experiences and the unconscious mind. This perspective on personality was created by psychiatrist Sigmund Freud who believed that things hidden in the unconscious could be revealed in a number of different ways, including through dreams, free association, and slips of the tongue. Neo-Freudian theorists, including Erik Erikson, Carl Jung, Alfred Adler and Karen Horney, believed in the importance of the unconscious but disagreed with other aspects of Freud's theories. Sigmund Freud stressed the importance of early childhood events, the influence of the unconscious and sexual instincts in the development and formation of personality.

Erik Erikson emphasized the social elements of personality development, the identity crisis and how personality is shaped over the course of the entire lifespan. Erik Erikson explained personality in the role of an ''identity crisis'' created by inner turmoil or problems (Siegel et al., 2006). As has been noted by many critics of psychoanalytic theory, this identity crisis created by inner turmoil is difficult to test or validate empirically. The utility of

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psychoanalytic theory to explain complex, adjustment problems, and maladaptive behaviour is limited by the lack of evidence to support it (Shoemaker, 2005; Siegel et al.) and by the "circular nature" of psychoanalytic thought (Pfohl, 1994). That is the unconscious manifestations of pathology are "inferred from behaviour" and that behaviour is interpreted as a symptom of the pathology (Pfohl, 1994).

However, Carl Jung focused on concepts such as the collective unconscious, archetypes, and psychological types. Alfred Adler believed the core motive behind personality involves striving for superiority, or the desire to overcome challenges and move closer toward self-realization. This desire to achieve superiority stems from underlying feelings of inferiority that he believed were universal. Karen Horney focused on the need to overcome basic anxiety, the sense of being isolated and alone in the world. She also emphasized the societal and cultural factors that also play a role in personality, including the importance of the parent-child relationship.

### 2.1.3. Emotional Intelligence Theory

Salovey & Mayer (1990) first introduced the concept of emotional intelligence as a type of social intelligence, separable from general intelligence. According to them, emotional intelligence is the ability to monitor one's own and others' emotions, to discriminate among them, and use the information to guide one's thinking and actions. In a later attempt, they expanded their model and defined emotional intelligence as the ability of an individual to perceive accurately, appraise and express emotion, the ability to access and generate feeling when they facilitate thought the ability to understand emotion and emotional knowledge, and the ability to regulate emotions to promote emotional and intellectual growth. Research has shown that emotional intelligence is the common element that influences the different ways in which people develop in their lives, jobs, and social skills, handle frustration, control their emotions and get along with other people. It has been found that the difference between a

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simply brilliant person and a brilliant manager is due to a person's emotional intelligence. Ultimately, it is EI that dictates the way people deal with one another and understand emotions. Turner (2004) stated that EI is the softer component of total intelligence and that it contributes to both professional and personal lives. Traditional IQ is the ability to learn, understand and reason. It is now thought to contribute only 20% to one's success, whereas emotional quotient (EQ), which is the ability to understand one and interact with people, contributes 80%.

Barling, Slater, & Kelloway (2000) noted that EI comprises five characteristics: understanding one's emotions, knowing how to manage them, emotional self-control, which includes the ability to delay gratification, understanding others' emotions or empathy, and managing relationships. **Lubit (2004)** divided EI into two major components: personal competence and social competence. Personal competence refers to self-awareness and the ability to manage those feelings effectively (self-management). Personal competence is the combination of self-awareness and self-management (i.e., the ability to manage effectively the identified feelings). The components of self-awareness are awareness of emotions and their impact and the awareness of strengths and weaknesses. The components of self-management are emotional self-control, adaptability (i.e. flexibility in adapting to changing situations and obstacles). Integrity, honesty, trustworthiness, drives to grow and achieve achievement orientation, continuous learning, willingness to take initiatives and optimism.

Social competence is comprised of social awareness (the ability to understand what others feel) and relationship management (having the skills to work effectively in teams). Social competence develops by paying attention to the emotions and behaviour of others, seeking to understand others' behaviour through reflection and discussions with third parties, thinking of various ways to deal with situations and observing the effects if one's actions. Social competence can be enhanced by observing others, thinking about why people behave

and react as they do, and identify behaviour that seems helpful in critical situations (Lubit, 2004).

### 2.1.4. Goleman Emotional Intelligence Model

Goleman (1995) suggested a model for emotional intelligence including five dimensions classified into two main components: (1) Personal components comprising three dimensions: Emotional Self-awareness, Self-Regulation and Self- Motivation. (2) Social components comprising two dimensions: Empathy and Social skills. He defined emotional intelligence as the composite set of capabilities that enable a person to manage him/her and others. "It is more accurate to say that the frequency with which a person demonstrate uses the constituent capability, or competencies, inherent in emotional intelligence determine the ways in which he/she deals with themselves, their life, work and others" (Boyatzis, Goleman & Rhee, 2000). It is the ability to (1) Be aware to understand and express oneself (2) Be aware of, to understand, and to relate to others, (3) Deal with strong emotion and control one's impulses, and (4) Adapt to change and to solve problem of a personal or social nature (Bar-On, 1998).

The first component of emotional intelligence is self-awareness which means, "having a deep understanding to one's emotions, strengths, weaknesses, needs and drives" (Goleman, 1995). People who possess this quality avoid extremes of being overly crucial and unrealistically hopeful. Furthermore, these people know how their feeling affect them, others and their job performance (Goleman, 1995).

The second component of emotional intelligence is self-regulation. This is an ongoing conversation people have with themselves, which frees them being prisoners of their feelings (Goleman, 1995). People who have high degree of self-regulation have much capability of facing the ambiguities of an advancing industry than those who has low degree of self-regulation, the integrity of a home can be enhanced with the help of high level of self-

regulation. People with high level of self-regulation do not make bad decisions through impulsive behaviours. Self-regulation will help individuals to make thoughtful decisions, which stay in control of their feelings.

The third component of emotional intelligence is motivation, which extends to the deeper inner desire to achieve for the sake of achievement. Motivated individuals want to achieve beyond their and everyone else's expectations. Motivation makes people restless; therefore they continuously explore new horizons to find better ways of doing their jobs. Highly motivated people remain optimistic even though they have experienced failure or a setback. Motivated person is committed to succeed in its goals and objectives.

The fourth component of emotion intelligence is empathy which means to be considerate and aware of other's feelings. Empathic individuals are also effective in retaining talent because they are able to develop personal rapport with others.

### 2.1.5. Six-Factor Model of Psychological Well-Being

The Six-factor Model of Psychological Well-being is a theory developed by Carol Ryff (1989) which determines six factors which contribute to an individual's psychological well-being, contentment, and happiness. Psychological well-being consists of positive relationships with others, personal mastery, autonomy, a feeling of purpose and meaning in life, and personal growth and development. Psychological well-being is attained by achieving a state of balance affected by both challenging and rewarding life events.

Her research is theoretically and conceptually grounded on Maslow's (1968) conception of self-actualization, Rogers' (1961) view of the fully functioning person, Jung's (1933) formulation of individuation, Allport's (1961) conception of maturity, Erikson's (1959) psychosocial stage model, Buhler's (1935) basic life fulfilment tendencies, Neugarten's (1973) descriptions of personality change in adulthood and old age, and Jahoda's (1958) six criteria of positive mental health, as well as additional

more meaningful connotations of 'eudemonia', such as realizing potential through some form of struggle.

Ryff's model is not based on merely feeling happy, but is based on Aristotle's Nicomachean Ethics, "where the goal of life isn't feeling good, but is instead about living virtuously". To construct a theory that joins philosophical questions with scientific empiricism, Ryff msined for building blocks in a diverse selection of well-being theories and research, from Aristotle to John Stuart Mill, from Abraham Maslow to Carl Jung. Carol Ryff's model of Psychological Well-Being provides a powerful framework through which to analyze and organize one's life, and to generate ideas about how to live better six factors are considered key-elements of psychological well-being:

- Self-acceptance

- Personal growth

- Purpose in life

- Environmental mastery

- Autonomy

- Positive relations with others

## 1) Self-Acceptance

- High Self Acceptance: Individuals possess a positive attitude toward their self; acknowledge and accept multiple aspects of their self including both good and bad qualities; and feel positive about their past life.

- Low Self Acceptance: Individual's feel dissatisfied with their self; are disappointed with what has occurred in their past life; are troubled about certain personal qualities; and wish to be different than what they are.

