PATH-ANALYTIC INVESTIGATION OF SOME PSYCHO-SOCIAL VARIABLES AFFECTING ADJUSTMENT TO SCHOOL TRANSITION AMONG FRESH SECONDARY SCHOOL STUDENTS IN SOUTH-EASTERN NIGERIA

BY

Edwin Chika, OHIZU

(Matric Number: 135057)

B.Ed. Social Studies (UNN), M.Ed. Counselling Psychology (Ibadan)

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CERTIFICATION

I certify that this research work was carried out by **Edwin Chika Ohizu** in the Department of Guidance and Counselling, University of Ibadan, Ibadan under my supervision.

DAVID ADEBAYO OLUWOLE
B.Ed., M.Ed., Ph.D (Ibadan)
Lecturer I, Department of Guidance and Counselling,
Faculty of Education,
University of Ibadan,
Ibadan, Nigeria.

DEDICATION

This work is dedicated to my darling parents Mr & Mrs Cyril Ohizu, my beloved wife Mrs Stellamaris Chikaodnaka Ohizu, Professor S O Salami and my good friend Dr Emmanuel Ojaga Okoiye.

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ABSTRACT

Ineffective school adjustment is one of the challenges of academic achievement in secondary schools in Nigeria. Poor adjustment to school transition has negative effects on student's well-being which in turn adversely affect their performance. Studies revealed that issues such as anxiety, attitude to school, motivation, interest in schooling, peer influence etc impact positively and negatively on secondary school student's transition from one class to another. However, there is paucity of studies on adjustment to school transition among fresh secondary school students' in Nigeria. There is therefore, the need to explore combination of factors that are capable of determining adjustment to school transition. Thus, the direct and indirect effects of the psycho-social variables (achievement motivation, self-efficacy, interest and emotional intelligence), (peer influence, attitude, socio-economic status, age and gender) on adjustment of fresh secondary school students to school transition were examined in this study.

The study adopted descriptive survey research design of ex-post facto type. Multistage random sampling technique was used to select 1,200 participants from 3 public secondary schools each in ten local government areas of the five Southeastern states. Eight instruments used in the study were: Academic Achievement Motivation Scale (α= 0.86); Academic Self-efficacy Scale (α = 0.82); Peer Influence Scale (α = 0.76); Attitude to School Scale (α = 0.68); Interest in Schooling Scale (α = 0.79); Emotional Intelligence Scale (α = 0.87); Socioeconomic Status Scale (α= 0.64) and School transition Adjustment Scale (α = 0.79). Seven research questions were answered at 0.05 level of significance. Data were analysed using multiple regression (backward solution) and path analysis.

A total of 6 direct and indirect significant pathways were identified. Out of these, four pathways were direct. These were emotional intelligence and adjustment to school transition (β=0.15), interest and adjustment to school transition (β = -0.09), achievement motivation and adjustment to school transition (β = 0.15) and gender and adjustment to school transition (β =-0.10), while two were indirect and these were attitude and socioeconomic status; interest and peer influence and interest and socioeconomic status; peer influence and gender among others. The total effects of the selected factors on adjustment to school transition indicated that 54.0% was direct, while 46.0% was indirect. This indicates that the entire psychosocial variables contributed differentially to adjustment to school transition among fresh secondary school students with the direct pathways having more impact than the indirect pathways. The nine variables contributed a total of 23.0% to the total variance observed on the measure of adjustment to school transition.

Emotional intelligence, interest, achievement, motivation and gender had impact on adjustment to school transition. Fresh students should be given support that would have direct effects on their adjustment to school transition. Thus, counselling and educational psychologists should explore and consider the usefulness of variables that have indirect link with adjustment to school transition such as interest in schooling, peer influence and socioeconomic status while planning orientation programme for fresh students.

Key words: Adjustment to school transition, Fresh students, Path analysis, Psycho-social variables.

Word count: 476

CHAPTER ONE

INTRODUCTION

Background to the Study

Adjustment to transitional experiences, challenges and demands is a phenomenon that is inevitable in human life span. The stress, pain and anxiety caused by poor adjustment to transition from one stage of life to the other cannot be over-emphasized. Hence, effective transition and transitional experience require adjustment. Transiting to new educational experience(s) could be a daunting experience for those involved and could have a major impact on the emotional, social and academic development of individual students. For example in contemporary South-Eastern Nigerian society, it is a common experience to see fresh secondary school students with compounding school transition difficulties. Consequently, these students perform poorly academically or drop from school due to their inability to adjust to their new academic life experience(s) and transit successfully from JSS1 to JSS2. Some of these set of pupils eventually get themselves engage in learning a trade like selling spare parts, building materials, or going into apprenticeship as mechanics, plumbers, carpentry, hair dressing, tailoring, etc. These eventualities often arise probably due to consistent class repetition, academic failure and frustration.

This is in line with the submission of Adeyemo (2008) that life is characterized with transitional events and because transition is a journey of uncertainty, the experience may be traumatic. Thus, as pupils make transition from elementary school to secondary school, they are caught up in the web of transitional experience and this development requires adequate adjustment that could facilitate their ability to cope with their academic and other challenges. Similarly, Nwoke (2010) contends that adjustment

is an innate psychological disposition to cope with difficulties confronting one in any given situation or environment and the innate strength to accommodate any possible outcome or changes. This implies that the issue of adjustment to school transition as it applies to the ability of fresher's in secondary schools to cope with their academic challenges is a concern that is of interest to researchers considering its implications on their well-being in all ramifications.

Thus, poor adjustment to school transition could result in severe maladjustment among the students. This is premised on the fact that poorly transiting student's could manifest behaviours such as truancy, stealing, low self-efficacy, negative attitude to school, school dropout, disobedience, poor academic performance and involvement in other antisocial behaviours. In South-Eastern Nigeria, this negative developmental phenomenon is an observable feature that often lead students that are unable to adjust to the challenges of school transition to go into other ventures of life in their tender age in search of money to support their self and family for example street begging, bus conducting, housemaid, etc. Supporting this assertion, Adeyemo (2005) states that students transiting from primary school to secondary school are faced with lot of difficulties as entering secondary school is a tasking growth process that requires adequate adjustment. These difficulties are academic as well as interpersonal. Academically, as students make transition into high school, they may experience decline in grades and attendance. This could be as a result of the expanded nature of secondary school curriculum, specialized approached to teaching, large classroom size, expansive school environment and the meeting of strange faces. All of these which constitute new experiences to fresh students require due attention. Otherwise, such

experiences could impact negatively on the academic self-efficacy and success of fresh students in secondary schools (Adeyemo, 2008).

Therefore, it could be said that more often than not, transition among fresh secondary school students from a familiar school environment into a new or unfamiliar one, for example, from primary to secondary school is characterized by fright, tensions and uncertainties. These constitute threat to the adjustment, stability and academic success of concern students. In support, is Animasahun's (2003) assertion that only well adjusted individuals has the likelihood to be happy, hopeful and be productive in whatever environment they find themselves. However, the failure of fresh students to adjust favourably to school transition could have adverse effect on their academic and social development.

This is consistent with the report of Sharon and Shelly (2008) that transiting in secondary school from one class to another can be a difficult task for most students considering the fact that most students find it difficult to cope with challenges of adjusting to new situations and demands of life. They further aver that many students not only have to acclimatize to a new, and often much larger physical environment, they also need to adapt to new ways of working with different teachers and teaching methods. Also, they have to adjust to new routines and expectations, as well as interact with much more students, despite their young age. Therefore, student's ability to cope with these changes is likely to influence their behaviour, their feelings about school and how they progress and develop.

Consequently, the transition from primary to secondary school for children of ages 11 to 13 years has been identified as a significant issue (Vinson, 2006), as this period is

associated with a range of behavioural problems and a substantial decline in academic performance (Northern Territory Council of Government School Organisations, 2005). The reason for this is hinged on the fact that this transition period involves stresses and anxiety for all pupils, even those who adjust well to secondary school. A poor transition is associated with concurrent psychological problems and this can set in motion chains of events that impact on future attainment and adjustment (Rice, Frederickson & Seymour, 2010). The transition to secondary school of children of ages 10- 13 years has also been associated with mental health concerns (Gutman & Eccles, 2007), including decline in self-esteem (Jindal-Snape & Miller, 2008).

