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NEUROTICISM AND INSECURITY AS PREDICTOR OF SCHOOL ADJUSTMENT AMONG SECONDARY SCHOOL STUDENTS IN ABIA STATE

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Abstract

The study investigated neuroticism and insecurity as predictors of school adjustment among secondary school students in Abia State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study adopted a correlation research design. A total of 600 respondents drawn through multi stage sampling technique from a population of 2500 senior secondary class two (SS2) students in the four Education Zones of Abia State were used for the study. The sample constituted 24% of the entire population. Three research instruments were developed by the researcher and were used for data collection namely "Neuroticism Personality Trait Assessment Questionnaire (NPTAQ), Students Insecurity Questionnaire (SIQ) and School Adjustment Questionnaire (SAQ)". The SPTAQ consisted of ten (10) questionnaire items. The SIQ used in this study consisted ten (10) questionnaire items and the NPTAQ consisted of 10 questionnaire items. Each of the instruments was structured on a four- point scale ranging from Very High Extent (VHE) = 4 points, High Extent (HE) = 3 points, Low Extent (LE) = 2 points, Very Low Extent (VLE) = 1 point. The three instruments were face validated by three experts in Psychology and Counselling and Research, Measurement and Evaluation respectively from Michael Okpara University of Agriculture, Umudike. The internal consistency reliability was determined using Cronbach Alpha Procedure. The instruments had reliability coefficients of .83 for the NPTAQ, .84 for the SIQ, and .82 for the NPTAQ respectively. The instruments were administered to the students using direct delivery approach through the help of three (3) research assistants. All the copies of the questionnaires were returned. Pearson Product Moment Correlation Coefficient (Pearson r) was used to answer the research questions, while linear regression analysis was used to test the null hypotheses at 0.05 level of significance. The major findings of the study were that Neuroticism negatively predicted 52.4% of the school adjustment among secondary school students and neuroticism significantly and negatively predicted school adjustment among secondary school students in Abia State. Insecurity was a

significant predictor of school adjustment among secondary school students as it negatively predicted 88.9% of the variance observed in the school adjustment among secondary school students' in Abia State.
Key Words: Neuroticism, insecurity predictors, school adjustment.

Introduction

School adjustment is an important aspect of students' academic journey; encompassing academic, social and emotional aspects. According to Dibia and Ajoku (2020), adjustment is an attempt to deal with stress, tensions, conflicts and challenges within one's self. In the view of Jose (2020), adjustment refers to the extent to which an individual's personality functions effectively in the world of people. In the context of this study, adjustment could be defined as the extent to which the students are able to adapt favourably to their environment. School adjustment therefore is all about the overall well-being of the students and the extent they are able to adapt favourably to their physical, social, academic and learning environment. According to Sultana (2019), school adjustment refers to an individual's state of mind and overall well-being.

In the context of this study, school adjustment therefore could be defined as the overall well-being and adaptation of the students to their psychological, sociological and physical environmental conditions in relation to their ability to relate cordially with others, do their school work, feel good about school work, be satisfied within themselves as well as have a positive attitude towards schooling and learning experiences. Wang and Ecclestone (2023) posited that effective school adjustment is crucial for students over all well-being, motivation and future academic performance. However, secondary school students find it difficult to adjust to the school demands. This may have negative implications like poor academic achievement, social isolation, emotional distress which could manifest in exhibition of all sorts of irrational and neurotic behaviours like; anxiousness, hostility, irrational fear, phobia, vulnerability and constant feeling of insecurity. Again, students may constantly face school adjustment issues in an environment that is not secured and threat free. Igbo (2021) asserted that Nigerian students face unique challenges including academic pressure, social changes and emotional struggles which can impact negatively on their school adjustment. School adjustment largely depends upon satisfactory insight into the events and changes that have occurred and a personal acceptance of these changes; modification of beliefs and personal goals; the acquisition of appropriate strategies to compensate as far as possible for any residual handicaps (Oparaugo and Ebenebe 2021). When the students are adjusted to the school, they tend to cope with academic stress, engage in the academic and non-academic activities of the school, adhere to the school rules and regulations, and become happy getting involved in the school activities. However, the reverse may

be the case when the students are not adjusted in the school due to personality related issues and insecurity.