## 2) Personal Growth

- Strong Personal Growth: Individuals have a feeling of continued development; see themselves as growing and expanding; are open to new experiences; have the sense of realizing their potential; see improvement in themselves and their behaviour over time; are changing in ways that reflect more self-knowledge and effectiveness.

- Weak Personal Growth: Individuals have a sense of personal stagnation; lack the sense of improvement or expansion over time; feel bored and uninterested with life; and feel unable to develop new attitudes or behaviours.

## 3) Purpose in Life

- Strong Purpose in Life: Individuals possess goals in life and a sense of directedness; feel there is meaning to their present and past life; hold beliefs that give life purpose; and have aims and objectives for living.

- Weak Purpose in Life: Individuals lack a sense of meaning in life; have few goals or aims, lack a sense of direction; do not see purpose of their past life; and have no outlook or beliefs that give life meaning.

## 4) Positive Relations with Others

- Strong Positive Relations: Individuals have warm, satisfying, trusting relationships with others; are concerned about the welfare of others; are capable of strong empathy, affection, and intimacy; and understand the give and take of human relationships.

- Weak Relations: Individual's have few close, trusting relationships with others; find it difficult to be warm, open, and concerned about others; are isolated and frustrated in interpersonal relationships; and are not willing to make compromises to sustain important ties with others.

## 5) Environmental Mastery

- High Environmental Mastery: Individuals have a sense of mastery and competence in

managing the environment; control complex array of external activities; make effective use of surrounding opportunities; and are able to choose or create contexts suitable to their personal needs and values.

- Low Environmental Mastery: Individuals have difficulty managing everyday affairs; feel unable to change or improve surrounding contexts; are unaware of surrounding opportunities; and lack a sense of control over the external world.

## 6) Autonomy

- High Autonomy: Individuals are self-determining and independent; are able to resist social pressures to think and act in certain ways; regulate behaviour from within; and evaluate themselves by personal standards.

- Low Autonomy: Individuals are concerned about the expectations and evaluations of others; rely on judgments of others to make important decisions; and conform to social pressures to think and act in certain ways.

## 2.2. Conceptual framework
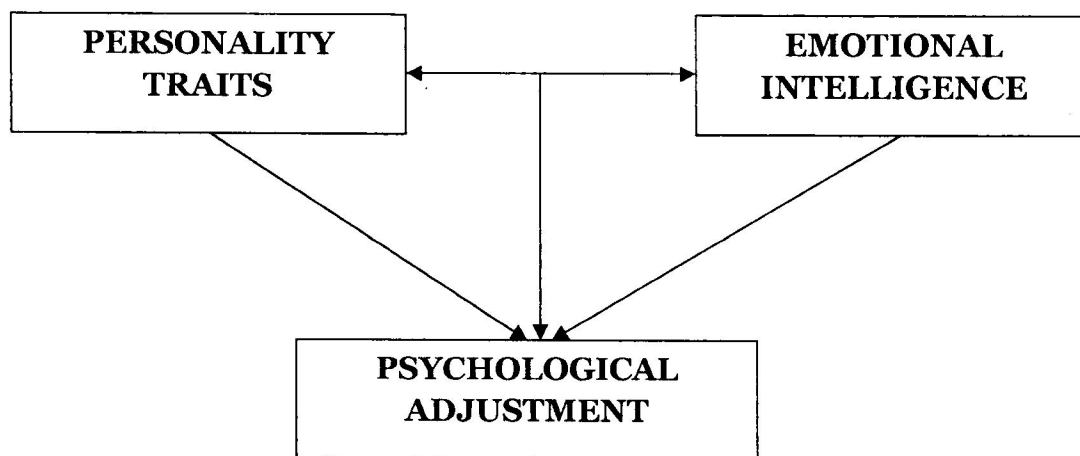


The above diagram shows that personality traits and emotional intelligence predict psychological adjustment.

## 2.3. Related empirical studies

Over the decades, various empirical studies had been carried out in relation to how personality traits and emotional intelligence serve as an influence on psychological adjustment. This review serves as a guide in conducting the present study.

These related empirical studies include:

### 2.3.1. Related Studies on Personality Traits and Psychological Adjustment

A vast amount or researches were carried out in relation to how personality traits predict psychological adjustment. The uniqueness in interpreting our surroundings develops the social framework. Scientists attempt to understand the coping and adjustment process by deducing the personal factors (traits) that influence coping and adjustment, and try to find specific factors (traits) responsible for a better adjustment. Kammeyer-Mueller & Judge (2009) in an attempt to understand the role of individual factors came up with a meta-analytic review that suggests that core self-evaluations help in adjustment process with "fewer perceived stressors, lower strain, less avoidance coping and more problem solving coping, and not related to emotion focused coping". Crisp and Turner (2011) believe that people who "cognitively adapt to the experience of social and cultural diversity" show better adjustment. Matsumoto, Nakagawal, & Estrada (2009) reported, "Differences on depression, anxiety, optimism versus pessimism, well-being, and self-esteem are mediated by dispositional traits." Peltokorpia (2008) found that "personality traits (social initiative, emotional stability, cultural empathy, flexibility, and open-mindedness)…and cultural empathy" show a positive impact on adjustment.

Yakunina, Weigold, Hercegovac & Elsayed, (2011) studying international students' openness to diversity found that "students who were more open-minded, flexible, and

empathic also demonstrated greater openness to diversity, which in turn led to better adjustment." Ramalu, Rose, Uli & Samy (2010) investigated the relationship among Big Five traits and cross-cultural adjustment and found that people high on agreeableness, openness to experience, and extraversion show better adjustment. Similarly, Freeman & Lindsay (2011) explored the adjustment potential of expatriate managers in ethnically diverse environments and found that people who have the "ability to change and adapt adjust well."

Raymond & Mary (1977); Raymond (1979) have studied psychological and social adjustment in immigrants from Pakistan and India to Britain. Matsumoto, Nakagawal & Estrada (2009) has also studied to answer the question 'are cultural differences in emotion regulation mediated by personality traits?' DeNeve & Cooper (1998) conducted a research and found that personality predicts various forms or dimensions of psychological adjustment. Studies have also been evaluated and found that personality directly influences various forms of psychological maladjustment. In a meta-analysis, Kotov, Gamez, Schmidt, & Watson (2010) found that common mental disorders of depression, anxiety and substance use disorders are strongly linked to personality.

## 2.3.2. Related Studies on Emotional Intelligence and Psychological Adjustment

The concept of emotional intelligence is not a new topic and concept. Reviewing the literature on EI, one finds that Mayer and Salovey's mental ability model is the theoretical approach that has generated the largest number of researches published in peer-review journals (Matthews, Zeidner, & Roberts, 2002; Geher, 2004). The interest of the scientific community for this model is on several reasons: 1) The solid and justified theoretical base, 2) The novelty of the measurement related to other views, and 3) Its systematic evaluation and support by empirical data obtained from basic and applied fields. Moreover, the critic of the idea consider Mayer and Salovey's model a genuine approach to the study of intelligence that

could add interesting help to the emotional individual differences field (Matthews, Zeidner, & Roberts, 2002). Although, there was earlier theoretical approach (Salovey & Mayer, 1990), the most accepted proposal is the one that sees EI as a mental ability specifically.

Bar-On's (1997) theoretical approach to EI is wider and more comprehensive than Mayer and Salovey's model (1997). In a study conducted by Mayer and Salovey in USA with university student, it has been clearly demonstrated that students with higher emotional intelligence report fewer physical symptoms, less social anxiety, depression, high use of active coping strategic for problem solving, and has nomination. In a similar study carried out with Spanish adolescents, it has been observed that when they are divided into groups according to their level of depressive symptoms, student with a normal state differ from those grouped as depressive by greater clarity about their feelings and ability to regulate their emotions (Fernadez, Berrocal & Extremeral, 2007).

Research evidences also revealed that students with low level of emotional intelligence show high levels of impulsiveness and poorer interpersonal and social skills, and all this characteristics have been said to be responsible for various antisocial behaviours. Like self-destructive behaviours such as tobacco consumption (Trinidad, Unger, Chou, & Johnson, 2005). Adolescents with greater ability to manage their emotions are more able to cope with their daily life, facilitating psychological adjustment, so they have less risk for substance abuse. According to Schutte, Malou, Couston, & Tracie (2001), emotional intelligence is related to interpersonal relations and co-operation. Derman (1999) supported this view by explaining that emotional intelligence could influence the success and failure of a business.