Thus, research into possible negative aspects of transition has elicited a range of concerns and confronting issues for students. Problematic aspects of transition among young students of ages 11 to 13 years can be classified as academic or social, most of which result from the dramatic changes that occur as students move from primary to secondary school. Considerable academic differences exist between the primary school environment and the secondary school environment, such as greater emphasis being placed on evaluation of students (Benner & Graham, 2009), the school being larger and more competitive and ability is being more highly valued than effort. These discourses are amplified by the concurrent need to adapt to different teacher expectations and teaching styles as the student begins secondary school (Pratt & George, 2005).

Abdullah, Elias, Mahyuddin and Uli (2009) found that male students are better adjusted in school compared to female students. Their findings on gender differences are similar to many previous studies which showed that male students exhibited higher level of adjustment to school transition compared to female students (Enochs & Roland, 2006) and gender is found to be a significant predictor of college adjustment. Female students

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are found to experience more adjustment problems compared to male students especially in making effort to establish social relationships in school (Abdullah, Elias, Mahyuddin & Uli, 2009). According to Enochs & Roland, (2006), female students' adjustment is very much affected by their social relationships and social experiences in school. Hence, if they experience difficulties in establishing social relationships and unsatisfactory social experience, their school adjustment would likely be affected. In addition, the different ways in which male and female students coped with stress and depression (Enochs & Roland, 2006) may contribute to their differences in adjustment to school transition. However, male students tend to suppress depression via isolation and escape while females tend to engage in self-blame, crying, and more likely to seek assistant (Abdullah, Elias, Mahyuddin & Uli, 2009).

In a study in the Netherlands, Kloosterman, Ruiter, De Graaf, and Kraaykamp (2009) found that at primary school, high socio-economic status children had a higher academic performance level and a better transition to secondary school than low status children. This implies that even independent of academic performance, children from high socioeconomic status backgrounds were more likely than low status children to transit and adjust to higher secondary education. Okoye (2009) argues that the higher the socioeconomic status of a family, the higher the motivation of their children to learn. This helps to prepare them for highly regarded vocations. He further explains that such motivation comes from a good reading atmosphere, good diet, a play ground, provision of books and other materials, and the opportunity of attending the best schools available, common to children of wealthy families. All these help to promote effective learning and good performance at schools.

Also, the impact of socioeconomic status on the adjustment of students from one level of educational attainment to another has been observed when students make transition from elementary to middle school, as well as from middle school to high school. Low socio-economic and minority students are twice as likely to be repeat classes (Cauley & Jovanovich, 2006). Thus, socio-economic factors have grave impact on transition between primary and secondary schools. Students who come from poor families are less likely to get a good education than the students who come from financially well of families. Children who come from low socioeconomic status often experienced difficulty in academic work and are often confronted with multiple life stressors. Consequently, children who came from families with low socio-economic status are found to be more likely to drop out of schools than children who come from high socio-economic status families. Furthermore, students from low socio-economic status have lot of disadvantages in adjusting to challenges of school transition when compared to students from high socioeconomic background (Ak & Sayil, 2006).

Studies support the notion that student' academic achievement motivation declines following a transition to middle school and during their subsequent transition to high school. The students' declining level of academic achievement motivation and non-success in school results in students feeling alienated, which eventually make them to drop out of school. Thus, while the loss in academic performance due to poor academic achievement motivation of transiting students is noted following the transition from elementary school to middle school, it is much more pronounced following the transition from middle school to high school (Alspaugh, 2011). When students were asked to identify their reason for dropping out of school, their most frequent response was poor academic achievement motivation and performance (Jerald, 2006).

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Transitions that take place in succession, and within a short period of time, can be difficult for students; moreover, these transitions can be more difficult for those students who are considered at risk, academically due to poor academic achievement motivation (Alspaugh, 2011).

In a study that investigated students' academic achievement motivation, attendance and its impact on high school graduation rates, Allensworth (2007) found that freshmen who due to poor academic achievement motivation missed less than five days of school had an 87% graduation rate; conversely, freshman with more than 10 absences during their initial year in high school had a graduation rate of less than 50%. Students who dropped out of school had twice as many absences or more when compared to students that were on track to graduate on time (Silver, Saunders, & Zarate, 2008). Thus, poor academic achievement motivation and attendance rates for sixth grade students are also a statistically significant predictor for students later deciding to drop out of school (Balfanz, 2007). In 2008, McIntosh, Flannery, Sugai, Braun, and Cochrane's study compared transiting students' academic achievement motivation and academic performance and found a strong statistical relationship between the two, which supports the idea that academic achievement motivation can predict students' academic performance.

Self-efficacy is one of the primary mechanisms of human agency, and none is more significant or persistent than people's beliefs in their ability to manage their own thinking and to exercise control over events that affect their lives. These beliefs provide the foundation for human motivation, well-being, and personal accomplishment. Unless people believe that their actions can produce the outcomes they desire, they have little incentive to act or to persevere in the face of difficulties. For this reason, how people

behave can often be better predicted by the beliefs they hold about their capabilities than by what they are actually capable of accomplishing, therefore these self-efficacy perceptions help determine what individuals do with the knowledge and skills they have (Pajares, 2006).

A study conducted by Lent, Taveira, Sheu and Singley (2009) on 252 transiting students in Northern Portugal, found that self-efficacy and environmental support were predictive of goal progress and academic adjustment. Students reported gains in their academic functioning when they possess stronger self-efficacy and environmental support. Middle school learners are highly sensitive to criticism of their personal shortcomings and failure, and are easily offended. They also need to feel frequent success, desire attention and seek quick positive feedback for achievements. Thus, transiting students are ready and willing to work and achieve when they know that people care about them, that what they are learning matters, and that they possess the skills necessary to meet a given challenge (Daniels, 2005).

However, Peer and adult modelling is the second most influential source for increasing self-efficacy beliefs. Vicarious capability occurs by observing others and vicariously experiencing what they do. According to Regier (2007) modeling, mentoring, peer pressure, and attitudes are critical in the development of one's self-efficacy. The more similar to the model you perceive yourself; the more success/failure will impact your self-efficacy. Regier also stresses that behaviours observed speak louder than words. Desired behaviours in others need to be recognized. Similarities need to be acknowledged rather than differences, and activities should be set up so that desired competencies will stand out. In other words, it make things easier rather than harder.

This implies that when transiting junior secondary school students are among their peers and they experience difficulty in associating with them, it most times impact negatively on their academic performance and adjustment to school. In support of this assertion, is the submission of Weiss & Bearman (2007) which highlighted the fact that when adolescents struggled to make friends in school, they equally find it difficult to make friends outside the school and more often than not they have trouble with negative peer pressure. Also, Langenkamp (2010) found that students that are popular in school among peers and teachers transit well and adjust better to academic challenges in school. Similarly, Estell (2007) observed that low-aggression, high-achieving adolescents who were popular in middle school earned higher grades following the high school transition than adolescents who were in low-popularity profiles. Thus, Weiss and Bearman (2007) found that popular students, who relate well with peers in school, are less involved in delinquent activities and they express improvements in feelings of school connectedness. These students take advantage of changes in the socio-cultural context as a means to adapt to new social pathways following the high school transition, which help promote more positive socio-emotional adjustment.

Interest in schooling has been found to contribute significantly to the adjustment ability and academic achievement of students. For instance, Odinko and Adeyemo (1999) found that interest in schooling together with other socio-psychological factors were good predictors of students learning outcome. Again, Odinko and Adeyemo (1999b) discover that interest in schooling could predict students' attitude to academic challenges and their ability to adjust in school. Holly and Kelly (2010) equally stated that student interest in schooling predicts their pattern of adjustment to the challenges

of school transition. Thus, school transition research continues to examine this relationship between school grade transitions and various other factors such as poor interest in schooling that lead to a decline in academic performance (Garrison, 2006). Russell, Mackay and Jane (2003) also found that students interest in school foster successful transition and positive academic outcomes. Also, student's attitude in transition is expressed in a dynamic process of interaction between the student and school. The focus has been on the stresses and adjustment problems experienced at the point of transition rather than the longitudinal changes occurring during the transition period.

Similarly, Titus (2006) reports that students with positive attitude to school integrate easily to school culture, adjust favourably to transition in school and performs well academically. Due to poor attitude, many transiting students face insecurities about their position in a new school hierarchy (Cillessen & Mayeux, 2007), associating the school transition with increased psychological distress, lowered self-esteem, and a decline in academic performance. These insecurities and build up of self-doubt or anxiety can begin to develop while the youth is still in the pre-transition grade (Garrison, 2006). Research suggests that some students develop self-esteem problems after transitioning (Garrison, 2006). The ability for these children to learn is compromised, resulting in the internalization of stress as they then feel less positively about their academic potential and the value of schooling, and give up more quickly and put forth less effort (Garrison, 2006).

