Research Article

Psycho-Social Factors as Elixir to the School Adjustment of High Ability Secondary School Students in Oyo State, Nigeria

Adebayo Adeyinka Salako[1]

1. Department of Special Needs Education, Emmanuel Alayande University of Education Oyo, Oyo, Nigeria

This study was carried out to investigate psycho-social factors (peer-attachment, emotional intelligence, self-efficacy, and parental involvement) as an elixir for the school adjustment of high-ability secondary school students (HASSS) in Oyo State, Nigeria. The population for this study comprised all high-ability senior secondary schools in Oyo State. A multi-stage sampling procedure was used. The Slosson Intelligence test (r = 0.86) was employed, and students with an IQ level of 120-129 were purposively selected for this study. English Language (r = 0.75) and Mathematics Achievement (r = 0.72) tests, Peer-attachment (r = 0.74), Parental Involvement (r = 0.81), and School Adjustment (r = 0.84) questionnaires, Emotional Intelligence (r = 0.78), and Self-efficacy (r = 0.72) scales were the main instruments used for data collection. Data were analysed using multiple regression at the 0.05 level of significance. Peer-attachment (r = 0.88), emotional intelligence (r = 0.99), self-efficacy (r = 0.98), and parental involvement (r = 0.97) had a joint and relative contribution to the school adjustment of HASSS (F(4;445) = 23652.96; Adj R2 = 0.875), which accounted for 99.5% of its variance. Emotional intelligence (β = 0.83), self-efficacy (β = 0.37), peer-attachment (β = 0.04), and parental involvement (β = -0.23) made significant relative contributions to the school adjustment of HASSS. Therefore, relevant government bodies and schools should adopt strategies that can positively trigger the positive aspects of these variables for exploitation in influencing school adjustment among students.

Corresponding author: Adebayo Adeyinka Salako, adebayoadeyinka4real@gmail.com

 doi.org/10.32388/B6UUZQ

Introduction

School Adjustment is the degree of adaptation required by high-ability students to conform to the norms, values, and regulations of the school setting. On the other hand, high-ability secondary school students (H.A.S.S.S) are the categories of students who demonstrate high intellectual capabilities, and these students consistently score high grades in all their academic records over the years. However, many of them exhibit deficiencies in coping effectively in the school environment due to the challenging expectations imposed by the newfound environment. As a result of this, they experience difficulties in association with new peers, choosing a career, and an inability to abide by the rules and regulations.

Besides, the period of high-ability student (HAS) advancement to the senior class has also been seen as the same period of transition from childhood to the adolescent stage, which involves different crises in their lives. The period usually falls between the ages of 15 and above. The period of transition from childhood to adolescence has been recognised as a significant time in an individual's life reserved for identity exploration, growth, change, and adjustment. It is also during this period that individuals begin to obtain the education and training they need to serve as a foundation for their desired career. Many times, teachers, parents, and society are of the view that the H.A.S.S.S have been endowed with academic potentialities which can help them manage most of the crises in school. Parents also believe that these challenges may not have any effect on HAS school adjustment (Bureau of Labor Statistics 2016).

More so, there are a lot of challenges as reported by (Roy & Mitra, 2012; Mistry, 2014; Ogoemeka, 2015) that have been hindering high-ability students' adjustment to the school environment, such as peer challenges, the influence of environmental factors, imposition of too many rules and regulations by the school authority, strictness in the school environment, lessons that are too dull, just to mention a few. They further stated that these challenges always manifest, especially during H.A.S.S.S progression or transition to the senior classes. As a result of this, H.A.S.S.S exhibit depression, anxiety, academic underachievement, and maladjusted behaviour. Patel (2013) submitted that high-ability students' failure to perform at a level commensurate with their previously documented abilities has been associated with a lack of school adjustment. The high-ability students' inability to function in the area of school adjustment has become a persistent concern of stakeholders, and as the decline continues, the search for a solution continues (Parma, 2014).

School is the first contact between the child and the world outside the home. School is one of the most important foundations for high-ability students to learn a variety of abilities, which includes learning processes and homework, social communication, emotions, and daily interaction management at home and school (Rahamtulla, 2014). Besides, the quality of any country depends on the educational development of its citizens, especially intellectuals. In Nigeria, the level of education depends not only on academic staff, administrative services, library services, curriculum structure, and infrastructure but most importantly on the high level of student achievement and school adjustment (Tsinidou; 2006). The ability of high-intellectual students to adjust and educate was studied in different frameworks (Mistry, 2014; Ogoemeka, 2015) that focus on parental education, occupational or family background (family income, family language, family activities, and work methods); parental support (patient achievement motivation, parental attitude towards education) parents' expectations. Aremu (2012); Ambedkar (2013); and Parade (2013), taking into account the teacher's variables (teacher's age, experience, education level). The above claims can be seen from the literature review that many HASSS lack proper adjustments to the school environment, which Nagra (2016) considered that studies on school adjustment for highly skilled students are important.