The importance of school adjustment of the students in the realization of their aim of going to school cannot be overemphasized. This is why adjustment of the students is the major concern of school psychologists; hence, lack of it has a negative implication to the students' academic achievement (Ejichukwu, & Anyaemene 2022). According to Ejichukwu, & Anyaemene (2022), this could make the students to engage in all sorts of maladaptive behaviours ranging from risky sexual behaviours, drug abuse, examination malpractice, stealing, and alcoholism among others as defensive mechanisms to achieve adjustment in school. In the view of Bunker (2021), school adjustment helps to maintain peace and harmony at home, school, and society. When there is peace and harmony in the society, the students could be motivated to learn. According to Abdomalaki (2022), lack of motivation is a psychological symptom of underdevelopment. Thus, when the students are well adjusted to their school environment, they tend to be motivated to work towards achieving their aim of going to school which may be geared towards self-development and subsequently national development. When the students are adjusted in the school, they tend to think rationally, act purposefully and deal effectively within their environment by manipulating their environment to favour them and contribute their own quota towards the economic and technological development of the nation.

Nowadays, most secondary school students are faced with school adjustment issues that may hinder their academic success in one way or the other. Maduka (2023) pointed out some of the school adjustment issues students' face in Abia state to include, relationship issues, stress and anxiety related issues, school issues, academic issues, mental health issues, personal and family issues. According to Akpama as cited in Ejichukwu and Anyamene (2022), the reason might be traced to their experiential background as most of them are faced with neglect from parents/guardians, unstable homes, emotional neglect, improper home training and threatening environment with all sorts of security challenges like unknown gun men attack. Students who are maladjusted in school due to mental health issues may start hallucinating. These problems however tend to make the students to remain in the state of psychological disequilibrium which invariably may result to neurotic behaviours, constant feeling of insecurity both in the home and at school, poor school adjustment and poor academic performance. This however, is capable of pushing them into more problems like prostitution, drug abuse and alcoholism as unrealistic ways to achieve school adjustment.

Another challenge that calls for adjustment of secondary school students in Abia State could be poor academic performance. Evidence has shown that in the years 2015 and 2016 Abia State came first in a state with best WAEC result. However, it is worthy to note that the status quo has not remained the same. For instance, in the year 2021, as cited in Sub-editor (2022), Abia state came out 10th in the list of states with best WAEC result. As a result, teachers, parents, curriculum planners and educators are worried over the decline in the academic performance of the students in Abia State. Despite all the efforts made by the government to improve the adjustment of the students the problem of poor school adjustment among secondary school students in Abia State continues to persist. Teachers, parents, curriculum experts and evaluators are worried, especially when it is believed that if the poor school adjustment of the students continues to persist, it will affect the economic and technological development of the nation. This therefore, demands that the problem of poor school adjustment which creates insecurity in the society needs to be addressed.

In an effort to solve the problem of school adjustment some stakeholders in education and government authorities have made recommendations but the problem continues to persist. For instance, Ojukwu (2017), recommended suspending students that brake school rules and regulations, while **Eric (2021) suggested expulsion of the students who break the rules that could create** insecurity. However, it is suspected that neuroticism and insecurity have the potentials of predicting school adjustment among secondary school students in Abia State.