However, attending new school which mostly results from home relocation creates a lot of emotions for students. Some children are positively happy and curious to live and learn in a new environment. Under ordinary condition, students may have slight anxiety

and stress while adjusting themselves in the new school (Berndt & Thomas, 2007). As new students, they have to adapt with the new school routines, academic and curricular standards, make new friends and join cliques (which can be very hard considering if the friendship groups are already well established), and get to know their classmates. Normally, these adjustments require a short period of time.

On the other hand, some children may feel dissatisfied or angry about the decision to move, or they feel sad because they missed good friends at their old school and neighbourhood (Bellisario, 2008). As a result, they become less socially engaged with potential peers, participating in fewer extracurricular activities, and exhibit weak academic performance or interest (South, Haynie & Bos, 2007). At this point, students may feel lonely. These could happen in and outside the classroom (Bellisario, 2008).

Also, empirical evidence show that students with greater emotional intelligence cope better with the transition from primary to secondary school, with better academic results, better self-assessment, better attendance and more well-adjusted behaviour as compared to their classmates with low emotional intelligence (Quarterly, Whiteley, Hutchinson & Poper, 2007). Thus, emotional competencies contribute to valued outcomes for societies and individuals, they are applicable in all socio-educational environments, and they facilitate overcoming obstacles and meeting goals, encouraging the adequate functioning of all individuals, Furthermore, development of these competencies is not only beneficial for all children, but it also particularly benefits those students with specific educational needs (Poeduvicky, Truene & Sperlazza, 2006) and it encourages adjustment (Yoo, Matsumoto & LeRoux, 2006).

Moreso, research findings show that individuals who score low on emotional clarity, and individuals who report an inability to regulate their own emotional states show poor emotional adjustment on a number of measures (Femandez- Berrocal, Salovey, Vera, Extremera, & Ramos, 2005). Also, negative emotions for example, anxiety, interferes in human cognitive capacity for processing information. Similarly, Salami (2010) reports that positive emotions which are components of emotional intelligence have a potentially adaptive and interactive nature and might moderate the relationship between stress or depression and college students' behaviours and attitudes that lead to success. Thus, adolescent entering junior secondary school is faced with an atmosphere where proper social interaction is a sine qua non for success. As the young adolescent proceeds and progresses on this journey, being emotionally intelligent is not only crucial, but a necessary condition for successful studentship (Adeyemo, 2005).

Literature highlights the fact that the process of adjustment to school transition has consequential impact on the academic well-being of transiting students, for example it is of note that due to poor attitude, many transiting students face insecurities about their position in a new school hierarchy (Cillessen & Mayeux, 2007), associating the school transition with increased psychological distress, lowered self-esteem, and a decline in academic performance. Also, Salami (2010) reports that positive emotions has a potentially adaptive and interactive nature and might moderate the relationship between stress and college students' behaviours and attitudes that lead to success etc. This implies that scholars have focused extensive attention on school transitions. However, what is lacking in this growing literature is the use of path analytical investigation to determine the possible impact of the combination of variables such as (achievement motivation, self-efficacy, interest, attitude, emotional intelligence, peer influence and

socio-economic status) on students' adjustment to transition in schools. Thus, to fill the gap, this study investigated through a path-analytical study the combined causal effect of (achievement motivation, self-efficacy, interest, peer-influence, emotional intelligence, attitude and socio-economic status) on secondary school fresher's adjustment to school transition in South-East Nigeria. This is premised on the fact that adjustment is not only a function of adaptation to new circumstances, but it is equally a strategy and phenomenon necessary for the survival and academic success of students as they experience continuous challenges in their quest for knowledge and academic advancement.

Statement of the Problem

The inability to adjust to various challenges of transition to secondary school is often accompanied by apprehension that has untold negative effect on students' emotions, self-concept and on their perception of their academic performance. Thus, the negative effect that adjustment has on ill-prepared students' subjective perceptions is accompanied by undue anxiety and a drop in their interest in schooling. Observably, due to negative peer influence and poor orientation of these students against the challenges ahead, they are not equipped with the desired coping skills required for proper adjustment. This in turn could impair on students emotional well-being, attitude to school and undermine their academic motivation. Thus, negative motivation and interest in school could stimulate possible occurrence of student's poor academic performance and perhaps, eventual disengagement from school.

Also, during transition to secondary school, students could find it difficult to adjust to the challenges in the secondary school environment, such as new academic tasks,

establishing effective relationships with different teachers and fellow students, and copping with the strict disciplinary measures applicable to secondary school. Thus, students may find it problematic to adjust to the new methods of teaching and assessment after transition. They may also, be faced with the problem of adjusting to the challenging experiences associated with the period of adolescence. Hence transition to secondary school could coincide with the onset of puberty.

When students fail to meet with the demands occasioned by transition to the new school, this could have negative effects on their wellbeing emotionally and socially. Lack of adjustment in the course of school transition, could also result in poor academic performance and underachievement. These could make such students develop self-defeating tendencies, like low achievement motivation, low self-concept, low self-esteem, truancy, bullying, poor attitude to schooling and other unacceptable behaviours. All these, if not checked, could eventually compound not only school maladjustment of such students; it could also mar out of school life adjustment and affect their wellbeing in life. Therefore, this study investigated the path effect of achievement motivation, self-efficacy, interest, attitude, peer-influence, emotional intelligence and socio-economic status on the adjustment to transition among fresh secondary school students.

Objectives of the study

The main objectives of the study are to

a. determine the direct and indirect effect of achievement motivation, self-efficacy, emotional intelligence, interest, peer influence, attitude and

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socioeconomic status on adjustment to school transition among JSS 1 students through the use of path-analysis.

b.   determine the magnitude of affects of each of the independent variables on the dependent variable (adjustment to school transition) among JSS 1 student.

Purpose of the Study

The purpose of this study is to investigate through the use of path analysis the effect of achievement motivation, self-efficacy, interest, attitude, peer-influence, emotional intelligence and socio-economic status on the adjustment to transition among fresh secondary school students and specifically, to investigate the:

a. extent of joint effect of psychosocial variables on adjustment to transition among fresh secondary school students.

b. direct and indirect effects of the psychosocial variables on adjustment to transition among fresh secondary school students.

c. directions and estimate of the strength of the causal paths of the variables on adjustment to transition among fresh secondary school students.

d. most meaningful causal model involving the nine variables on adjustment to transition among fresh secondary school students.

e. extent of relative effect of psychosocial variables on adjustment to transition among fresh secondary school students.

f. percentage of the direct and indirect effect of the psycho-social variables on adjustment to transition among fresh secondary school students.

g. estimate of the strength of causation of the psycho-social variables on the model

Significance of the Study

One of the basic reasons for any research is to find solutions to identified problems. Thus, this study seeks to use path analysis to investigate some psychosocial variables affecting adjustment to transition among fresh school students in South-Eastern Nigeria. Therefore, it is hoped that the findings of this study would help counselling psychologists and others in the helping professions to understand the ways to better assist students develop their achievement motivation, emotional intelligence, self-efficacy as well as positive attitude and interest towards schooling. The findings of this study will also bring to the awareness of the government, parents and teachers on the need for proper adjustment during school transition, and as well help them to better prepare the students against activities and situations that could lead to poor adjustment.

Thus, the findings of this study would bring to the knowledge of the government, curriculum builders, education policy makers and interest groups the need for establishing functional effective counselling clinics in learning institutions in Nigeria, especially at the secondary school level, and thus, develop and integrate into the curriculum an effective sustainable intervention program that would enhance proper adjustment during transition to secondary school.

The findings of the study will help parents, guardians and significant others to understand the educational and developmental needs of their children and wards and thus, help them to know how best to support them to adjust to various life challenges. Also, the findings from this study would reveal the inter-causal linkages between the variables and how they determine school adjustment of fresh secondary school students in South-Eastern Nigeria.

The result of this study would also contribute to the development of body of knowledge, specifically; it will also, serve as a step stone to intending researchers.

Equally, the findings of this study would be helpful to school administrators, teachers and other significant individuals who are concerned about the problems of school transition, as the result will bring to their knowledge that adjustment is very crucial to educational development and psycho-social well-being of the students.