Similarly, in a study carried out by Slaski & Cartwright (2002), they reported that participants who score higher on emotional intelligence suffered less subjective stress, experienced better health and well-being and also demonstrated better management

performance. In the same vein, Yates (1999) concluded from his study that a relationship exists between health habits of students and emotional intelligence. In a study by Coccaro, Solis, Flanning, & Lee (2015) emotional intelligence has been explored in many psychological aspects, such as aggressive behaviour and substance abuse. However, studies on attitudes and anti-social behaviour (Brackett, Mayer, Warner, 2004), socio-moral competencies in bullying (Sanchez, Ortega, & Menesini, 2012), interpersonal relationships (Salguero, Fernadez-Berrocal, Ruiz-Aranda, Castillo, & Palomera, 2011), prevention of internalizing problems (Salguero et al., 2011), and life satisfaction (Rey, Extremera, & Pena, 2011), Salguero, Palomera & Fernadez-Berrocal (2012) found relationships between psychological adjustment and emotional intelligence in adolescents, more specifically, a higher level of emotional identification was found to be a predictive factor in psychological adjustment.

While children move towards adolescence, emotional perception ability is related to better academic adjustment in social relationships, less tension and stress, better parental relationships, as well as more self-confidence and perceived personal competence (Salguero et al., 2011). Similarly, the development of personality patterns has been related to perceived emotional intelligence. Specifically, problems in emotional compression and regulation are associated with avoidance, depression, dependence or limiting personality patterns (Ruiz, Salazar, & Caballo, 2012).

### 2.3.3. Related Studies on Socio-Demographic Characteristics and Psychological Adjustment

Previous researches examining the socio-demographic characteristics of adolescents on their adjustment to college has shown a considerable amount of literature findings. Studies on age by Grebennikov & Skaines (2009) ascertained that age play an important role in

determining successful student's adjustment and that elder students adjust less as compared as compared to younger students.

Review of the literature on gender differences and psychological adjustment has revealed some important findings from notable researchers. Studies by Velmurgan & Balakrishnan (2011) examined the relationship between adjustment and self-concept with respect to gender and locality. They found that adjustment is independent upon gender and locality, and that individuals are different from each other on their level of adjustment to the university environment. Maureen (2011) study on school adjustment in relation to academic achievement and gender revealed that there were no significant differences between girls and boys in school adjustment. However, according to Roy & Mitra (2012) research study where they examined the pattern of adjustment among early and late adolescent school students. They concluded in their study that girls showed better adjustment than boys.

## 2.4. Statement of hypotheses

- Personality traits will significantly predict psychological adjustment to college among undergraduates in Federal University Oye-Ekiti.

- Emotional intelligence will significantly predict psychological adjustment to college among undergraduates Federal University Oye-Ekiti.

- Age will significantly predict psychological adjustment to college among undergraduates Federal University Oye-Ekiti.

- There will be gender difference in levels of psychological adjustment among undergraduates in Federal University Oye-Ekiti.

- Religious affiliation will significantly influence psychological adjustment among undergraduates in Federal University Oye-Ekiti.

## 2.5. Operational definition of terms

Personality traits: The dynamic, unique and organised set of characteristics possessed by an individual that uniquely influences his or her cognitions, emotions, motivations, and behaviours in various situations. It was measured using the Ten Item Personality Inventory (Gosling, Rentfrow & Swann, 2003).

Emotional Intelligence: The ability of regulating one's own emotion and that of others and applying them to tasks like thinking, decision making and problem solving. It was measured using The Assessing Emotional Scale (Schutte, Malouff & Bhullar, 2009). High scores indicate high emotional intelligence and low scores indicate low emotional intelligence.

Psychological Adjustment: An individual's affective, cognitive, perceptual and motivational disposition to respond in various life conditions. It was measured using the Adjustment to College Scale (Ali, 2003). High scores indicate high psychological adjustment while low scores indicate low psychological adjustment.

Gender: Being a male or female.

Conscientiousness personality traits: The tendency to act dutifully, show self-discipline, and aim for achievement against a measure or outside expectation. It was measured using the Ten Item Personality Inventory (Gosling, Rentfrow & Swann, 2003).

Agreeableness personality traits: The tendency to be trusting, compliant, caring, considerate, generous, and gentle. It was measured using the Ten Item Personality Inventory (Gosling, Rentfrow & Swann, 2003).

Neuroticism personality traits: The tendency of an individual to experience fear, nervousness, sadness, tension, anger, and guilt which are at an high end of neuroticism. It was measured using the Ten Item Personality Inventory (Gosling, Rentfrow & Swann, 2003).

Openness personality traits: The tendency of an individual to be imaginative, sensitive, original in thinking, attentive to inner feelings, appreciative of art, intellectually curious, and

sensitive to beauty. It was measured using the Ten Item Personality Inventory (Gosling, Rentfrow & Swann, 2003).

Extraversion personality traits: The tendency to seek company of others. It represents the tendency to be sociable, assertive, active, upbeat, cheerful, optimistic, and talkative. It was measured using the Ten Item Personality Inventory (Gosling, Rentfrow & Swann, 2003)

# CHAPTER THREE

## METHOD

This chapter represents the methodology and procedures employed in the collection of necessary data and relevant information pertinent to the study.

### 3.1. Research Design

The research was a survey of undergraduates in Ekiti state. This study adopted an Ex-post facto design to examine the after-the-fact clarification on how personality traits and emotional intelligence predict psychological adjustment because the events has occurred before the research and was surveyed with the use of validated psychological instruments. In the study, the variable characteristics were described as they naturally occur and no participant was manipulated. The independent variables are personality traits an emotional intelligence, while the dependent variable is psychological adjustment.

### 3.2. Setting

This study was carried out in Federal University Oye-Ekiti, Ekiti state. The institution is located in Oye-Ekiti Local government area in the Northern part of Ekiti state.

### 3.3. Participants

The participants for this research study were 350 first to fourth year undergraduate (Male = 131 (37.4%), Female = 219 (62.6%) randomly selected from Federal University Oye-Ekiti in Oye Local Government area of Ekiti State, and who all volunteered to participate in the study. The mean age of the sample was 20.12 years (SD = 2.2) with age range at 16-23 years. The majority of undergraduate were single (94.9%), practiced the Christian religion (69.4%) and were in their first (42.3%) and second year (50%) in the University. The sampling technique adopted was both a Random Sampling Technique and a Non-random Sampling Technique (Convenience Sampling). Random Sampling Technique

was used as the researcher selected the participants from each faculty of the school and subsequently using two departments from each faculty. Convenience sampling was used so as to have a smattering idea of the phenomenon of interest and to get an inexpensive approximation of the true tendency of the research phenomenon. The validated psychological instrument was administered to four hundred (400) participants in the study. However, the researcher was able to retrieve three hundred and fifty (350) questionnaires from all participants.

## 3.4. Instruments

Data for the study was collected using validated psychological instrument to obtain information from the participants of the study. The questionnaire consisted of four separate scale measures which included the socio-demographic information of the participants of the study. The instrument consists of five sections namely A, B, C, D and E.

### 3.4.1. Section A: Socio-demographic Characteristics

The participant survey, developed by the researcher, is a self-administered instrument used to collect socio-demographic data. It consisted of items measuring socio-demographic information of the participants, such as gender, age, religion, and level of study. Gender was reported as (male=1 and female=2); age was reported by undergraduates; religious affiliation was reported as Christianity, Islam and Traditional; level of study was reported as 100 level, 200 level, 300 level and 400 level.

### 3.4.2. Section B: Ten Item Personality Inventory

The Ten Item Personality Inventory is a ten-item scale designed to measure five different personality dimensions (Gosling, Rentfrow & Swann, 2003). The personality dimensions measured are extraversion (sociable vs reserve), agreeableness (trusting vs

suspicious), conscientiousness (organized vs disorganized; competent vs incompetent), neuroticism (anxious vs calm) and openness to experience (prefers variety vs prefers routine) (Costa & McCrae, 1985). The scale was derived from the 44 test items of the Big Five Inventory (BFI) (John & Srivastava, 1999).

To demonstrate how the TIPI represent the full scale (BFI-44), part-whole correlations of the short scales with the full scales was computed from the BFI-10 using three large samples and the overall mean correlation was .83 (Beatrice and Olive, 2006). A test-retest reliability procedure which spanned between 6-8weeks gave rise to an average .75 for the different BFI dimensions. The convergent validity correlations with the NEO-PI-R (Costa & McCrae, 1992) domain scales averaged .67 across Big Five domains (Beatrice and Olive, 2006).