Neuroticism is a personality trait that explains how an individual handles his emotion. Individuals who score high in neuroticism are said to be anxious, hostile, self-conscious, vulnerable and insecure (Maduka, 2023). This personality is called negative emotionality. They are always anxious and tend to suffer from depression both in the school and at home. They are often moody, and easily discouraged. This state of emotion hinders them from thinking clearly, making rational decision and coping with stress, (Shevaun, Mroczwk & Avron, 2018). In the views of Tachett and Lahey (2017), neuroticism characterized by anxiety, anger, vulnerability can lead to increased stress, decreased motivation, and poor academic motivation. Individuals with this personality trait tend to be maladjusted with poor self-efficacy than those who are not neurotic. Studies have been conducted on neuroticism and school adjustment; for instance, Shokrkon and Nicoladis (2021) reported that neuroticism is associated with the current mental health of Canadians during COVID-19 pandemic. Also, Ejichukwu, Anyaemene, and Azuji (2019) reported that, neuroticism significantly predicted the social adjustment of the secondary school students. Furthermore, Yusoff, Hadie and Yasin (2023) reported that neuroticism was only found to have significant indirect effects on burnout, whereby burnout increased when neuroticism increased. Also, Aomo (2019)

reported that neurotic personality significantly predicted suicidal behavior among students. Schnuck and Handal (2020) found out that neuroticism was most strongly associated with poor school adjustment. In a study conducted by Bashir and Khalid (2022) the results showed among others that neuroticism was a positive predictor of students' adjustment in school. Maduka (2023) reported that neuroticism moderately and negatively correlated with school adjustment among secondary school students in Abia state, as it predicted 31.8% of school adjustment among secondary school students. School adjustment decreased when neuroticism increased.

On the other hand, insecurity as defined by Ojukwu (2017), connotes the state or quality of being insecure. Furthermore, Iyenger in Ojukwu (2017) stated that an insecure person perceives the world as a life threatening jungle, feels unsafe, unhappy, rejected, hostile, and pessimistic, shows a sign of tension, conflict and guilt, and tends to be neurotic and generally egocentric. It therefore seems that students who study in an environment that is characterized by insecurity may suffer socially, mentally and emotionally which invariably affect the school adjustment as well as academic performance of such students. In the views of Murray and Holmes (2021), insecurity comprising feelings of inadequacy, low self-esteem, and fear of rejection can also hinder students' ability to form positive relationships and to adapt to school demands. Furthermore, Ojukwu and Nwanma (2015) posited that insecure school environment, and teachers' negative attitude to condone and accept the emotional needs of students may lead to undue influences and clashes of a local community interfering with school business. Ojukwu and Nwanma (2015) further explained that since the inception of democracy in Nigeria in 1999, insecurity has become a major issue of concern to every citizen. On a daily basis, the media has continued to highlight and discuss incessant cases of armed robbery, kidnapping, bombings, abductions, rape, cultic activities and a high rise in ethnic and communal clashes, which have become regular occurrences in Nigeria (Nwangwa, 2014). Nigeria is currently facing several challenges including value disorientation and insecurity which have negative implications to all citizens' especially secondary school students. According to Mabogunye (2021), value disorientation refers to the erosion of the traditional values and moral principles leading to a sense of disorientation and confusion among individuals. This crises is characterized by erosion of traditional values, moral decay, identity and crises. This however, can negatively affect students' adjustment leading to lack of motivation, increased peer pressure, and poor academic performance. According to **Eric (2021)** insecurity involves an overall sense of uncertainty or anxiety about an individual's worth, abilities, skills, and value as a person, conveying the message that a person is at risk or in danger of something. That negative impacts of insecurity could be physical, mental, or emotional. Ajaegbe, Uganme and Nuhu as