Scope of the Study

This study used path analysis technique to establish and estimate the paths of causal linkages (direct and indirect) between psychosocial variables and adjustment of fresh secondary school students in South-Eastern Nigeria. The study was restricted to fresh secondary school students in Junior Secondary School Class One (JSS1) selected from some secondary schools in Imo, Enugu, Ebonyi, Abia and Anambra States in the South-Eastern Nigeria. The psychological variables selected for the study are (achievement motivation, self-efficacy, interest, attitude and emotional intelligence) while, the social variables include (peer influence, socio-economic status, age and gender). These variables could affect students' adjustment to school transition.

Operational Definition of Terms

The following terms are defined as used in the study

Adjustment: This refers to transiting students' general adaptation to their environment and the demands of life such as the way they relate to significant others in their schools.

School transition is a process whereby students move from one level of academic programme or schooling to another.

Academic Achievement motivation is a goal oriented drive which propels and sustains transiting students' effort to attain success in their academics.

Academic Self-efficacy This refers to the belief and confidence a transiting student has about himself or herself to accomplish a given task.

Interest in Schooling: This refers to students' state of curiosity or concern about or attention to their education

Socio-economic Status: This is the relative standing of a student's parents or guardian in the society based on income, academic qualification and occupation.

Attitude: This refers to the students' complex mental state involving beliefs and feelings and values and dispositions to act in certain ways.

Peer Influence: this refers to the impact of peer association on the lives of students coming together as friends.

Emotional Intelligence: This refers to the ability or capacity of students to perceive, assess, and manage their emotions, and that of others.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the review of related theoretical, conceptual and empirical literature on achievement motivation, self-efficacy, socioeconomic status, interest, attitude, peer influence, emotional intelligence, and adjustment. However, emphasis will be on the following review:

Theoretical Background

Concept of Adjustment

Concept of Academic Achievement motivation

Concept of Academic Self-efficacy

Emotional Intelligence

Attitude

Peer influence and its types of peer influence

Socioeconomic status

Interest in Schooling

Psychoanalytic Theory of adjustment

Transitional Life Events Theory of Adjustment

Timing and Discontinuity Theory

The Environmental Theory

 The Role Strain Theory

Applicability of Transitional Life Events Theory of Adjustment

Appraisal of Transitional Life Events Theory of Adjustment

Critique of Transitional Life Events Theory of Adjustment

Theoretical frame work

Empirical Background

Adjustment of students to School Transition

Academic Achievement Motivation and Adjustment of students to School Transition

Interest in Schooling and Adjustment of students to School Transition

Socio-Economic Status and Adjustment of students to school transition

Attitude and Adjustment of students to school transition

Academic Self-efficacy and Adjustment of students to school transition

Peer Influence and Adjustment of students to school transition

Emotional Intelligence and Adjustment of students to school transition

Appraisal of Literature

Summary of Review

Conceptual framework

Theoretical Background

Concept of Adjustment

Over the years the concept adjustment has been a necessary strategy that enhances the survival of living things in any given environment and situations. The term adjustment is often used as a synonym for accommodation and adaptation. Strictly speaking, the term denotes the results of equilibrium, which may be affected by either of these processes. It is used to emphasize the individual's struggle to get along or survive in his or her social and psychological environment (Onyejiaku, 1991). Thus, the systematic emergence of the concept started with the work of Darwin (Chanham, 1992). During Darwin's time, the concept of human adjustment was purely biological and he used the term adaptation to mean reaction to the demand and pressures which the physical environment empowered upon the individual. This biological concept of adaptation has

found its way into psychology as adjustment. Also, adjustment refers to utilization of skills and experiences that facilitate personal integration into the society to which one belongs.

Adjustment is what everybody needs to cope with life. There is no perfect individual, but adjustment makes the difference for excellence among individuals. Only an adjusted person can be happy, hopeful and be productive in whatever environment he finds himself (Animasahun, 2003). Adjustment connotes behaviours that enable a person to get along and be comfortable in his particular social settings; hence, such behaviour as nervousness, depression or withdrawing from the society is questions of adjustment. Adjustment is a function of adaptation to new circumstances, a new environment or a new condition (Encarta-Premium, 2006). On this context, adjustment seems to connote conformity. It describes the adaptation of an organism to keep pace with changes in its environment. The extent to which a person conforms to the dictates of his environment would determine his level of happiness, peace and productivity.

Adjustment is therefore, described as a state in which the needs of the individual on the one hand and the claims of the environment on the other are fully satisfied. If these needs are not fully satisfied, individuals may begin to exhibit maladaptive behaviour in their environment. In relation to school, Nweke (1990) described adjustment as "a behavioural pattern that enables a student to set along with both academic and social demands of schools setting. Observably, the inability of students to adjust to both academic and social demands of the school, results to severe maladjustment among the students manifesting in tendency towards truancy, stealing, social and poor academic performance, low self-efficacy, negative attitude to school, school drop out, disobedience and involvement in other antisocial behaviours.

Globally, the adjustment of high school freshmen may be seen as the ability to cope with- academic, personal social and emotional challenges in relation to teachers, classmates and other school environment expectations. The adjustment of an individual psychologically is referred to as states and changes in the physical and biological environments. Nweke (1990) describe adjustment as a growth process that leads to change in strength which supplies energy for all behaviours. When an individual fails to achieve this strength, he or she may become frustrated to which will result into the state of disequilibrium. However, the key issue in adjustment is that need which is generated by certain environment forces, and the ability to satisfy such environmental forces effectively leads to adjustment.

Consequently, in the field of psychology and education, adjustment has remained a veritable tool that determines students' successful transition at every level of their education. In this regard students' ability to adjust to transition to junior secondary school will likely depend on several factors, including personal maturity and coping resources, the nature of the new school environment, and the level of preparation and social support available prior to and during the transition. The experience of having to adjust may have some impact on further development as well. Similarly, Roeser, Eccles and Sameroff (1998) noted that adjustment might be seen as involving not only students' progress and achievement but also their attitudes toward school, anxieties, loneliness, social support, and academic motivation (e.g., engagement, avoidance, absences).

According to Connell and Wellborn (1991) students will engage in positive intellectual and social activities as well as experience a positive sense of self and emotional well-being when teachers provide structure (eg, articulation of clear and consistent

expectations), autonomy support (eg, opportunities for personal choice and decision making, and involvement (eg, individual attention) these condition are believed to contribute to adjustment by enhancing students' sense of competence, self-determination, and social relatedness that is, feeling that one is an integral and valued part of the social group. In this respect, adjustment is discussed in accordance to those social competencies that facilitate achievement of school related objectives. Specifically, the focus is on school adjustment as defined by social motivation, behavioural competencies and positive interpersonal relationships.

According to Li Shi (2001) adjustment requires the awareness of changes and difficulties of being in a new environment, the use of skills for resolving crises and acceptance that some personal changes and behavioral adjustment is fundamental to adaptation. In order to adjust successfully in a new environment, one also must acculturate and become more tolerant of the demands of such environment while continuing to value and appreciate one's own views. One must learn skills and knowledge that reduce misunderstandings and increase the knowledge base for appropriate behavior. A positive attitude about the new environment and willingness to change are very important for adjustment (Li Shi, 2001).

Academic Achievement motivation

Motivation is a multidimensional phenomenon indexed in terms of the determinants and intervening mechanisms that govern the selection, activation, and sustained direction of behaviour. According to McClelland, achievement motivation is a constant drive to improve one's level of performance, to accomplish success in contention. Also, the need for achievement is the result of emotional conflict between the hope to

approach success and the desire to avoid failure (Steinmayr & Spinath, 2009). McClelland's research led him to formulate psychological characteristics of person with strong need for achievement. Those individuals assign realistic goals and consistently strive for its implementation. They also prefer difficult – but not overly – tasks and are capable of prospective thinking. According to several research, school achievement is highly related to general intelligence, which explains about 25% of the variance in scholastic achievement (Steinmayr & Spinath, 2009).