More so, the concern of this current study is on how the school adjustment of H.A.S.S.S could be addressed through psycho-social factors. Psycho-social factors are characteristics or facets that influence an individual psychologically and socially; such factors can describe an individual in relation to their social environment and how these affect physical and mental health. Therefore, this study investigated peer-attachment, emotional intelligence, self-efficacy, parental involvement, and school adjustment of high-ability secondary school students.

One of the major social variables of concern in this study is peer-attachment. Peer-attachment is an emotional bond between a child and the rest of the school environment and has a profound impact on whether the school provides intellectual stimulation, physical and mental safety, and supportive relationships. Bowlby (2014) reported that the attachment of high-ability students remains stable from childhood to adulthood, and this attachment is based on personal beliefs. The attachments experienced by people in their early years may have been learned very early from their social abilities and loved ones. The world is a safe place, and these beliefs will eventually survive. People without secure attachments may have completely different opinions about themselves and the world, with different beliefs and expectations. Many researchers revealed how peer-attachment is linked to young people's school adaptation and well-being. The assumption is that people who have confidence in

their peers are more adaptable and happier than those who attend school with unsafe companion attachments (Grabill & Kerms 2015).

One of the psychological factors in this study is emotional intelligence. This has to do with a set of acquired skills and abilities that predict the positive outcomes of family, school, and work. That is, emotional intelligence is the ability of individuals to monitor their feelings and those of others, as well as to distinguish emotions and use this information to guide thoughts and actions (Akintunde & Yakasi 2010). Specifically, they conceptualise emotional intelligence as including three types of adaptive abilities: creative thinking, reorienting attention, and motivation.

Therefore, the emotional intelligence of high-ability students is considered to encompass a variety of social and cognitive functions related to the school environment. Coleman and Gross (2005) introduced the concept of emotional intelligence in American academic literature. This concept extends to the golden characteristics that many people associate with a successful life. They claim that emotional intelligence is equal to or even greater than intelligence quotient (IQ) in terms of enhancing the efficiency of leadership, organizational members, and social participation. They believe that emotionally intelligent individuals are more attuned to their emotions, use emotions to enhance their thinking, understand emotional knowledge, regulate emotional thoughts, and direct them toward goals.

Self-efficacy is also very relevant in this study. This is the belief in a person's ability to learn or perform at a given level. Gross (2004) opined that the belief in self-efficacy differs in level, universality, and intensity. Perception of tasks is influenced by self-efficacy beliefs. People with weak self-efficacy beliefs are likely to let negative experiences undermine their sense of self-efficacy, giving up their efforts toward set goals. Even in the face of difficulties, people with strong self-efficacy will continue to work hard to achieve their goals, overcome obstacles, or adapt to any situation (Bandura, 2006). Self-efficacy differs from other self-concepts such as self-concept, self-worth, and self-esteem because it is task-specific (Adeyemo, 2014). On the one hand, a person may have a low level of efficacy in a particular activity (such as a figure) and will not lose self-worth when engaging in the activity but will be self-critical because they have set very high personal standards. Individual performance is a good predictor of individual behaviour (Adeyinka, Adedeji & Olufemi, 2011).

Adelodun and Salako (2020) suggest that high-ability students will have higher academic performance when parents are involved in their education. The involvement of parents enhances the high ability of a student to adapt to the school and also explains that parental involvement is seen as

an important role for parents in a student's education. It is an indicator of parenting function, which predicts a child's health in a wide range of settings and different student communities, thus achieving good developmental changes and reflecting the relevance of students in the area to school performance, academic activities, and school adjustments. Parental involvement is an important factor in the success of high-ability learning. Parental attitudes have a profound impact on the school adjustment of high-ability students. School homework and school challenges are critical areas where H.A.S.S.S needs.