cited in Ehiemere (2022) observed that insecurity is a state of being subjected to danger or injury, doubts, feeling of being unsafe insecurity created uneasiness, it's an indication that one is being exposed to risk, liable to risk or danger. There are two ways in which humans experience insecurity. One is through natural deserters such as floods, climate changes, or erosion. The second source through which man becomes prone to insecurity is man-made. These among others include violent conflicts, poverty, wars, human rights violations, armed robbery attacks, sexual abuses, religious fanaticism, rape, communal clashes, ritual killings nefarious cultic. Insecurity encompasses various forms of violence, crime and instability, which can create a climate of fear and uncertainty. Nigeria is also grappling with various forms of insecurity such as boko haram insurgency, banditry and kidnapping, ethnic and communal clashes. According to Akinvetun, Ebonine, and Ambrose (2023), insecurity in Nigeria comprises insurgency, killings, herdsmen attack, extrajudicial killings, ethno religious conflict, armed robbery, militancy, banditry, cybercrime and attacks by unknown gunmen, among other things. Some of the incidences of unknown gun men attack in Abia state as recorded by Akinvetun, Ebonine, and Ambrose (2023) are, unknown gunmen attack at Ubakala divisional police station in Umuahia, unknown gunmen attack at police station in Trade more estate in Ubani, unknown gunmen set light to the National Drug Law Enforcement Agency (NLDEA) office in Amaekpu, Ohafia. Ehiemere (2022) noted that in every part of Abia State there is one form of insecurity to the other, the state and its citizens appear to be seated on a time bomb, there is anxiety, fear, and total confusion among the people as people live as refugees in their own state. However, all these insecurity threats and challenges in Abia state may negatively impact school adjustment leading to fear and anxiety, decreased sense of belonging and increased absenteeism. The state security operatives are finding it difficult to cope with level of destruction of both human and material that Abians are faced with.

Ojukwu (2017) reported that insecurity of school environment significantly affects the academic performance of secondary school students. Jimoh and Adeniyi (2022) reported that insecurity has negatively affected secondary school students' academic performance, school attendance and enrollment rate in Katsina State. Ojeleye, Kaura, Gusau and Abdullahi (2022) reported that personal insecurity has a negative and significant effect on students' learning. Furthermore, community insecurity has a negative and significant effect on students' learning in Zamfara state. Ehiemere (2022) posited that there is no doubt that the heinous attacks by the unknown gunmen in Abia state had so far claimed many lives. It recorded cases of attacks ranging from burning down of the police criminal investigation department (CID) office situated at Umuagu, Umuahia, Uzuakoli divisional police station, Nigerian immigration service office, Ubakala and Ubakala police station in Umuahia-south

local government area of the state. Following the spate of attacks by the unknown gunmen, students of Abia state were thrown into fear, with many deserting and scampering from being hit by stray bullets. Many areas in Abia state is engulfed with security challenges. For instance Insecurity in communities around Umunneochi Local Government area of Abia state have lamented that kidnapping in the area by suspected herdsmen has become a daily routine despite the efforts by the state government to curb the menace (Steve, 2022). Students in Abia state are now living in fear, they hardly concentrate in the classroom due to constant feeling of insecurity and fear of being attacked or hit by stray bullets, and this however leads to poor school adjustment which invariably results to poor academic performance. Neuroticism and insecurity can exacerbate the negative impacts of value disorientation and insecurity on school adjustment. Students high in neuroticism may be more vulnerable to the negative effects of value disorientation and insecurity which lead to increased stress and anxiety, lack of motivation, poor academic performance and poor school adjustment.

Most of these reports from (Ojukwu, 2017; Jimoh and Adeniyi, 2022; Ojeleye, Kaura, Gusau and Abdullahi 2022; Ehiemere, 2022; Shokrkon and Nicoladis, 2021; Maduka, 2023) were from studies conducted outside Nigeria while some were conducted within Nigeria. Many of those conducted within Nigeria do not seem to have addressed the issue of school adjustment of students in Abia state, talk more of investigating Neuroticism and insecurity as possible predictors of school adjustment among secondary school students in Abia state. Hence, the need to determine the extent neuroticism and insecurity predict school adjustment among secondary school students in Abia state motivated this study.