This implies that the academic achievement motivation of students is an important indicator of academic success at school. Students with higher levels of academic achievement motivation at school are more likely to obtain good performance. In short, academic achievement motivation is important because it promotes success later in life (Areepattamannil & Freeman 2008) and in current life. Academic achievement motivation is an innate feature affected by four factors, namely situation (surroundings and the external stimuli), mood (the organism's internal state of mind and emotion), goal (behavioral goal, purpose, tendency), and tool (for goal achievement). Humans acquire the necessary motivation for the fulfillment of their goals, needs, or instinct. Equipped with motivation, individual students are activated enough to complete an assignment successfully, achieve a goal, or accomplish some extent of mastery in their field, and thus are enabled to learn attain fruitfully and academic success (Mohamadi, 2006). Thus, academic achievement motivation could be said to account for human behaviour and explain why a particular behaviour is demonstrated. Motivated behaviour is one with energy, and is purposeful and ongoing (Omidiyan, 2006). In educational view, motivation is a multifaceted structure related to learning and academic achievement.

Literature on academic achievement motivation abounds with various interpretations of the term. Academic achievement motivation is viewed as a three-dimensional concept comprising the individual's set of beliefs about his abilities, intention, and the relevant emotional response needed to display some particular activity. Experts believe academic achievement motivation is of two types: intrinsic and extrinsic. Intrinsic academic achievement motivation creates appeal for a person to act or react in a certain way, while extrinsic academic achievement motivation accrues as a result of influence from outside sources driving a person to act purposefully (Mohamadi, 2006). Psychologists have emphasized the significance of academic achievement motivation in learning new skills, strategies, and behaviour, and have proposed academic achievement motivation as one of the main factors necessary for reaching a more accurate definition for motivation. Academic achievement motivation refers to behaviour resulting in learning and (academic) achievement (Masaali, 2007). In other words, academic achievement motivation is the learner's tendency to act in a certain way and evaluate his own performance spontaneously. Behaviour reflecting academic achievement motivation mostly includes insisting on doing difficult assignments, working hard or making all the efforts to learn, and picking demanding assignments. Therefore, academic achievement motivation, or the so-called intrinsic motivation, is a psychological state which accrues when an individual assures himself that he enjoys enough competence and autonomy to learn a particular subject (Masaali, 2007).

Concept of Academic Self-efficacy

Self-efficacy refers to subjective judgments of one's capabilities to organize and execute courses of action to attain designated goals (Bandura, 1997). According to

Aremu, Francis and Les (2008) self-efficacy is the confidence in an individual's coping skills that is manifested in a wide range of challenging situations. It is a belief about what a person can do rather than personal judgments about one's physical or personality attributes. It is also context-specific and varies across several dimensions, such as level, generality, and strength. The level of self-efficacy refers to its dependence on the difficultly level of a particular task, such as math addition problems of increasing difficulty; generality of self-efficacy beliefs refers to the transferability of one's efficacy judgments across different tasks or activities, such as different academic subjects; strength of efficacy judgments pertains to the certainty with which one can perform a specific task.

However, self-efficacy measures are also multi-dimensional in nature in that they vary across specific tasks or activities within a particular domain. For example, one may report feeling capable of performing addition and multiplication problems but may have low efficacy perceptions for solving subtraction and division problems. This multi-dimensional level of analysis is a hallmark feature of microanalytic, self-efficacy assessment (Cleary & Zimmerman, 2004). A third feature of self-efficacy is its dependence on a mastery criterion of performance rather than on normative or other criteria. For example, students rate how well they can write an essay at a specific level of performance rather than how much better they can write than their peers.

There is little doubt that academic self-efficacy is central to success in a range of performance areas. Higher academic self-efficacy is strongly associated with improved performance, retention, and persistence in the face of adversity (among other benefits). Elias and MacDonald (2007, p. 2520) cite nine separate studies supporting this contention. These are obviously desirable outcomes for students, and for institutions in

an environment of Quality Assurance. This fits nicely with Social Cognitive Theory, which puts emphasis on individual cognitive processes as well as the social and cultural context in which learning takes place. This is also a way of stepping back from the practice of packaging skills for speed and efficiency and critically reflecting (Crozier, 2005).

It is essential to note that emphasising Bandura's notion of self-efficacy is not to imply that Learning Advisers are currently only engaged in skills development or remedial activities. Of course we must continue to resist top-down pressures which cast our activities as remedial through the "pathologisation of difference" (Stirling & Percy, 2005, p. 183). Recommending a focus on academic self-efficacy should not construct students as having "problems" and being

in "need" of "services" (Stevenson & Kokkin, 2007, p. 183). Rather, the aim of this approach is twofold: firstly, it is to incorporate the insights from a rich body of Social and Educational Psychology literature to help inform one aspect of what we do. Secondly, and more importantly, it is to help empower students to inhabit a social role as agents (not just subjects) within the institutional discourses of tertiary education. When building student's capacity to negotiate these subjectivities, several aspects of self-efficacy need to be considered.

To begin with, students will have a set of self-efficacy beliefs based on their past performance: in some contexts at least, one might be able to assume a set amount of academic experience prior to admission and enrolment in a tertiary education institution (Elias & MacDonald, 2007, p. 2521). However, this is a false assumption which is based on discourses of "ability" and "lack". In fact, all students face challenges in

negotiating the transition to a tertiary education environment. Therefore, the key to developing students' academic self-efficacy is to give them relevant experiences to bolster their sense of belief in their ability. In a study conducted by Pajares, Johnson, & Usher (2007), perceived mastery experiences had the greatest influence on writing self-efficacy beliefs (p. 114). For these authors, educators should focus on the development of specific skills over a more general drive towards self-enhancement: authentic mastery experiences are what is needed, not an inflated sense of self-worth based on affirmations and self-assertion (p. 115). This may involve simply emphasising past achievements wherever they are to be found. However, there is a vicious cycle here: if students do not complete a task in the first place, they will have difficulty doing so in the future.

In the words of Margolis and McCabe (2006), there is need for individuals to focus on "what to do" as much as on "what to say" (p. 220). Indeed Caprara, Fida, Vecchione, Bove, Vecchio, Barbaranelli and Bandura, (2008) found a very important role for self-regulatory self-efficacy for younger students, leading to lesser declines in self-efficacy through the students' educational career, higher achievement, and better retention (p. 532). This goal-setting and monitoring towards the achievement of goals is usually fore grounded within faculties and the curriculum design process. This shift of focus involves realising that while skills are still important, academic self-efficacy is a mediator of skills: that is, academic skills are particularly important if the student sees them as relevant and believes that using them will produce a desired outcome (Klassen, Krawchuk & Rajani, 2008).

Concept of Emotional Intelligence

Emotional Intelligence is a relatively new construct though many of its earlier definitions, particularly social intelligence, have been around for more than a hundred years. In 1909, Dewey stated that Ultimate moral motives and forces are nothing more or less than social intelligence the power of observing and comprehending social situations-and social power-trained capacities of control at work in the service of social interests and aims (Landy, 2006). Dewey identified that without the ability to understand and accurately interpret motivation in social settings, society would suffer. This particular writing reveals Dewey's concern with the curriculum (Zeidner, Matthews & Roberts, 2009). Edward Thorndike, a prominent psychologist, wrote in 1920, "Social intelligence is ability distinct from abstract intelligence, defining it as 'the ability to manage and understand men and women, boys and girls, to act wisely in human relations" (Zeidner et al., 2009, p. 6).

Emotional Intelligence is an appealing concept and subscribing to its apparent virtue is easy. As a matter of fact, many see it as a handy answer to why smart students fail or why average students thrive. Initially, it did seem to be a panacea, but 15 years after Goleman's publication (1995), serious researchers such as Zeidner et.al (2009) have emerged to state that there is substance beyond the touchy feely appeal of emotional intelligence. It is not as easy to define and operationalize as was once thought; even within the realm of academic and scientific research, the major theorists have important differences.

EI is required in any environment where individuals interact. Wherever people interact, but especially in the school and workplace, differences such as values, language,

behaviours, preferences, and norms bombard people daily. Whether these differences seem familiar or unfamiliar, intriguing or confusing, frustrating or delightful, desirable or disagreeable, they touch everyone at a feeling level and produce an emotional as well as an intellectual response. These emotional reactions lead to behaviours that can be effective or ineffective, depending on each individual's ability to deal effectively with those feelings. Success depends on achieving high levels of EI and employing EI in novel ways. The emotional intelligence needed to cope effectively in a diverse world involves both insight and action. This type of EI requires focus on both the self and others in order to have effective interactions and productive work groups (Gardenswartz, Cherbosque, & Rowe, 2008).