In the current study, a reliability co-efficient score of .78 was recorded.

**SCORING:** The Ten Item Personality Inventory is scored on a 5 point likert scale format ranging from disagree strongly (1) to agree strongly. On the scale the item number of each domain of the BFI-10 is presented below:

Extraversion: 1R, 6

Agreeableness: 2, 7R

Conscientiousness: 3R, 8

Neuroticism: 4R, 9

Openness: 5R, 10

(R= item is reversed-scored).

### 3.4.3. Section C: The Assessing Emotions Scale

The Assessing Emotional Scale (Schutte, Mallouf & Bhullar, 2009) is a revised version of the Schutte Emotional Intelligence Scale. It is a 33-item self-report inventory focusing on typical emotional intelligence designed to assess characteristic, or trait, emotional intelligence. Respondents rate themselves on the items using a five-point scale. The scale comprises of four subscales which are perception of emotions, managing emotions in the self, social skills or managing others' emotions, and utilising emotions. The items comprising the subscales based on these factors (Ciarrochi et al., 2001) are as follows: Perception of Emotion (items 5, 9, 15, 18, 19, 22, 25, 29, 32, 33), Managing Own Emotions (items 2, 3, 10, 12, 14, 21, 23, 28, 31), Managing Others' Emotions (items 1, 4, 11, 13, 16, 24, 26, 30), and Utilisation of Emotion (items 6, 7, 8, 17, 20, 27).

The internal consistency of the Assessing Emotions Scale as measured by Cronbach's alpha is .90. Internal consistency for the subscales is as follows: Perception of Emotion, .76, .80; Managing Own Emotions, .63, .78; Managing Others' Emotions, .66, .66 and Utilisation of Emotions .55. The scale reported a two-week test-retest reliability of .78 for total scale scores. In the current study, a reliability co-efficient score of 0.76, 0.79, 0.62 and 0.78 were recorded for the perception of emotions, managing own emotions, managing others emotions and utilisation of emotions respectively.

*SCORING:* Total scale scores are calculated by reverse coding items 5, 28 and 33, and then summing all items. Scores can range from 33 to 165, with higher scores indicating more characteristic emotional intelligence.

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### 3.4.4. Section D: Adjustment to College Scale (ATCS)

The Adjustment to College Scale (Ali, 2003) developed by (Baker & Siryk, 1984) is a self-administered multidimensional scale to measure students' adjustment to college. The Adjustment to College Scale was revised by Ali (2003) from the initial 67-items scale by Baker & Siryk (1984). The revised scale consists of 36 items distributed on four domains based on the four facets of college adjustment: academic adjustment, social adjustment, personal/emotional adjustment and commitment to achieve goals. The scale was measured on a 3-point Likert scale of 1 = Completely True, 2 = Somehow True, and 3 = Completely Untrue. Ali (2003) calculated validity and reliability for the scales. The scale has alpha coefficients for all domains as follows: Academic Adjustment, 0.74; Social Adjustment, 0.71; Emotional Adjustment, 0.86; and Commitment to Goals, 0.87. The validity of the scale showed a factor validity 0f 78.9% of variance.

*SCORING:* The total adjustment score is the sum of the ratings for all 36 items. Subscales scores are derived by summing the ratings for the items comprising each subscale. Items are coded such that higher scores on each subscale are indicative of more positive adjustment ratings in that domain

### 3.5. Procedures

Review and approval of this study was completed as the researcher sought an approval from her supervisor and letter of approval from the Head of the Department to begin the research data collection. After the approval, the researcher proceeded to begin the data collection process.

The validated psychological instrument was administered to the participants in their regular classrooms by the researcher. The researcher explained to the participants the purpose

and the importance of their participation in the study. In addition, the researcher assured the participants of the confidentiality of their response and that their response would be used only for research purposes. Participants were also made to understand that their participation in the study would not in any way prejudice any future relations. Participants were also able to withdraw from the study at any time, and without penalty of any kind.

After which the ethical consideration were highlighted to the participants, the questionnaire booklets were distributed and instructions were given to the participants on how to give responses to them. Upon completion of the questionnaires, the questionnaire booklets was collected from the various departments and faculties of study, the participants' responses were then scored and coded and were entered into the computer using SPSS spreadsheets for statistical analysis. The data were analyzed using the SPSS version 22.

## 3.6 Ethical consideration

Ethical issues of assurance were given on basis of confidentiality and discretion of the study. Participants were made to realise that the study would help them in understanding and dealing with some important issues in life such as understanding their own self, regulating emotions and that of others, and ways of coping and adjustment to life in the university environment and in the society.

## RESULTS

This chapter deals with the data analysis and interpretation of results as acquired from the statistical result output. The data collected from all participants were coded, entered onto the SPSS spreadsheets, and analysed using software package SPSS. Descriptive statistics for all variables in the study were examined using SPSS frequencies. The results of the study are however addressed by each hypothesis

### Table 1: Correlations among the study variables

| Var. N = 46 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. Age | - | | | | | | | | | |
| 2. Extraversion | .08 | - | | | | | | | | |
| 3. Agreeableness | -.03 | -.26** | - | | | | | | | |
| 4. Conscientiousness | .06 | .01 | .09 | - | | | | | | |
| 5. Neuroticism | -.07 | -.05 | -.24** | -.14* | - | | | | | |
| 6. Openness | -.11 | -.13* | .16** | -.06 | .11* | - | | | | |
| 7. Perception of emotion | -.04 | -.12* | .16** | .03 | .03 | .04 | - | | | |
| 8. Managing own emotion | -.09 | -.19** | .24** | -03 | -.07 | -03 | .76** | - | | |
| 9.Managing others emotion | -.04 | -.14* | .20** | -.01 | -.07 | .10 | .68** | .73** | - | |
| 10.Utilizations of emotion | -.07 | -.16** | .23** | .05 | -.01 | .10 | .76** | .74** | .65** | - |
| 11.Adjustment to college | -.04 | -.15** | .25** | -.01 | -.07 | .09 | .27** | .30** | .27** | .32 |

*p < .05 (1-tailed)

**p < .01 (2-tailed)

The result of correlation analyses among study variables are presented in table 3. Adjustment to college was negatively related with extraversion [$r$ (340) = -.15, p = .001] and positively associated with agreeableness [$r$ (333) = -.25, p < .001] but not related with conscientiousness [$r$ (340) = -.01, p = .89], neuroticism [$r$ (329) = -.07, p = 23] and openness[$r$ (343) = .09, p = 10]. Adjustment to college was positively related with all dimensions of emotional intelligence- perception of emotion [$r$ (348) = .27, p < .001],

managing own emotion [$r$ (348) = .30, p < .001], managing others emotion [$r$ (348) = .27, p < .001], utilizations of emotion[$r$ (348) = .32, p < .001].

**Hypothesis 1**

Personality traits will significantly predict adjustment to college among undergraduates in Federal University Oye-Ekiti.

**Table 2:** Multiple Regression analysis- personality traits on adjustment to college

| Variable | β | T | $R^2$ | F |
|---|---|---|---|---|
| Extraversion | -.09 | -1.53 | | |
| Agreeableness | .21** | 3.37 | .07 | 4.24** |
| Conscientiousness | -.03 | -.54 | | |
| Neuroticism | -.02 | -.27 | | |
| Openness | .04 | .69 | | |

**Dependent variable:** Adjustment to college

**p <.01*

Table 2 showed that personality traits predict adjustment to college [F (5, 299) = 4.24, p = .001, $R^2$ = .07]. Independently, only the agreeableness trait significantly predicted adjustment to college [β= .21, p = .001] while extraversion [β = -.09, p = .13], conscientiousness [β= -.03, p = .59], neuroticism [β= -.02, p = .79] and openness [β= .04, p = .49] did not. This shows that increased agreeableness trait significantly predict increase in adjustment to college. Therefore, hypothesis one is supported.

## Hypothesis 2

Emotional intelligence will significantly predict adjustment to college among undergraduates in Federal University Oye-Ekiti.