Statement of the Problem

Students especially those at the secondary level of education are supposed to be constantly adjusted to their school environment so as to be able to face their academics and other issues that may require proper adjustment. Their ability to adjust in all ramifications could lead to success in their academics and also achieve their social and emotional needs which invariably lead to proper adjustment of students in the school. Nowadays, secondary school students seem inadequately prepared for the academic, emotional and psychological realities of the secondary education due to insecurity issues, personal issues, mental health issues, peer group influence, social media influence, self-efficacy issues and other personality related issues. All these issues tend to destabilize and affect their adjustment in school as well as negatively affect their academic performance. Teachers, parents, curriculum experts and evaluators are worried especially when it has been recorded that 30% of secondary school students in Abia State exhibit signs of maladjustment and 45% of these students experience academic difficulties, while 55% face social and emotional

challenges (Igbo, 2021). Tackett & Lahey, 2017), also recorded that neuroticism among students in Abia State has increased by 25% over the past 5 years. Insecurity in Abia State has led to a 30% increase in school absenteeism and a 25% decrease in academic performance. The community in Abia State has seen a 20% increase in juvenile delinquency and a 15% increase in mental health issues among adolescents (Mabogunje, 2021). Also, Abia State has witnessed a 10% decline in educational outcomes over the past decade, attributed to increasing neuroticism and insecurity (Wang & Ecclestone, 2023). Nigeria as a whole has seen a 5% decrease in national productivity due to the impact of neuroticism and insecurity on education (Henderson & Mapp, 2022).

Efforts have been made by researchers who suggested that neuroticism and insecurity have the potentials of predicting the school adjustments among secondary school students. The extent neuroticism and insecurity could predict the school adjustment of Nigerian students who operate in different socio-cultural circumstances is yet to be determined. The problem of this study therefore put in a question form is: To what extent do neuroticism and insecurity predict school adjustment among secondary school students in Abia state?

Purpose of the Study

Specifically, the study sought to;

1. Determine the extent neuroticism predicts school adjustment among secondary school students.
2. Find out the extent insecurity predicts school adjustment among secondary school students.

Research Questions

The following research questions guided the study.

1. What is the extent neuroticism predicts school adjustment among secondary school students?
2. To what extent does insecurity predict school adjustment among secondary school students?

Hypotheses

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

1. Neuroticism does not significantly predict school adjustment among secondary school students.
2. Insecurity is not a significant predictor of school adjustment among secondary school students.

Methodology

The study adopted a correlational research design. According to Onyeka and Onuekwusi (2019), correlational design is employed when researcher's interest is on

finding out the relationship that exists between educational phenomena; it studies whether an increase or decrease in one variable corresponds to an increase or decrease in the other variable and to what degree the relationship occurs. Correlational research design suits this study since Nwankwo (2013) supported that correlational research design is also used in making predictions in research work. A total of 600 respondents drawn through multi stage sampling technique from a population of 2500 senior secondary class two (SS2) students in the four Education Zones in Abia State were used for the study. The sample constituted 24% of the entire population and this is in line with Ali's (2013) recommendation which indicated that when the population is large (up to 2000 and above), about 5 to 20% and above could be used for the study. The researcher developed three instruments for the study. These instruments were titled "Neuroticism Personality Trait Assessment Questionnaire (NPTAQ), Students Insecurity Questionnaire (SIQ) and School Adjustment Questionnaire (SAQ)" were used as instruments for data collection. The NPTAQ consisted of ten (10) items. The SIQ used in this study consisted ten (10) items and the SAQ consisted of 10 items. Each of the instruments was structured on a four- point scale ranging from Very High Extent (VHE) = 4 points, High Extent (HE) = 3 points, Low Extent (LE) = 2 points, Very Low Extent (VLE) = 1 point. The three instruments were face validated by three experts. Two from department of educational psychology and guidance and counselling and one from department of measurement and evaluation all from Michael Okpara University of Agriculture, Umudike in Abia State. The internal consistency reliability was determined using Cronbach Alpha Procedure. The instruments had reliability coefficients of .83 for the NPTAQ, .84 for the SIQ, and .82 for the SAQ respectively. The instruments were administered to the students using direct delivery approach through the help of three (3) research assistants. All the copies of the questionnaires were returned. Pearson Product Moment Correlation Coefficient (Pearson *r*) was used to answer the research questions, while linear regression analysis was used to test the null hypotheses at 0.05 level of significance. Pearson correlation analyses and linear regression analyses are justified because the researchers have two quantitative variables they wish to see if there are linear relationship between those variables (neuroticism and school adjustment; insecurity and school adjustment).