Emotional Intelligence is able to encourage motivation level, organizing, directing, and activating the child's behaviour at school. According to Abd and Mohd (2005), emotional intelligences help the students to facilitate an efficient response, adapt, and react to change the environmental situations to achieve success in areas where they are involved. Therefore, the levels of emotional intelligence of students need to be studied to help students achieve personal excellence in any field they are involved. One of the definitions of EQ discusses about quantity model of EQ that forms EQ map:" EQ is the ability to understand the effective use of power, intelligence and emotion as a source of human energy, information, confidence, creativity and effectiveness (Aqayar & Sharifi, 2007:25). Dr. Daniel Goleman says:" EQ means some abilities as a person can keep his motivation and tolerate against problems and control himself in critical conditions and impulses and keep cool, delay happiness, regulate his mental states and don't let his mind confusion affects his thinking power. Empathize with others and be hopeful and

briefly, EQ is the set of attributes that are important in the destiny of people (Aqayar & Sharifi, 2007:13).

Dr. Baron says:" EQ is arrangement of personal abilities, emotional and social emotion and skills that affect the ability of human being to be successful to overcome environmental pressures and directly affects general psychological comfort of human being. He says we have two types of intelligence. EQ and wisdom are related to the activity of a part of brain, upper layer of brain (Neocortex) is consisted of complex tissues constituent of thinking brain of that part. The center of emotions is located in lower layers of brain layer or cortex. EQ is not a single ability separated from other abilities (Aqayar & Sharifi, 2007: 65). Daniel Goleman model of EQ includes personal and social capabilities. Personal capabilities teach us how to manage ourselves while social capabilities help us in controlling relations with others (Aqayar & Sharifi, 2007: 66).

The importance of emotion in enhancing human success in life has continually earned both theoretical and empirical attention. In this regard, it can be described emotions as the glue between the body and soul, that is, no human actions is devoid of emotions. In recent times, interests in emotions have auspiciously described it as intelligence. That is, emotions are so vital to human survival, that an intelligence that is driven by emotions is now called emotional intelligence. According to Bar-On (2002) emotional intelligence is an array of non-cognitive capabilities competencies and skills that influence one's ability to succeed in the coping with environmental demands and pressures. He further affirmed that emotional intelligence addresses the emotions, personal, social and survival dimensions of intelligence and emotional skills developed over time, Bar-On further noted that emotional intelligence change

In the same vein, Mayer, Salovey and Caruso (2000) argue that emotional intelligence represents a set of mental abilities, including the ability to perceive emotions, access and generate emotions to assist thought, understand and reason about emotion, reflectively regulate emotions to promote emotional and intellectual growth. The term 'emotional intelligence' reflects the extent to which one is 'aware of, and managing one's own feelings and emotions; being sensitive to, and influencing others; sustaining one's motivation; and balancing one's motivation with drive and intuitive, conscientious and ethical behavior.

Emotional Intelligence (EI) involves the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought. It is the ability to perceive, appraise and express emotion accurately and adaptively; the ability to understand emotion and emotional knowledge; the ability to access and or generate feelings when they facilitate cognitive activities and adaptive action and the ability to regulate emotions in oneself and others (Salovey, Mayer, & Caruso, 2002). Emotional intelligence may equally, be described as the ability to navigate life towards ever increasing degrees of freedom by accessing innate skills and to integrate emotions and awareness to align feelings and reason, to direct actions with vision, to solve problems, resolve conflicts and creativity, which enhances interpersonal and intrapersonal relationship.

Thus, development of the phrase (emotional intelligence) has its root back in 1920's when a pioneer psychologist, E.L. Thorndike used the term social intelligence to describe the skill of getting along with people. Since then other forms of intelligence have been identified by scholars in the field of psychology. Three clusters of intelligence have been identified. These are abstract intelligence which pertains to the

ability to understand and manipulate verbal and mathematical symbols, concrete intelligence which describes the ability to understand and manipulate objects and social intelligence which describes the ability to understand and relate with people.

Thorndike (1920) conceptualized social-intelligence as the ability to understand and manage men and women, boys and girls to act wisely in human relations. Building on the work of Thorndike Gardner (1983) developed the theory of "multiple intelligence," where in he classified intelligence into two namely categories: Interpersonal and Intrapersonal intelligence. He described interpersonal intelligence as the ability to understand other people, what motivates them, how they work, and how to work cooperatively with them. He identified teachers, politicians, sales persons, clinicians and religious leaders as individuals who are likely to have a high degree of interpersonal intelligence. Intrapersonal intelligence is a correlative ability turned inward. It is a capacity to form a model of one self and to be able to use that model to operate effectively.

In their model, Nelson and Low (2003) conceptualized emotional intelligence as a confluence of learned abilities resulting in wise behavior, high achievement, and mental health. Emotionally intelligent students are skilled in interpersonal communication, self- management, goal achievement, and demonstrate personal responsibility in completing assignments and working effectively (Nelson & Low, 2003). Emotional intelligence is the ability to think constructively and act responsibly. Research consistently has indicated that constructive thinking, assertive communication, time management, goal achievement, commitment ethic, and stress management skills are significant predictors of academic success and tested performance (Nelson & Low,

2003). Many psychologists, such as Gardner believe that traditional measures of intelligence, such as the IQ test, fail to fully explain cognitive ability (Smith 2002).

Therefore, in what looks like a synchronization of Thorndike's and Gardner's model, Salovey and Mayer (1990) coined the term emotional intelligence which they conceptualized as the sub-set of social intelligence that involves the ability to monitor one's own and others feelings and emotions to discriminates among them and to use information to guide one's thinking and action. To clarify the constraint that EI involves the ability to perceive accurately appraise and express emotions, the ability to access and/or generate emotional knowledge and the ability to regulate emotion, to promote emotional and intellectual growth. This definition succeeds not only in clearing the ambiguity inherent in the previous definition; it also is to carve a distinct image for the construct of Emotional Intelligence.

The term Emotional Intelligence was popularised by Goleman (1995) when he formulated the best theory of Emotional Intelligence. He has also published several books and articles about Emotional Intelligence and its application in the field of education. Goleman's explanation of the construct was based on Salovey and Mayer's (1990) original theory. Among other claims, Goleman theorized that Emotional Intelligence is equal to it, but not more important than Intelligence Quotient as an important indicator of success in one's life. In the same vein Bar-On (2005) proposed a new model of emotional intelligence which provides a theoretical basis for the EQ-I which was originally designed to assess various aspects of this construct as well as to examine its conceptualization. In this model, emotional, social intelligence is a cross section of inter-related emotional and social competencies, skills and factors that

determine, how effectively people understand and express themselves, understand others and relate with them and cope with daily demands.

Owing to the gradual sequential and development oriented effort towards the proper understanding and use of emotional intelligence. Many other pioneer workers in the field have written extensively on issues regarding to emotional intelligence as a concept, its development, application and relevance in the human society. Among these workers are six seconds, Cooper and Ayam, Akinboye, Steiner and others. These people and others have contributed in no small measure to the continued development and use of emotional intelligence. Emotional Intelligence describes an ability, capacity or skill to perceive, assess, and manage the emotions of one's self, of others, and of groups. However, being a relatively new area, the definition of emotional intelligence is consistently changing. Some psychologists, such as Mayer (2005), prefer to distinguish emotional knowledge from emotional intelligence. The phrase (emotional intelligence) has also been described to be a useful tool for development and sustenance of intrapersonal and interpersonal relationship among people.

Thus, Fulmer and Barry (2004), studied the ways which intelligence – both cognitive and emotional – affect the negotiation process. Emotional Intelligence helps to predict success because it reflects how a person applies knowledge to the immediate situation. EQ measures one's "common sense" and the ability to get along in the world. Emotional intelligence training is used in corporations, leadership programmes and in education settings. Emotional Intelligence helps to improve problem-solving skills, as a personal benefit to individuals; it serves as a source of motivation and inspiration to achieve life goals, have greater academic success, build stronger personal relationships, increase their optimism, and are healthier.

Concept of Attitude

An attitude is an evaluation or judgment of either liking or disliking a person or object or social issue. Social psychologists conceptualize attitude as consisting three components (1) cognitions (set of beliefs) (2) emotions, feeling of liking or disliking) and (3) behaviours (inclinations to act positively or negatively) (Crites, Fabrigar & Petty, 1994). The importance one would ascribe to attitudes is a function of their personal relevance. Ones attitude toward sports utility vehicles (love them, hate them) will be more important to people if they happen to be considering buying one. Yet it's also true that the more one express a particular attitude, the more important it is likely to become to us (Roes & Olson, 1994).