Some parents in Nigeria do provide all of the above parental activities for their children to help them perform. For example, they provide students with all the necessary written materials, clothes, food, and take them to school. If they meet the needs of students in this way, this will be reflected in the performance of HASSS in the school. But some parents who cannot afford all of these costs will provide HASSS with affordable materials. Melhinsh (2010) reported that parental involvement in HASSS' learning leads to higher academic performance, greater cognitive ability, greater problem-solving skills and school adaptability, greater school enjoyment, better school attendance, and good behaviour.

Several studies have been reported by McMillan (2010), Bowlby (2014), and Adeyemo (2014) in the area of school adjustment of H.A.S.S.S and how it relates to social, education, health, and emotion of both sexes. Some of their studies related school adjustment with variables like motivation, age, sex, socio-economic status, needs anxiety, and security. Students' reaction to frustration has also been studied. However, to the best knowledge of this researcher, there have been no studies on peer-attachment, emotional intelligence, self-efficacy, and parental involvement in school adjustment of H.A.S.S.S, particularly in Nigeria, and this necessitated the need for this study.

Statement of the Problem

The adjustment of H.A.S.S.S to the school environment is an important factor in academic success. However, H.A.S.S.S who show academic promise sometimes fail to perform at a level commensurate with their previously documented abilities. This situation has become worrisome to both teachers, parents, and society at large because these H.A.S.S.S exhibit elements of inability to adjust to the school environment due to facing numerous school challenges, which make adjustment to the school environment difficult. As a result of this, it has been resulting in behavioural problems, including depression, bullying, rebellion, anxiety, cybercrime, drop-out from school, academic

underachievement, personality disorder, general anxiety disorder, and social and maladjusted behaviour.

School adjustment among H.A.S.S.S has generated serious debates among the stakeholders. Adjustment in terms of interaction with peers, coping with the norms, rules, and values set by the school authorities seems to undermine high-ability students' potential abilities, even their ability to adjust to learning and the like. Educators need to know what they can do to help these students cope effectively with the challenges of the school environment. Inability to adjust to the school environment among the H.A.S.S.S has yet to receive appropriate attention from relevant authorities. It thus remains a problem for the H.A.S.S.S and accounts for an increase in psychological problems among them.

This researcher observed that not much has been done on peer-attachment, emotional intelligence, self-efficacy, and parental involvement on the school adjustment of the H.A.S.S.S, and that looking in this direction to solve this problem would bring great achievement for these sets of students and the Nigerian society. Therefore, the researcher deemed it fit to work on the relationship between peer-attachment, emotional intelligence, self-efficacy, and parental involvement as predictors of school adjustment among H.A.S.S.S.

Research Questions

The following research questions were addressed in this study:

1. What is the joint contribution of independent variables (peer-attachment, emotional intelligence, self-efficacy, and parental involvement) to the dependent variable (school adjustment of H.A.S.S.S)?
2. What is the relative contribution of the independent variables (peer-attachment, emotional intelligence, self-efficacy, and parental involvement) to the dependent variable (school adjustment of H.A.S.S.S)?

Methodology

A descriptive survey design of the correlational type was adopted in this study. The population of this study comprised all high-ability Senior Secondary (SS1) students in Oyo State. The selection of the population was based on H.A.S.S.S in Science, Art, and Commercial classes. Oyo State has three

senatorial districts and three hundred and twenty-four (324) secondary schools, of which only thirty (30) secondary schools were selected for this study. Four hundred and fifty (450) high-ability senior secondary school students were the respondents in this study. The multistage sampling technique was adopted. The first stage involved the enumeration of the state by the three senatorial districts (Oyo Central, Oyo North, and Oyo South). The second stage involved using a simple random sampling technique for the selection of five local governments from each of the senatorial districts, making fifteen local governments in total. Also, two secondary schools were selected using a simple random sampling technique from each of the local governments, resulting in a total of ten secondary schools from each of the senatorial districts. A total of thirty secondary schools were used for this study. The third stage involved the use of the purposive sampling technique in the selection of H.A.S.S.S, which encompassed science, Art, and Commercial classes. Furthermore, the Slosson Intelligence test was used for the selection of the participants, and those students with an IQ level of 120-129 were purposively selected for this study. The school study records of the students were examined. Afterward, achievement tests in both English and Mathematics were administered to the students, and the researcher finally selected those who scored above the 75th percentile. These students were categorised as high-ability students for the purposes of this study.