**Table 3:** Multiple Regression analysis- emotional intelligence on college adjustment

| Variable | β | T | $R^2$ | F |
|---|---|---|---|---|
| Perception of emotion | -.04 | -.40 | | |
| Managing own emotion | .13 | 1.37 | .11 | 11.12** |
| Managing others emotion | .06 | .81 | | |
| Utilizations of emotion | .21* | 2.51 | | |

**Dependent variable:** Adjustment to college

*$p < .05$
**$p < .01$

Table 3 showed that emotional intelligence predicted adjustment to college [F (4, 345) = 11.12, $p < .001$, $R^2 = .11$]. Independently, only the utilization of emotion dimension of emotional intelligence significantly predicted adjustment to college [β= .21, p = .01] while perception of emotion [β = -.04, p = .67], managing own emotion [β= .13, p = .17] and managing others emotion [β= .06, p = .42] dimensions did not. This showed that an increase in utilization of emotion significantly predict increase in adjustment to college. Therefore, hypothesis two is supported.

**Hypothesis 3**

Age will significantly predict adjustment to college among undergraduates in Federal University Oye-Ekiti.

**Table 4:** Simple regression analysis- age on adjustment to college

**Table 5:** Multiple Regression analysis- emotional intelligence on college adjustment

| Variable | β | T | R | $R^2$ | F |
|---|---|---|---|---|---|
| Age | -.04 | -.63 | | .001 | .40 |

**Dependent    variable:** Adjustment to college

Table 5 showed that age did not significantly predict adjustment to college [F (1, 318) = .40, p = .53, $R^2$ = .001]. Therefore, hypothesis three is not supported.

**Hypothesis 4**

There will be gender difference in levels of college adjustment among undergraduates in Federal University Oye-Ekiti state.

**Table 6:** Independent sample t-test – gender on adjustment to college

| | Male | | Female | | | | |
|---|---|---|---|---|---|---|---|
| Variable | M | SD | M | SD | t (348) | 95%CI | Cohen's d |
| Adjustment to college | 79.08 | 7.21 | 80.63 | 7.04 | -1.98* | [-3.09, -.01] | -.22 |

*p<.05*

An independent sample t-test (table 7) showed that the difference in adjustment to college scores between male (M = 79.08, SD = 7.21) and female undergraduates (M = 80.63, SD = 7.04) were statistically significant, t (348) = 4.57, p= .049, d = .50. This means that female

undergraduates were better adjusted to college than their male counterparts. Therefore, hypothesis four is supported

**Hypothesis 5**

Religious affiliation will significantly influence college adjustment among undergraduates in Federal University Oye-Ekiti.

**Table 7:** Independent sample t-test – religious affiliation on adjustment to college

| Variable | Christianity | | Islam | | | | |
|---|---|---|---|---|---|---|---|
| | M | SD | M | SD | t $_{(348)}$ | 95%CI | Cohen's $d$ |
| Adjustment to college | 79.86 | 7.16 | 80.85 | 7.07 | 1.15 | [-2.66, .69] | -.14 |

*$p<.05$

An independent sample t-test (table 8) showed that the difference in adjustment to college scores between Christianity (M = 79.86, SD = 7.16) and Islam (M = 80.85, SD = 7.07) were not statistically significant, t (340) = 1.15, $p$ = .25, $d$ = .14. Therefore, hypothesis four is not supported.

## DISCUSSION, CONCLUSION & RECOMMANDATIONS

In this chapter, the results of the study are discussed based on the data analysis made in chapter four, interpreted and inference drawn from them. Conclusions, implications and recommendations for further studies are made.

### 5.1. Discussion

Many variables can impact students in their transition and adjustment to the college or university environment. This study investigated the influence of personality traits and emotional intelligence on the psychological adjustment of first to fourth year undergraduates in Federal University Oye-Ekiti state. Of particular interest were the relationship of socio-demographic variables such as age, gender and religious affiliation upon adjustment outcomes. The researcher's purpose was to explain the influence which the various personality dimensions and emotional intelligence tend to have on the adjustment level of Federal University Oye-Ekiti undergraduates.

The examination of the predicted outcome of personality traits on psychological adjustment shows that personality traits predicted psychological adjustment. The findings are indicative of the fact that DeNeve & Cooper (1998) research showed that personality predicts various forms or dimensions of psychological adjustment. The results of the study supports the work of Peltokorpia (2008) whom in his research study found that "personality traits (social initiative, emotional stability, cultural empathy, flexibility, and open-mindedness)...cultural empathy" show a positive impact on adjustment, by giving a similar names to the basic personality dimensions. However, it was discovered that the agreeableness personality dimension independently predicted psychological adjustment among undergraduates. This is in line with the work of Ramalu, Rose, Uli & Samy (2010) in which

they investigated the relationship among Big Five traits and cross-cultural adjustment and found that people high on agreeableness personality traits show better adjustment.

Assessment of emotional intelligence indicated that emotional intelligence predicted psychological adjustment of undergraduates. This was supported by the work of Slaski & Cartwright (2002), who reported that participants who score higher on emotional intelligence suffered less subjective stress, experienced better health and well-being and also demonstrated better management performance. In the same vein, the work of Yates (1999) concluded that a relationship exists between health habits of students and their emotional intelligence level. Further studies by Salguero, Palomera & Fernadez-Berrocal (2012) supported the results of this study in which they found that there are relationships between psychological adjustment and emotional intelligence in adolescents, and more specifically, a higher level of emotional identification found to be a predictive factor in psychological adjustment. A possible explanation for these findings could be that the students possessed the ability to access, understand, express and regulate emotions which resulted in promoting their emotional and intellectual growth. This resulted in their ability to cope adaptively with their academic, social and personal-emotional challenges in their new college environment.

An investigation into the predicted outcome of age revealed that age did not significantly predict adjustment to college. This contradicts the findings of Grebennikov & Skaines (2009) who in their study ascertained that age play an important role in determining successful student's adjustment and that elder students adjust less as compared as compared to younger students.

A further review of the result of gender differences on psychological adjustment showed that undergraduates were different from each other on their gender towards their adjustment to college. This was supported by the works of Velmurgan & Balakrishnan (2011) who examined the relationship between adjustment and self-concept with respect to gender

and locality and found that adjustment is independent upon gender and locality. The study findings however contradict that of Maureen (2011) whose study on school adjustment in relation to academic achievement and gender revealed that there were no significant differences between girls and boys in school adjustment. Also, it was revealed that female reported more on adjustment than their males. This was supported by the work of Roy & Mitra (2012) who examined the pattern of adjustment among early and late adolescent school students and revealed in their study that girls showed better adjustment than boys.

## 5.2. CONCLUSION

In light of the findings obtained in this study, the following conclusions are made.

- The findings imply that personality traits predict adjustment among undergraduates and that the agreeableness personality traits or dimension reported more on the adjustment of undergraduates than other dimensions.

- It also revealed that emotional intelligence serve as a predictor of adjustment of undergraduates to the university. Further finding also made known that utilisation of emotions predicted adjustment more and should therefore be increased to enhance better adjustment.

- Moreover, it was ascertained that age did not predict adjustment to the university among undergraduates.

- Furthermore, the study findings showed that there was a difference between male and female undergraduates on their adjustment to the university. However, undergraduates that are female were better on adjustment than males.

- Finally, it was manifested that religious affiliations were not different from each other and that religion has no role in enhancing adjustment to the university.

## 5.3. IMPLICATIONS AND RECOMMENDATIONS

A university education has become a critically important component in both economic and overall quality of life for the Nigerian graduate and workers. In spite of the need for a university education, postsecondary attrition is high. Nearly one in four of undergraduates drop out of the university within the first two years of matriculation. Most of these lower division students simply could not adjust to university life. Although some students leave the universities for reasons beyond the control of the institution, most attrition is preventable (Tinto, 1993). As a result, factors that influence a student's ability to successfully adapt to the university have received increased research attention in recent years.

In consideration of the above conclusion, the following recommendations are given:

- Future research should improve statistical rigor on undergraduate adjustment by securing a larger sample size and/or reduce level of significance from .05 (i.e., $P < .05$) to a more conservative .01 (i.e., $P < .01$) level.

- There should be an improved generalizability of the findings on undergraduates' adjustment to college by recruiting a more heterogeneous group of respondents.

- A longitudinal design should be utilised to establish a causal relations among measures of personality traits/dimensions, emotional intelligence, age, gender and associated outcome measures of college adjustment (academic adjustment, personal-emotional adjustment, social adjustment, goal commitment).

- Exploring the contribution of other potential predictor variables (e.g., locus of control, self-efficacy, optimism, hope, neuroticism and extroversion).

- Examining the contribution of other socio-demographic variables (e.g., ethnicity, socio-economic status).

- Undergraduates should be given more opportunity to express their own ideas and discuss their problems with the school authorities. This will however help them in developing self confidence and mental satisfaction.