Thus, the "attitude" construct received its first serious attention from Darwin in 1872. Darwin defined attitude as a motor concept, or the physical expression of an emotion. For early psychologists, "attitude" was an emotion or thought with a motoric (behavioral) component. In some cases, the motoric component was subvocal speech; in other cases, gross behaviour, such as postural change, was of interest. Beginning in the 1930's, psychologists began to argue actively about what components should comprise the attitude concept. Although there was agreement that all attitudes contain an evaluative component, theorists disagreed about whether beliefs (cognitions) and behaviours should be included as part of the attitude concept. The prevailing view among cognitive social psychologists was that "attitude" has both affective and belief components and that attitude and behaviour should be consistent; i.e., people with positive attitudes should behave positively toward the attitude object.

Unlike personality, attitudes are expected to change as a function of experience. Tesser (1993) has argued that hereditary variables may affect attitudes, but believes that they may do so indirectly. For example, if one inherits the disposition to become an extrovert, this may affect one's attitude to certain styles of music. Much of attitude research emphasized the importance of affective or emotion components (Breckler & Wiggins, 1992). Emotion works hand-in-hand with the cognitive process, or the way people think, about an issue or situation. Emotional appeals are commonly found in advertising, health campaigns and political messages. Recent examples include no-smoking health campaigns and political campaign advertising emphasizing the fear of terrorism.

Taking into consideration current attitude research, Breckler and Wiggins (1992) define attitudes as "mental and neural representations, organized through experience, exerting a directive or dynamic influence on behaviour" (p. 409). Attitudes and attitude objects are functions of cognitive, affective and cognitive components. Attitudes are part of the brain's associative networks, the spider-like structures residing in long term memory that consist of affective and cognitive nodes linked through associative pathways. These nodes contain affective, cognitive, and behavioural components (Eagly & Chaiken, 1995). Thus, by activating an affective or emotion node, attitude change may be possible, though affective and cognitive components tend to be intertwined. In primarily affective networks, it is more difficult to produce cognitive counterarguments in the resistance to persuasion and attitude change (Eagly & Chaiken, 1995).

Thus, affective forecasting, otherwise known as intuition or the prediction of emotion, also impacts attitude change. Research suggests that predicting emotions is an important component of decision making, in addition to the cognitive processes

(Loewenstein, 2007). How we feel about an Attitude accessibility refers to the activation of an attitude from memory; in other words, how readily available is an attitude about an object, issue, or situation. Issue involvement is the relevance and salience of an issue or situation to an individual. Issue involvement has been correlated with both attitude access and attitude strength. Past studies conclude accessible attitudes are more resistant to change (Fazio & Williams, 1986).

Human attitude are acquired from many sources in our social environment. Parents, teachers, peers personal experiences, and media sources such as news paper, television and movies. Not surprisingly, people from similar backgrounds tend to hold similar attitude. Yet evidence points to a possible genetic contribution (Abrahamson, Baker & Capsi, 2002). Studies of twins reared apart shared attitudes on a range of issues that cannot be explained by a common environmental influence. People do not inherit a gene or genes for a particular attitude, such as liking or disliking. Rather, heredity works indirectly by influencing intelligence, temperament or personality traits that make people move or less likely to develop certain attitudes. But evidence also suggests genetic factors are less important determinant of attitudes than environmental influence (De Angelis, 2004).

Concept of Peer Influence

Peer group influence on students has continually been an issue for research. According to (Gibbons & Telhaj, 2006) peer effects have come to be seen as a major influence on education outcomes. Peer influence is more complex than the stereotype of the negative influences from friends. First, peer influence can be both positive and negative *(*Maria*, 2007). While one tend to think that peer influence leads teens to engage in unhealthy

and unsafe behaviors, it can actually motivate them to study harder in school, contribute in social services, and participate in other productive endeavors. On the one hand, negative peer influence can make young people reject their families' values and beliefs, as well as be pressured to engage in high-risk and other negative behaviors. In fact, most teens report that their peers pressure them not to engage in drug use and sexual activity. Peers with similar interests, similar academic standing, and enjoy doing the same things tend to gravitate towards each other. So while it seems that teens and their friends become very similar to each other through peer influence, much of that similarity was present to begin with (Maria, 2007).

Peers often push their friends to change their appearance. This is a negative aspect because it leads members to lose their identity and dissolve within the group. They become dependent on their peers' choice and stuck to their judgments. Also, the quest for sense of belonging is the most salient aspect that pushes teens to conform to a group and share thoughts and beliefs that sometimes harm their identity. In those instances where peer group approaches have been used with teens, it has usually been to arrest or change maladaptive social behaviors. Peer groups are among the most significant social contexts in young people. Previous research has shown that members of teenage peer groups are similar with respect to many characteristics and behaviors, such as internalizing and externalizing problem behaviour. Similarly, further research in academic settings has shown that the members of peer groups are also with respect to academic achievement and learning motivation (Chen, Chang, & He, 2003).

During their adolescent years, individuals begin to spend more time in peer groups. Through interactions with their peers, young people acquire a wide range of skills, attitudes, and experiences. For example, girls' peer groups are typically more intimate

and tightly connected than those of boys (Urberg, Degirmencioglu, Tolson, & Halliday-Scher, 1995). This peer relationship enables teenagers to develop attitudes that reflect in their education and social lives. If the group orientation is geared towards acquiring good education, it will therefore, reflect on the academic performance of its members.

Previous research has shown that the members of teenage peer groups resemble each other in many respects, such as propinquity, age, sex, and race (Cairns & Cairns, 1994); academic achievement and motivation internalizing distress and various external problem behaviors (Kiesner, Poulin, & Nicotra, 2003). Similarity between peer group members has been explained by peer group influence and selection. Peer group selection (selective association) refers to the tendency of individuals to seek the company of like-minded peer groups. In turn, peer group influence (reciprocal socialization) refers to the tendency of group members to shape and reinforce each other's shared attributes and behaviours over time. Urberg et al. (2003) presented a two-stage model of peer group processes in which the first phase is the acquisition of a peer group (peer group selection). By choosing to associate with a particular peer group, young people select a social context that exposes them to a particular set of values, behaviors, and opportunities which therefore, determine their interest and ability to perform academically. The second phase consists of the socialization process in which peer group members either conform or do not conform to each other's behaviour.

Type of Peer Influence

Berndt (1996) suggested that understanding peer influence could be enhanced by linking children's friendship research with social-psychological theories of interpersonal influence such as French and Raven's 1959 classic work on social power.

To better understand the processes involved in peer influence, researchers need to investigate the ways (how) in which peers manipulate each other. Thus, there are different ways by which peers exact their influence on others. The first type of influence is reinforcement or reward. Reward refers to anything that promotes a behavior being repeated in the future. Among friends, reward is often times the companionship and support that friends provide. Children enjoy the opportunities to spend time with their friends and rely heavily on them for advice and help in various situations. A friend's ability to disperse or withdraw these rewards can be very powerful in influencing behavior (Berndt, 1996). This reward power can become a persuasive force when trying to encourage peers to start drinking or to become involved in other negative behaviors. Whether a child's own behavior was reinforced or a child witnessed another child's behavior being reinforced (modeling), it becomes highly influential in changing behavior. More directly, friends sometimes offer rewards to others. For example, a friend might say, "Lets go to the movies. I'll pay for the gas." Another common reinforcement used among children is companionship. A friend might say, "Let's go to the mall first and then we can go eat like you want to." Reinforcement is equally seen in antisocial situations. A friend might say, "If you smoke with us, we can all be friends"(Berndt & Savin-Williams, 1993).

 Another mechanism utilized by peers to influence each other is negative reinforcement. Negative reinforcement is increasing the likelihood of a behavioral occurrence because the behavior keeps something negative from occurring. Thus, we engage in a behavior to keep negative consequences from happening. For example, a friend might say, "If you do not sneak out with us, you can no longer be part of our club." Studies (Berndt & Savin-Williams, 1993) have revealed similar findings

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concluding that by associating with deviant peers, an individual may themselves engage in deviant activities because their peers have facilitated and reinforced beliefs in them that delinquent activity is not wrong. It is as if peers become desensitized to the deviant behavior altogether due to their friends' reinforcement of negative behaviour.