Instrumentation

The following instruments were used:

The Slosson Intelligence Test (SIT) was constructed and validated by Slosson (1961) and recalibrated in 2006. Oyundoyin (2003) revalidated it as a test of general intellectual ability, treating SIT as a foreign-adapted test suitable for African students, with some word modifications while retaining the test's content validity. A pilot test was conducted at a two-week interval among high-ability students who were not part of this study in selected secondary schools. Subsequently, the data was analyzed using a test-retest reliability estimate, yielding a reliability factor of $r = 0.86$.

The school study records of the participants were thoroughly scrutinised after screening their intelligence with the Slosson Intelligence test. Those with IQ levels of 120-129 were selected, taking into account their performance in cumulative record files. Students who consistently scored 75 and above in all their subjects were allowed to participate in this current study and were categorised as H.AS.

The School Adjustment Questionnaire was a self-designed questionnaire named "Adjustment to School Questionnaire (ASQ)" to assess the adjustment ability of the H.A.S.S.S in Oyo State. It comprised two parts (A and B). Part A collected demographic data from the respondents, while Part B consisted of two sections of twenty-five (25) statements graded on a four-point Likert scale. The instruments were reviewed by experts in the field of test and measurement for precision and usability. The instrument was pilot-tested on forty respondents using the test-retest method within a two-week period. The data were subsequently analyzed using a test-retest reliability estimation, yielding a reliability coefficient of r = 0.84, which was considered reasonable and acceptable for use in this study.

The Peer-attachment Questionnaire was originally developed by Bowlby (2005) and has recently been extended by others. The instrument is a self-reported questionnaire with a 5-point Likert scale response format. Cronbach's alpha was found to be 0.82 to ensure the internal consistency of the scale. The instrument was pilot-tested with forty respondents who were not actual participants in the study and used a retest method within two weeks. Thereafter, the data was analyzed using a retest reliability estimate. The reliability factor obtained is r = 0.74, which is considered reasonable over time and is therefore acceptable in this study.

To measure emotional intelligence, the 33 emotional intelligence scales developed by Schuttle, Maluff, Haggerty, Cooper, Golden, and Dornheim (1998) were used. The author of the instrument conducted various studies to establish a scale for the 33 projects. The scale contains a 5-point scale, with a high score indicating a significant level of emotional knowledge. The scale was considered to be theoretically related to other constructs, such as the Toronto Alexithymia scale (r = 0.65) and the Attention subscale of the quality Meta-Mood scale (r = 0.63). Cronbach's alpha was calculated to be 0.87 to ensure the internal consistency of the scale. The reliability factor obtained using Cronbach Alpha is 0.82.

The German version of the General Self-Efficacy (GSE) scale was originally developed by Jerusalem and Schwarz (1979) and contains 20 items. In 1981, the GSE scale was reduced to 10 items and subsequently adapted into 28 languages (Schwarzer and Jerusalem, 1995). The GSE scale has been used in many research projects and usually produces internal consistency with alpha values around 0.75. A pilot test of the instrument was conducted with 40 respondents using retesting methods within two weeks. The data were then analyzed using retest reliability estimates, and the reliability factor obtained is r = 0.72.

The parental involvement instrument was structured with a modified Likert scale, consisting of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The scoring pattern of the instrument was assigned as follows: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. The Parental Involvement Measuring Scale (PIMS) assessed the subject's relationship with the mother, father, and the family using a 4-point scale, which was dichotomised into positive and negative choices. A reliability coefficient of 0.81 was obtained using Cronbach Alpha.

Method of Data Analysis

Data collected in this study were analysed using descriptive statistics and Pearson's Product Moment Correlation (PPMC), as well as Multiple Regression Analysis (MRA). Pearson's Product Moment Correlation (PPMC) assessed the relationship among the variables, while Multiple Regression (MRA) measured the joint contribution and the relative contribution of the independent variables to the dependent variable at a significance level of 0.05.

Results

Research Question one

What is the joint contribution of independent variables (peer-attachment, emotional intelligence, self-efficacy, and parental involvement) to the dependent variable (school adjustment of H.A.S.S.S)?

Model	Sum of Squares	Df	Mean Sq Square	F	Sig.	Remark
Re Regression	32670. 14	4	8167. 53	23652. 96	0.00*	Sig.
Re Residual	153. 66	445	. 35			
To Total	32823. 80	449				
P < 0. 05 **R = 0. 998** **R^2 = 0. 995** **Adj R^2 = 0. 995** **Std. Error of the Estimate = 0.58763**						

Table 1. Regression analysis of independent variables (peer-attachment, emotional intelligence, self-efficacy, and parental involvement) on the dependent variable (school adjustment of H.A.S.S.S).