- University management should provide relevant architecture, staffing and policies of hostels and lecture rooms that will facilitate stress management and development of new peer networks for students living away from home.

- Parents should ensure effective supervision of their children and should not allow other home environment factor to distract their children.

- School counsellors, guidance counsellors, psychologists and teachers could thereby use emotional intelligence enhancement programmes in developing students' adjustment to college. This could be achieved by organising orientation programmes, talks, seminars and symposia.

- Federal and State Governments should promote a conducive learning environment for the enhancement of equal adjustment patterns among adolescents in Federal, and State higher institutions of learning.

## 5.4. LIMITATIONS OF THE STUDY

The findings of this research study must be interpreted with caution because of several important limitations. First, the sample of respondents were mostly single, and composed of first year to fourth year undergraduate university students attending a Federal, four-year university without considering private and state universities in the state. Respondents also represented a specific geographical area (i.e., Northern part) of Ekiti state. In addition, the voluntary nature of participation, as well as relatively high adjustment scores may suggest that these respondents represented a motivated group, with more successful academic backgrounds than other groups of undergraduate students. These factors all limit the generalizability of the findings.

Second, the measures used in the study were based exclusively on self-report. Despite the ensured anonymity of respondents, social desirability, defensiveness, and other reactive confounds may have influenced participants' responses. Self-report instruments are also subjective in the sense that they are based upon attitudinal and behavioural data provided by the subjects rather than objective data (e.g., actual GPA of student) or informed proxies (i.e., family members, peers, and faculty).

Third, the study used an expo-facto design. Therefore, no proven causal inferences can be made concerning the directionality of relations between predictors (i.e., personality traits, emotional intelligence, age, gender and religious affiliations) and the associated criterion measures of college adjustment. It is conceivable that college adjustment outcomes (i.e., academic performance, personal-emotional adjustment, social adjustment and goal commitment to college) may influence degree of personality dimensions and emotional intelligence. Moreover, in an expo-facto design, temporal relations among the study variables cannot be established.

Notable limitations of the study were also related to sample size and age grades. More specifically, these limitations included the relatively modest and small sample (i.e., $N = 350$), considering the population of all students are quite a number. The age grade also limited the study as only a proportion of undergraduates from the lower adolescent age cadre were adopted for the study.

It is also very important to note that recruitment efforts for this study were far more arduous and strenuous than had been anticipated at the study inception. First of all, the potential recruitment pool of only first to fourth year undergraduates while neglecting those of the fifth year engineering and agricultural students of the school.

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# QUESTIONNAIRE
## FEDERAL UNIVERSITY OYE-EKITI, EKITI STATE
## FACULTY OF SOCIAL SCIENCES
## DEPARTMENT OF PSYCHOLOGY

**Dear respondent,**

This study is being conducted by MURITALA, KHADIJAT I. An undergraduate student of Federal University Oye-Ekiti; Ekiti state. I am conducting a research in tertiary institutions in EKITI-STATE. Your honest answers will be highly appreciated.

**INFORMED CONSENT**

I understand what the research is all about and **I agree** -------- / **disagree** ------------ to fill the questionnaire.

## SECTION A

**Sex:** Male ( ) Female ( )          **Age (as at last birthday)**........................

**Level/Part** ................ **Department:** ...........................

**Name of institution** ...........................................

**Religious Affiliations:** Christianity ( )     Islam ( )     Traditional ( )

## SECTION B

**INSTRUCTION:** Below is a list of statements about you. Please indicate how well the following statements describe you.

| S/N | I see myself as someone who ... | Disagree strongly | Disagree a little | Neither agree nor disagree | Agree a little | Agree strongly |
|-----|-------------------------------|-------------------|-------------------|---------------------------|----------------|----------------|
| 1 | ... is reserved | | | | | |
| 2 | ... is generally trusting | | | | | |
| 3 | ... tends to be lazy | | | | | |
| 4 | ... is relaxed, handles stress well | | | | | |
| 5 | ... has few artistic interests | | | | | |

| 6 | ... is outgoing, sociable | | | | | |
| 7 | ... tends to find fault with others | | | | | |
| 8 | ... does a thorough job | | | | | |
| 9 | ... gets nervous easily | | | | | |
| 10 | ...has an active imagination | | | | | |

## SECTION C

**INSTRUCTION:** Here are a number of questions that may or may not apply to you. Please kindly indicate the extent to which each item applies to you

| S/N | STATEMENTS | Strongly disagree | disagree | Neither disagree or agree | Agree | Strongly agree |
|-----|------------|-------------------|----------|---------------------------|-------|----------------|
| 1 | I know when to speak about my personal problems to others. | | | | | |
| 2 | When I am faced with obstacles, I remember times I faced similar obstacles and overcame them. | | | | | |
| 3 | I expect that I will do well on most things I try. | | | | | |
| 4 | Other people find it easy to confide in me. | | | | | |
| 5 | I find it hard to understand the nonverbal messages of other people. | | | | | |
| 6 | Some of the major events of my life have led me to re-evaluate what is important and not important | | | | | |
| 7 | When my mood changes, I see new possibilities. | | | | | |
| 8 | Emotions are some of the things that make my life worth living. | | | | | |
| 9 | I am aware of my emotions as I experience them. | | | | | |
| 10 | I expect good things to happen. | | | | | |
| 11 | I like to share my emotions with others. | | | | | |
| 12 | When I experience a positive emotion, I know how to make it last. | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 13 | I arrange events others enjoy. | | | | | |
| 14 | I seek out activities that make me happy. | | | | | |
| 15 | I am aware of the nonverbal messages I send to others. | | | | | |
| 16 | I present myself in a way that makes a good impression on others. | | | | | |
| 17 | When I am in a positive mood, solving problems is easy for me. | | | | | |
| 18 | By looking at their facial expressions, I recognize the emotions people are experiencing. | | | | | |
| 19 | I know why my emotions change | | | | | |
| 20 | When I am in a positive mood, I am able to come up with new ideas. | | | | | |
| 21 | I have control over my emotions. | | | | | |
| 22 | I easily recognize my emotions as I experience them. | | | | | |
| 23 | I motivate myself by imagining a good outcome to tasks I take on. | | | | | |
| 24 | I compliment others when they have done something well | | | | | |
| 25 | I am aware of the nonverbal messages other people send. | | | | | |
| 26 | When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself. | | | | | |
| 27 | When I feel a change in emotions, I tend to come up with new ideas. | | | | | |
| 28 | When I am faced with a challenge, I give up because I believe I will fail. | | | | | |
| 29 | I know what other people are feeling just by looking at them. | | | | | |
| 30 | I help other people feel better when they are down | | | | | |
| 31 | I use good moods to help myself keep trying in the face of obstacles. | | | | | |

| S/N | ITEMS | | | | | |
|---|---|---|---|---|---|---|
| 32 | I can tell how people are feeling by listening to the tone of their voice | | | | | |
| 33 | It is difficult for me to understand why people feel the way they do. | | | | | |

## SECTION D

**INSTRUCTIONS:** Kindly tick one of the following options to express your opinion. **Completely true (1)    Somehow true  (2)   completely untrue (3)**

| S/N | ITEMS | 1 | 2 | 3 |
|---|---|---|---|---|
| 1 | I feel comfortable while am in the college (school). | | | |
| 2 | I feel stressed and moody while am in the college (school). | | | |
| 3 | I attend lectures regularly. | | | |
| 4 | I meet many male and female students and I seek their friendship. | | | |
| 5 | I know what I want from my college (school) and why I'm there. | | | |
| 6 | I cannot make any relation with other gender. | | | |
| 7 | I am adjusted with college (school) life. | | | |
| 8 | I feel emotional instability with my relations with other gender. | | | |
| 9 | I depend on myself in solving my problems in the university. | | | |
| 10 | I am convinced with my major (course). | | | |
| 11 | I try to achieve my goals through high performance in the college. | | | |
| 12 | I am not satisfied with my achievement. | | | |
| 13 | My goals and hopes are clear. | | | |
| 14 | I lost motivation to study in the university. | | | |
| 15 | Obtaining the grade is the most important thing to me. | | | |
| 16 | I am satisfied with university courses. | | | |
| 17 | I enjoy writing notes in the lecture. | | | |
| 18 | I depend on colleges (school) to solve some emotional problems with the other gender. | | | |
| 19 | I am convinced with practicing sport, culture and entertainment activities in the | | | |

| | university. | | | |
|---|---|---|---|---|
| 20 | I m convinced of the need of psychological services centre to guide students. | | | |
| 21 | I visit the university library regularly | | | |
| 22 | Sometime I feel unsatisfied with my major (course). | | | |
| 23 | Sometimes I face sleep troubles when I think of my future after university. | | | |
| 24 | I face difficulty in pastime inside the university. | | | |
| 25 | I write my won diaries about university life. | | | |
| 26 | I participate in conferences and workshops in the university. | | | |
| 27 | I face many troubles in doing homework at home. | | | |
| 28 | I feel different from colleagues in some ideas and thoughts they do. | | | |
| 29 | I face some problems in some courses achievement. | | | |
| 30 | I like applied courses. | | | |
| 31 | I try to qualify myself for my work after graduation | | | |
| 32 | I follow my teacher's instructions | | | |
| 33 | I wish to pursue undergraduate studies. | | | |
| 34 | I had friendly relationships with some faculty members. | | | |
| 35 | I disagree with my colleagues on some scientific issues. | | | |
| 36 | I face some problems in some courses achievement. | | | |

FREQUENCIES VARIABLES=Gender Level MS RA

/ORDER=ANALYSIS.