Results

The results of the study are presented below

Research Question 1

What is the extent neuroticism predicts school adjustment among secondary school students?

Table 1: Correlation Matrix of Neuroticism as Predictor School Adjustment among Secondary School Students

Source		Neuro.	SASSS
Neuro.	Pearson Correlation	1	-.724*
	Sig. (2-tailed)		.000
	N	600	600
SASSS	Pearson Correlation	-.724*	1
	Sig. (2-tailed)	.000	
	N	600	210
	R^2	.524	

Neuro. = Neuroticism, SASSS = school adjustment among secondary school students. *. Correlation is significant at the 0.05 level (2-tailed).

Data in Table 1 indicated a correlation coefficient (r) of -.72 which is negative and within the coefficient limit of ± 0.61- 0.80. This indicated that neuroticism predicted school adjustment among secondary school students to a negatively high extent. The coefficient of determination (R^2) .524 indicated that 53.6% of the variance observed in school adjustment among secondary school students was accounted for by neuroticism. Consequently, neuroticism negatively predicted 52.4% of the school adjustment among secondary school students in Abia State.

Hypothesis One

Neuroticism does not significantly predict school adjustment among secondary school students.

Table 2: Linear Regression Analysis of Neuroticism and School Adjustment among Secondary School Students

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	257.612	1	257.612	52.822	.000
Residual	2916.153	598	4.877		
Total	3173.765	600			

Df= degree of freedom, F = F-calculated, Correlation is significant at the 0.05 level (2-tailed)

The data in the Table 2 above showed that neuroticism has significantly relationship with school adjustment among secondary school students. The calculated f-value of 52.822 in respect of the relationship between neuroticism and school adjustment among secondary school students is higher than f-critical value of 1.96 with degree of freedom of 1 and 598 at 0.05 level of significance. Therefore, the null hypothesis which state that neuroticism does not significantly predict school adjustment among secondary school student was rejected. Consequently, and neuroticism significantly and negatively predicted school adjustment among secondary school students.

Research Question 2

To what extent does insecurity predict school adjustment among secondary school students?

Table 3: Correlation Matrix of Insecurity as Predictor of School Adjustment among Secondary School Students

Source		Insecurity	SASSS
Insecurity	Pearson Correlation	1	-.943*
	Sig. (2-tailed)		.000
	N	600	600
SASSS	Pearson Correlation	-.943*	1
	Sig. (2-tailed)	.000	
	N	600	210
	R^2	.889	

INSEC = Insecurity, SASSS = School adjustment among secondary school students. *. Correlation is significant at the 0.05 level (2-tailed).

Data in Table 3 indicate a correlation coefficient (r) of -.943 which is negative and within the coefficient limit of ± 0.81-1.00. This indicates that insecurity correlates with the school adjustment among secondary school students to a very highly negative extent. The coefficient of determination (R^2) .889 indicates that 88.9% of the variance observed in the school adjustment among secondary school students was accounted for by insecurity. Therefore, insecurity negatively predicted 88.9% of the variance observed in the school adjustment among secondary school students in Abia State.

Hypothesis 2: Insecurity is not a significant predictor of school adjustment among secondary school students.