* *Denotes significance at P < 0. 05*

Table 1 above shows that there was a significant joint contribution of independent variables (peer-attachment, emotional intelligence, self-efficacy, and parental involvement) to the dependent variable (school adjustment of H.A.S.S.S). However, the table shows that the analysis of variance of the regression yielded an ($F_{(4,445)}$ = 23652.96; P<0.05). It also shows a coefficient of multiple correlations (R = 0.998) and an adjusted R2 of 0.995. This means that only 99.5% of the variance in the dependent measure was accounted for by the independent variables when taken together. The remaining 0.5% could be due to errors and other variables.

Research Question two

What is the relative contribution of the independent variables (peer-attachment, emotional intelligence, self-efficacy, and parental involvement) to the dependent variable (school adjustment of H.A.S.S.S)?

Variables	Unstandardized Coefficient		Stand. Coefficient β Contribution	Rank	T	Sig.
	B	Std. Error				
(Constant)	20. 996	0. 409			51. 32	0. 00
Peer-attachment	0. 034	0. 007	0. 04	3rd	5. 21	0. 00
Emotional Intelligence	0. 868	0. 015	0. 83	1st	56. 70	0. 00
Perceived Self-efficacy	0. 899	0. 040	0. 37	2nd	22. 22	0. 00
Parental Involvement	-0. 352	0. 032	-0. 23	4th	-10. 85	0. 00

Table 2. Relative contribution of the independent variables (peer-attachment, emotional intelligence, self-efficacy, and parental involvement) to the prediction of the dependent variable (school adjustment of H.A.S.S.S).

Table 2 above reveals the relative contributions of the independent variables (peer-attachment, emotional intelligence, self-efficacy, and parental involvement) to the prediction of the dependent variable (school adjustment of H.A.S.S.S). It was revealed that Emotional Intelligence had the highest significant relative contribution to the school adjustment of H.A.S.S.S (β = 0.83, t = 56.70; $p<0.05$), implying that an increase in emotional intelligence of high-ability students brings about proper school adjustment. This is followed by Perceived Self-Efficacy (β = 0.37, t = 22.22; $p<0.05$), then Peer-attachment (β = 0.04, t = 5.21; $p<0.05$), while parental involvement (β = -0.23, t = -10.85; $p<0.05$) had the least relative contribution to the school adjustment of H.A.S.S.S.

Discussion of Findings

The findings of this study revealed that peer-attachment, emotional intelligence, self-efficacy, and parental involvement had significant joint contributions to the school adjustment of H.A.S.S.S. The reason for this development could be attributed to the fact that psycho-social factors such as peer-attachment, emotional intelligence, self-efficacy, and parental involvement impact both positively

and negatively on the school adjustment of H.A.S.S.S. Thus, it could be said that considering the demanding nature of the school environment and its associated challenges, high-ability students who lack strong peer attachments or emotional intelligence could find it difficult to adjust to the everyday interpersonal relationships and challenges experienced in the school environment.

This finding corroborates the previous research conducted by Parade (2013), who found that peer-attachment influences school adjustment within friendships. This suggests that friends often come to the aid of their peers during challenges they may face in the school environment. Another study conducted by Grabill and Kerns (2015) stated that H.A.S.S.S who have positive relationships with friends in the school environment tend to be happier, more friendly, and better equipped to cope with school challenges. Bowlby (2014), in a conducted research, explained that young adults with secure attachments were more likely to exhibit self-assurance and feel understood, accepted, and cared for by others. Additionally, Patel (2013) reported that peer-attachment among high-ability students contributes to their overall well-being, a strong sense of belonging, a feeling of social connection, and better social and school adjustment. This implies that for H.A.S.S.S to properly adjust to the school environment, such students need to be closely attached to their peers.

Besides, the findings of this research question also revealed a joint contribution of emotional intelligence to the school adjustment of H.A.S.S.S. The higher the emotional intelligence of H.A.S.S.S, the higher their level of school adjustment. Emotional intelligence provides individuals with the capacity to interact effectively within a group and their environment. This study aligns with the research conducted by Rahamtulla (2014), who argued that individuals with a high degree of emotional intelligence can perceive, access, and manage their emotions to enhance their thinking and emotional well-being. He also emphasised that self-awareness, self-regulation, motivation, empathy, and social skills are significant components of emotional intelligence. Fayombo (2012) further underscores that emotional intelligence is a crucial determinant of school adjustment and academic achievement, and it may even be more important than general mental ability in achieving success.