**Frequencies**

**Statistics**

|   |   | Gender | Level | MS | RA |
|---|---|---|---|---|---|
| N | Valid | 350 | 350 | 350 | 350 |
|   | Missing | 0 | 0 | 0 | 0 |

**Frequency Table**

**Gender**

|   |   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Male | 131 | 37.4 | 37.4 | 37.4 |
|   | Female | 219 | 62.6 | 62.6 | 100.0 |
|   | Total | 350 | 100.0 | 100.0 |   |

**Level**

|   |   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 100L | 148 | 42.3 | 42.3 | 42.3 |
|   | 200L | 175 | 50.0 | 50.0 | 92.3 |
|   | 300L | 13 | 3.7 | 3.7 | 96.0 |
|   | 400L | 14 | 4.0 | 4.0 | 100.0 |
|   | Total | 350 | 100.0 | 100.0 |   |

**MS**

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Single | 332 | 94.9 | 94.9 | 94.9 |
|  | Married | 15 | 4.3 | 4.3 | 99.1 |
|  | Divorced | 3 | .9 | .9 | 100.0 |
|  | Total | 350 | 100.0 | 100.0 |  |

**RA**

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Christianity | 243 | 69.4 | 69.4 | 69.4 |
|  | Islam | 99 | 28.3 | 28.3 | 97.7 |
|  | Traditional | 8 | 2.3 | 2.3 | 100.0 |
|  | Total | 350 | 100.0 | 100.0 |  |

DESCRIPTIVES VARIABLES=Age EX AG Con Neuroticicm Openess PE MOE MOSE UE PAC

/STATISTICS=MEAN STDDEV MIN MAX.

**Descriptives**

**Descriptive Statistics**

|  | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Age | 320 | 16 | 30 | 20.12 | 2.195 |
| Extraversion | 342 | 2 | 10 | 5.64 | 1.632 |
| Agreableness | 335 | 2 | 10 | 7.46 | 1.731 |
| Consetiouness | 342 | 2 | 10 | 6.84 | 1.877 |
| Neuroticicm | 331 | 2 | 10 | 5.85 | 1.688 |

| | | | | | |
|---|---|---|---|---|---|
| Openess | 345 | 2 | 10 | 6.84 | 1.419 |
| Perception of emotion | 350 | 12 | 50 | 35.95 | 6.169 |
| Managing own emotion | 350 | 11 | 45 | 34.64 | 5.582 |
| Managing others emotion | 350 | 9 | 85 | 31.24 | 6.084 |
| Utilizations of emotion | 350 | 7 | 30 | 23.35 | 4.365 |
| Psychological adjustment to college | 350 | 61.00 | 102.00 | 80.0457 | 7.12903 |
| Valid N (listwise) | 280 | | | | |

RELIABILITY

/VARIABLES=E5 E9 E14 E18 E19 E22 E25 E29 E32 E33

/SCALE('Perception of Emotion') ALL

/MODEL=ALPHA.

**Reliability**

**Scale: Perception of Emotion**

**Case Processing Summary**

| | | N | % |
|---|---|---|---|
| | Valid | 350 | 100.0 |
| Cases | Excluded[a] | 0 | .0 |
| | Total | 350 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .761 | 10 |

RELIABILITY

/VARIABLES=E2 E3 E10 E12 E14 E21 E23 E28 E31

/SCALE('Managing Own Emotions') ALL

/MODEL=ALPHA.

**Reliability**

**Scale: Managing Own Emotions**

**Case Processing Summary**

|       |                       | N   | %     |
|-------|-----------------------|-----|-------|
|       | Valid                 | 350 | 100.0 |
| Cases | Excluded[a]           | 0   | .0    |
|       | Total                 | 350 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .788             | 9          |

RELIABILITY

/VARIABLES=E1 E4 E11 E13 E16 E24 E26 E30

/SCALE('Managing Others Emotions') ALL

/MODEL=ALPHA.

**Reliability**

**Scale: Managing Others Emotions**

**Case Processing Summary**

| | | N | % |
|---|---|---|---|
| Cases | Valid | 350 | 100.0 |
| | Excluded[a] | 0 | .0 |
| | Total | 350 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .619 | 8 |

RELIABILITY

/VARIABLES=E6 E7 E8 E17 E20 E27

/SCALE('Utilisation of Emotion') ALL

/MODEL=ALPHA.

**Reliability**

**Scale: Utilisation of Emotion**

**Case Processing Summary**

| | | N | % |
|---|---|---|---|
| Cases | Valid | 350 | 100.0 |
| | Excluded[a] | 0 | .0 |
| | Total | 350 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .779 | 6 |

CORRELATIONS

/VARIABLES=Age EX AG Con Neuroticicm Openess PE MOE MOSE UE PAC

/PRINT=TWOTAIL NOSIG

/MISSING=PAIRWISE.

**Correlations**

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT PAC

/METHOD=ENTER PE MOE MOSE UE.

# Regression

## Variables Entered/Removed[a]

| Model | Variables Entered | Variables Removed | Method |
|---|---|---|---|
| 1 | Utilizations of emotion, Managing others emotion, Perception of emotion, Managing own emotion[b] | . | Enter |

a. Dependent Variable: Psychological adjustment to college

b. All requested variables entered.

## Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .338[a] | .114 | .104 | 6.74825 |

a. Predictors: (Constant), Utilizations of emotion, Managing others emotion, Perception of emotion, Managing own emotion

## ANOVA[a]

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 2026.364 | 4 | 506.591 | 11.124 | .000[b] |
| | Residual | 15710.905 | 345 | 45.539 | | |
| | Total | 17737.269 | 349 | | | |

a. Dependent Variable: Psychological adjustment to college

b. Predictors: (Constant), Utilizations of emotion, Managing others emotion, Perception of emotion, Managing own emotion

**Coefficients[a]**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 65.520 | 2.361 | | 27.748 | .000 |
| | Perception of emotion | -.042 | .103 | -.036 | -.404 | .686 |
| | Managing own emotion | .160 | .117 | .125 | 1.368 | .172 |
| | Managing others emotion | .074 | .092 | .063 | .805 | .421 |
| | Utilizations of emotion | .350 | .139 | .214 | 2.513 | .012 |

a. Dependent Variable: Psychological adjustment to college

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT PAC

/METHOD=ENTER EX AG Con Neuroticicm Openess.

# Regression

## Variables Entered/Removed[a]

| Model | Variables Entered | Variables Removed | Method |
|---|---|---|---|
| 1 | Openess, Neuroticicm, Extraversion, Consetiounes s, Agreableness [b] | . | Enter |

a. Dependent Variable: Psychological adjustment to college

b. All requested variables entered.

## Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .257[a] | .066 | .051 | 7.03746 |

a. Predictors: (Constant), Openess, Neuroticicm, Extraversion, Consetiouness, Agreableness

## ANOVA[a]

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 1050.237 | 5 | 210.047 | 4.241 | .001[b] |
| | Residual | 14808.209 | 299 | 49.526 | | |
| | Total | 15858.446 | 304 | | | |

a. Dependent Variable: Psychological adjustment to college

b. Predictors: (Constant), Openess, Neuroticicm, Extraversion, Consetiouness, Agreableness

## Coefficients[a]

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|

| | | B | Std. Error | Beta | | |
|---|---|---|---|---|---|---|
| 1 | (Constant) | 75.710 | 4.124 | | 18.358 | .000 |
| | Extraversion | -.408 | .268 | -.089 | -1.525 | .128 |
| | Agreableness | .863 | .256 | .205 | 3.371 | .001 |
| | Consetiouness | -.120 | .221 | -.031 | -.542 | .588 |
| | Neuroticicm | -.068 | .250 | -.016 | -.272 | .786 |
| | Openess | .205 | .298 | .040 | .689 | .492 |

a. Dependent Variable: Psychological adjustment to college

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT PAC

/METHOD=ENTER Age.