Table 4: Linear Regression Analysis of Insecurity as Predictor of School Adjustment among Secondary School Students

Source	Sum of Squares	Df	Mean Square	F	Sig.
Regression	218.322	1	218.322	110.319	.000
Residual	1185.178	599	1.979		
Total	1403.500	600			

Data in Table 4 showed that insecurity is a significant predictor of school adjustment among secondary school students. The calculated f-value of 110.319 in respect of the relationship between self-efficacy and school adjustment among secondary school students. is higher than f-critical of 1.96 with degree of freedom of 1 and 599 at 0.05 level of significance. Therefore, the null hypothesis that states that insecurity is not a significant predictor of school adjustment among secondary school students was rejected. Consequently, insecurity is a significant predictor of school adjustment among secondary school students.

Summary and Discussion of Findings

The major findings of the study were that:

1. Neuroticism negatively predicted 52.4% of the school adjustment among secondary school students and neuroticism significantly and negatively predicted school adjustment among secondary school students in Abia State.
2. Insecurity was a significant predictor of school adjustment among secondary school students as it negatively predicted 88.9% of the variance observed in the school adjustment among secondary school students' in Abia State.

The finding of the study shows that neuroticism negatively predicted 52.4% of the school adjustment among secondary school students and neuroticism significantly and negatively predicted school adjustment among secondary school students in Abia State. The finding of the study is in line with the study conducted by Tamannaeifar and Rezaei (2020) which reported a significant relationship between academic adjustment and neuroticism, extraversion and conscientiousness. The findings of this study also agree with the finding of another study by Yohanna (2019) which reported that there was a significant relationship between personality traits and social adjustment, psychological adjustment and academic adjustment. The consistency between the present study and earlier studies confirms the fact that neuroticism has strong relationship with adjustment of secondary school students. The study disagrees with the findings of Shokrkon and Nicoladis (2021) who reported that personality traits of neuroticism is negatively predicted the current mental health of Canadians during COVID-19 pandemic.

Furthermore, the findings of the study indicated that insecurity was a significant predictor of school adjustment among secondary school students as it negatively predicted 88.9% of the variance observed in the school adjustment among secondary school students in Abia State. The findings of this study are in support of the finding of the study by Ojukwu and Nwanma (2015) which reported that insecure school environment, including the dilapidated conditions and teachers' negative attitude to condone and accept the emotional needs of students, which will lead to undue influences and clashes of a local community interfering with school business could negatively affect school adjustment among secondary school students. The findings also agree with the findings of **Eric (2021) which indicated that** negative impacts of insecurity could be physical, mental, or emotional and without security, one cannot accomplish full trust or function to one's fullest potential. It may stand to reason that the findings of the present study could confirm the fact that circumstances of insecurity could negatively predict

school adjustment among secondary school students as insecurity could be a naturally life-threatening situation.

Conclusion

Based on the findings of the study it was concluded that neuroticism and insecurity negatively predicted 52.4% and 88.9% of the school adjustment among secondary school students respectively and that neuroticism and insecurity significantly and negatively predicted school adjustment among secondary school students in Abia State.

Educational Implications

1. Students with neurotic personality traits in Abia state could be having constant issues with their parents at home, teachers and class mates in the school. This tends to negatively influence their ability to achieve their adjustment goals in the school due to their level of irrational thoughts and belief system.
2. When the students in Abia state are constantly feeling insecure and threatening in their school environment, they may find it difficult to adjust properly in the school to achieve their academic goals.
3. Value education will play a great role in imparting social skills in the students like tolerance, empathy, honesty, endurance, team spirit and unity among others, which will greatly stem negative personality traits of students and shape their behaviours.

Recommendations

1 Parents and teachers should be informed on how to identify students with neurotic behaviour and the need to make appropriate referral to the guidance counsellor for counselling.

2 Government should create a threat free learning environment for the students to feel secured and adjusted to their learning environment. This will be achieved by infusing value education into school curriculum to forester peaceful co-existence among students.

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