Furthermore, an individual's belief about themselves has a significant impact on their behaviour and is a crucial factor that influences human actions. This finding also revealed that high-ability students without self-efficacy lack proper adjustment to the school environment, which aligns with the research of Adeyinka, Adedeji, and Olufemi (2011). They found that self-efficacy influences an individual's ability to perform specific behaviours that require skills. Self-efficacy beliefs are better

predictors of an individual's behaviour than self-concept and self-esteem. This implies that high-ability students without self-efficacy tend to withdraw from the school environment, leading to a lack of proper adjustment and academic underachievement.

This finding also shows that there was a contribution of self-efficacy and school adjustment of H.A.S. This research points to the fact that the stronger the self-efficacy, the easier it is for the H.A.S.S.S to adjust to the school environment. However, H.A.S.S.S with low self-efficacy experience depression and an inability to cope in school. The above finding corroborates the findings of Coleman and Gross (2005), who contend that while there may be a lower incidence of several emotional problems among high-ability students than in the general population, there are particular and unique problems that they encounter due to their developing abilities, and these could be only assisted when they develop high self-efficacy. Parma (2014) negates the above assertion and submits that perfection is attainable and expected; it becomes the point at which self-efficacy suffers when the high-ability student cannot be satisfied with lesser achievement. Since school is such a necessary piece of high-ability everyday life, understanding the unpredictable transaction of effort, challenge, explicit and merit acclaim, and the comfort of a strong situation is essential to the high-ability student's sense of worth.

The results also revealed that parental involvement correlates with the school adjustment of H.A.S. These findings corroborate Adelodun & Salako (2020), who reported that many schools are reluctant or have policies against early entrance, and parents must work vigorously to gain early entrance or other accommodation for their students. They further stated that parents who choose to stand in the gap for their students, providing instruction for them in those early years, later in the school hours, and even in the school environment, help the student adjust properly to the school environment.

Melhinsh (2010) says that parental involvement of high-ability understudies promotes proper adjustment to the school environment. This suggests that for high-ability understudies to be properly adjusted to the school environment, the role of their parents can't be over-assessed. This could be because the parents are in a position to provide social necessities for the high-ability students. Furthermore, many parents converse with teachers somewhat about their children's progress, and this properly is an indicator of parental involvement. It demonstrates that the relationship between parental involvement and school adjustment is likely not direct and that it is both proactive and responsive. Parents take the degree of interest and involvement appropriate to the situation through their eyes. Some aspects of involvement occur in the home well before the children start school, while others are in response to issues or opportunities that arise in the school (Melhinsh, 2010).

The findings from research question two showed that the relative contribution of the independent variables to the dependent variable was significant. The emotional intelligence of the high-ability students made the most significant contribution to the school adjustment of H.A.S.S.S in Oyo State, Nigeria. Emotional intelligence has been found to influence school adjustment. The findings of this study supported that of Akintunde and Yakasi (2010), who found that emotional intelligence can be conceptualised as a set of acquired skills and competencies that predict positive outcomes at home, in school, and even in the workplace.

Conclusion

The study predicted the influence of peer-attachment, emotional intelligence, self-efficacy, and parental involvement on the school adjustment of H.A.S.S.S in Oyo State, Nigeria. The findings of this study indicated that of all these four predictor variables, emotional intelligence had the highest relative contribution as well as the highest total influence on school adjustment of H.A.S. This is a major pointer to the fact that emotional intelligence is an important factor in the education sector as a whole, and secondary school, in particular. The self-efficacy factor also came up significantly in the findings of this study as being crucial in determining school adjustment among H.A.S. Peer-attachment and parental involvement also have a joint contribution to the school adjustment of H.A.S.S.S.

Recommendations

Based on the findings of this study, the following recommendations were proffered:

1. H.A.S.S.S should be motivated to develop their emotional intelligence and self-efficacy to properly adjust to school.
2. The school environment should be made conducive for high-ability students for proper school adjustment.
3. Teachers of H.A.S.S.S should be updated on the influence of peer-attachment, emotional intelligence, self-efficacy, and parental involvement factors on school adjustment of H.A.S.
4. School administrators should ensure that H.A.S.S.S are not unnecessarily stressed in the school.
5. School authorities should ensure that H.A.S.S.S are not overwhelmed with workload as this could lead to fatigue and tiredness, which can result in an inability to adjust to the school environment.

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Declarations

Funding: No specific funding was received for this work.

Potential competing interests: No potential competing interests to declare.