**Regression**

### Variables Entered/Removed[a]

| Mode l | Variables Entered | Variables Removed | Method |
|---|---|---|---|
| 1 | Age[b] | . | Enter |

a. Dependent Variable: Psychological adjustment to college

b. All requested variables entered.

### Model Summary

| Mode l | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .035[a] | .001 | -.002 | 7.08551 |

a. Predictors: (Constant), Age

**ANOVA**[a]

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 19.976 | 1 | 19.976 | .398 | .529[b] |
|  | Residual | 15965.024 | 318 | 50.204 | | |
|  | Total | 15985.000 | 319 | | | |

a. Dependent Variable: Psychological adjustment to college

b. Predictors: (Constant), Age

**Coefficients**[a]

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 82.168 | 3.657 | | 22.469 | .000 |
|  | Age | -.114 | .181 | -.035 | -.631 | .529 |

a. Dependent Variable: Psychological adjustment to college

**Correlations**

| | Age | Extraversion | Agreableness | Consetiouness | Neuroticicm | Openess | Perception of emotion | Managing own emotion | Managing others emotion | Utilizations of emotion | Psychological adjustment to college |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Age** Pearson Correlation | 1 | .079 | -.028 | .062 | -.070 | -.107 | -.036 | -.086 | -.040 | -.071 | -.035 |
| Sig. (2-tailed) | | .162 | .624 | .277 | .225 | .057 | .519 | .126 | .476 | .206 | .529 |
| N | 320 | 313 | 307 | 312 | 303 | 316 | 320 | 320 | 320 | 320 | 320 |
| **Extraversion** Pearson Correlation | .079 | 1 | -.264** | .014 | -.052 | -.133* | .123* | -.189** | -.139* | -.155* | -.150** |
| Sig. (2-tailed) | .162 | | .000 | .794 | .351 | .014 | .023 | .000 | .010 | .004 | .005 |
| N | 313 | 342 | 327 | 335 | 325 | 337 | 342 | 342 | 342 | 342 | 342 |
| **Agreableness** Pearson Correlation | -.028 | -.264** | 1 | .092 | -.240** | .160** | .155* | .240** | .197** | .233* | .254** |
| Sig. (2-tailed) | .624 | .000 | | .095 | .000 | .004 | .005 | .000 | .000 | .000 | .000 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| N | 3 0 7 | 327 | 335 | 330 | 318 | 331 | 335 | 335 | 335 | 335 | 335 |
| **Consetiouness** Pearson Correlation | .062 | .014 | .092 | 1 | -.136* | -.063 | .026 | .032 | -.014 | .054 | -.007 |
| Sig. (2-tailed) | .2777 | .794 | .095 | | .014 | .247 | .628 | .559 | .800 | .319 | .892 |
| N | 3 1 2 | 335 | 330 | 342 | 326 | 338 | 342 | 342 | 342 | 342 | 342 |
| **Neuroticicm** Pearson Correlation | -.070 | -.052 | -.240** | -.136* | 1 | .108 | .029 | -.073 | -.073 | -.010 | -.066 |
| Sig. (2-tailed) | .2225 | .351 | .000 | .014 | | .050 | .596 | .184 | .185 | .853 | .231 |
| N | 3 0 3 | 325 | 318 | 326 | 331 | 328 | 331 | 331 | 331 | 331 | 331 |
| **Openess** Pearson Correlation | -.107 | -.133* | .160** | -.063 | .108 | 1 | .014 | .027 | .102 | .098 | .088 |
| Sig. (2-tailed) | .0577 | .014 | .004 | .247 | .050 | | .792 | .613 | .059 | .068 | .102 |
| N | 3 1 6 | 337 | 331 | 338 | 328 | 345 | 345 | 345 | 345 | 345 | 345 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Perception of emotion** | Pearson Correlation | -.036 | -.123* | .155** | .026 | .029 | .014 | 1 | .759** | .684** | .758** | .265** |
| | Sig. (2-tailed) | .519 | .023 | .005 | .628 | .596 | .792 | | .000 | .000 | .000 | .000 |
| | N | 320 | 342 | 335 | 342 | 331 | 345 | 350 | 350 | 350 | 350 | 350 |
| **Managing own emotion** | Pearson Correlation | -.086 | .189** | .240** | .032 | -.073 | .027 | .759** | 1 | .730** | .744** | .303** |
| | Sig. (2-tailed) | .126 | .000 | .000 | .559 | .184 | .613 | .000 | | .000 | .000 | .000 |
| | N | 320 | 342 | 335 | 342 | 331 | 345 | 350 | 350 | 350 | 350 | 350 |
| **Managing others emotion** | Pearson Correlation | -.040 | -.139* | .197** | -.014 | -.073 | .102 | .684** | .730** | 1 | .649** | .269** |
| | Sig. (2-tailed) | .476 | .010 | .000 | .800 | .185 | .059 | .000 | .000 | | .000 | .000 |
| | N | 320 | 342 | 335 | 342 | 331 | 345 | 350 | 350 | 350 | 350 | 350 |
| **Utilizations of emotion** | Pearson Correlation | -.071 | .155** | .233** | .054 | -.010 | .098 | .758** | .744** | .649** | 1 | .321** |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Sig. (2-tailed) | .206 | .004 | .000 | .319 | .853 | .068 | .000 | .000 | .000 | | .000 |
| | N | 320 | 342 | 335 | 342 | 331 | 345 | 350 | 350 | 350 | 350 | 350 |
| Psychological adjustment to college | Pearson Correlation | -.035 | .150** | .254** | -.007 | -.066 | .088 | .265** | .303** | .269** | .321* | 1 |
| | Sig. (2-tailed) | .529 | .005 | .000 | .892 | .231 | .102 | .000 | .000 | .000 | .000 | |
| | N | 320 | 342 | 335 | 342 | 331 | 345 | 350 | 350 | 350 | 350 | 350 |

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

*. Correlation is significant at the 0.05 level (2-tailed).

**Reliability**

**Scale: Adjustment to College Scale**

**Case Processing Summary**

| | | N | % |
|---|---|---|---|
| Cases | Valid | 350 | 100.0 |
| | Excluded[a] | 0 | .0 |
| | Total | 350 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

T-TEST GROUPS=RA(1 2)

/MISSING=ANALYSIS

/VARIABLES=PAC

/CRITERIA=CI(.95).

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .636 | 36 |

T-TEST GROUPS=RA(1 2)

/MISSING=ANALYSIS

/VARIABLES=PAC

/CRITERIA=CI(.95).

**T-Test**

**Group Statistics**

| | RA | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Psychological adjustment to college | Christianity | 243 | 79.8642 | 7.16411 | .45958 |
| | Islam | 99 | 80.8485 | 7.07304 | .71087 |

**Independent Samples Test**

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| | | | | | | | | | |

| Psychological adjustment to college | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
|---|---|---|---|---|---|---|---|---|---|---|
| | Equal variances assumed | .024 | .877 | -1.157 | 340 | .248 | -.98429 | .85107 | -2.65832 | .68975 |
| | Equal variances not assumed | | | -1.163 | 184.023 | .246 | -.98429 | .84649 | -2.65436 | .68578 |

T-TEST GROUPS=Gender(1 2)

/MISSING=ANALYSIS

/VARIABLES=PAC

/CRITERIA=CI(.95).

**T-Test**

**Group Statistics**

| | Gender | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Psychological adjustment to college | Male | 131 | 79.0763 | 7.20536 | .62954 |
| | Female | 219 | 80.6256 | 7.03572 | .47543 |

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | | |
| | | | | | | | | | Lower | Upper | |
| Psychological adjustment to college | Equal variances assumed | .228 | .634 | -1.976 | 348 | .049 | -1.54923 | .78417 | -3.09154 | -.00693 | |
| | Equal variances not assumed | | | -1.964 | 268.493 | .051 | -1.54923 | .78889 | -3.10243 | -.00396 | |