A third way friends influence each other is through modeling. It involves the imitating of one person's behavior to another person's behavior as a consequence of direct or symbolic observation. Bandura (1977) demonstrated that children will actually be influenced to engage in particular behaviors simply by observing another child's behavior and the consequences that follow. That is, children are likely to engage in behaviors they see being reinforced (vicarious reinforcement) in others and are likely not to engage in behaviors they see not being reinforced or being punished (vicarious punishment) in others. Interestingly, research has demonstrated that the modeling and reinforcement required to produce antisocial behaviors do not come from the family unit, but from an individual's peers.

Further, a child may model another's behavior because they admire and want to be like them (Berndt, 1996). This fourth type of social power is called referent power. O'Connor (1969) studied withdrawn children by showing them a series of videos of socially competent peers interacting. After viewing the videos, withdrawn children became more sociable in their interactions with other children. Previous study (Epstein, 1983) likewise concluded that children often try to become friends with other children they perceive as popular, athletic, or outstanding in some way. After these friendships are formed, adolescents strive to model the popular, athletic individual's behaviors (Epstein, 1983). Berndt (1996) claims that such a power as modeling is very intriguing

because it works without any need for pressure of any kind. Thus, it is a much subtler fashion of peer influence than other types of influence.

Concept of Socioeconomic Status

Socioeconomic status is a complex, multidimensional construct, based on numerous major components including an individual's income, education, occupational prestige and family background. Although socioeconomic status is often considered a global construct, it has been suggested that individual components (education, occupation, income etc) represents different facets of socioeconomic status. According, to Okafor (2007) in most African Countries and the Western World, socio-economic status of a family is usually linked with the family's income, parents' educational level, parents' occupation and social status among the kiths and kin and even at the global level. Ford and Harris (1997) followed this logic while examining parental influences on African American students' school achievement by focusing on specific socio-demographic factors, including parents' level of education, marital status, and family income. It is generally believed that children from high and middle socio-economic status parents are better exposed to a learning environment at home because of provision and availability of extra learning facilities.

Drummond and Stipek (2004) while discussing their "Low-income Parents' beliefs about their role in children's academic learning" mentioned that a few of these parents indicated that their responsibilities were limited to meeting children's basic and social emotional needs, such as providing clothing, emotional support, and socializing manners (p198). So these parents' shortsightedness toward their responsibilities in the

educational processes of their children and scarcity of fund to intensify such processes could be a challenge to their children's success.

But does the affirmed impact of low socio-economic status of the parents really account for students' low academic performance? In and of themselves such socio-demographic variables do not fully account for the academic successes or failure of minority students (Smith, Schneider, & Ruck 2005). But previous studies in the same field have established that other factors in spite of SES can boost academic successes among students. Studies which examined African American parents recorded that parents who maintained positive views about the value of education and who hold high academic expectations have children who often experience higher levels of academic achievement (Ford & Harris, 1997).

A considerable number of researches repeatedly have shown that Low-SES is linked to a range of indicators of child and adolescent well-being, including students' academic achievement (Beauvais & Jensen, 2003). Birch and Gussow (1979) claim that poverty contributes towards educational failure, not simply because poor children are "culturally disadvantaged", but because their health and nutritional status is inadequate to allow for the maximum mental development and for the realization of their educational potential. The likelihood that the poor children would end up being at-risk in terms of deficient development is a reality that could begin even before birth. In that regard, Birch and Gussow emphasized that society should concern itself more with the full range of factors contributing to educational failure, among which the health of the child is a variable of potential primary importance.

Student 'family background is widely recognized as the most significant contributors to success in schools'. The home has a major influence on student school success and that it is the quality of relationships within the student's home environment that has an important effect on school performance (Caldas, 1993) also, many variables in the family background have strong (direct and indirect) associations with students' success throughout school and in young adults' eventual educational and occupational attainment. Such variables include family structure (socio-economic status and intact/single-parent family status), parent education level, parental involvement, and parenting style.

According to Evans (2004), lower income children have less stable families, greater exposure to environmental toxins and violence, and more limited extra-familial social support networks. There is no doubt that parents in such settings would report lower educational expectations, less monitoring of children's school work and less overall supervision of social activities compared to students from high socio-economic and intact families. Evans repeatedly discovered that low SES children are less cognitively stimulated than high SES children, as a result of reading less and being read to less, and experience less complex communications with parents involving more limited vocabulary.

Concept of Interest in Schooling

The study of interest and learning has a history that dates back to Dewey (1913) and beyond. Historically, the term interest has been used to describe a range of intrinsic motivations. In recent research, two key frames of reference with respect to interest have emerged: individual (personal) interest, and situational interest (Todt & Schreiber,

1998). The individual interest perspective describes interest as a personal trait, an attraction emerging from experience, carried with the individual into different settings. Situational interest is shorter term. It emerges from the situation, rather than the history of the individual. Interest is an intrinsic motivator in the sense that engaging in an activity that is the subject of an interest is inherently satisfying and requires no additional reward. While researchers have developed many different ways to characterize the factors that contribute to interest, they describe similar effects once interest develops: Interest creates the inclination to attend to certain stimuli, to engage in certain activities, and to acquire specific knowledge or skills.

Interest has been seen as a strong factor that influence on individuals' cognitive and affective functioning (Renninger, 2000). Whereas some motivational concepts such as task value, self-efficacy and achievement goals (Harackiewicz & Elliot, 1993) focus on individuals' beliefs and cognitive representations, interest has been conceptualized both as an individual predisposition and as a psychological state. This psychological state is characterized by focused attention, increased cognitive and affective functioning, and persistent effort.

Within the interest literature, the relationship between interest and learning has focused on three types of interest: individual, situational, and topic. Individual interest is considered to be an individual's predisposition to attend to certain stimuli, events, and objects. Situational interest is elicited by certain aspects of the environment. These include content features such as human activity or life themes, and structural features such as the ways in which tasks are organized and presented. Topic interest, the level of interest triggered when a specific topic is presented, seems to have both individual and situational aspects (Ainley, Hidi, & Berndorff, 1999). How the three types of interests

interact and through what processes they influence learning has not been clearly established. Therefore, new ways of accessing the processes that link interest and learning are required. Hence, in addition to more standard quantitative and qualitative methodologies, the complexity of academic development in specific domains requires the creation of alternative techniques that can document and describe the nature of interest, shifts in interest over time, and the influence of interest on student learning.

Psychoanalytic Theory of Adjustment

The psychoanalytic theory of human adjustment has it that the human psyche (mind) consists of three layers, the conscious, the sub-conscious and unconscious. The unconscious holds the key to our behavior. It decides the individual's adjustment and maladjustment to his self and to his environment. It contains all the repressed wishes, desires, feelings, drives and motives many of which are related to sex and aggression. One is adjusted or maladjusted to the degree, extent or the ways in which these are kept dormant or under control,

According to Freud, man is a pleasure seeking animal by nature. He wants to seek pleasure and avoids pain or anything which is not in keeping with his pleasure loving nature the social restrictions imposed by the mores of society and his own moral standards dictated by his superego come in conflict with the undesignated and unbridled desires of his basic pleasure seeking nature. These pleasures are mostly sexual in nature. One remains adjusted to the extent that these are satisfied. An individual drifts towards malfunctioning of behavior and maladjustment in case such satisfaction is threatened or denied. Freud postulated the imaginary concepts of 'id',

'ego' and 'superego' for the adjustive and non-adjustive behavior patterns and formulated the following conclusion:

A person's behavior remains normal and in harmony with his self and his environment to the extent that his ego is able to maintain the balance between the evil designs of his id and the moral ethical standard dictated by his superego. In case the ego is not enough to exercise proper casual over one's id and superego, malfunction of behavior would result. Two different situations could then arise: If the superego dominates then there is no acceptable outlet for expression of the repressed wishes, impulses and appetites of the id. Such a situation may give birth to neurotic tendencies in the individual. If the id dominates, then the individual pursues his unbridled pleasure seeking impulses, without care for the social and moral norms. In such a situation the individual may be seen to be engaged in unlawful or immoral activities resulting in maladaptive, problem or delinquent behavior. Freud also uses the concept of libido, i e., a flow of energy related to sex gratification. He equates it with a flowing river and maintains that: If its flow is outward causing sex gratification and pleasurable sensation from outside objects, the individual remains quite normal and adjusted to his self and the environment.

Timing and Discontinuity Theory

This pioneering research focuses on negative adjustment outcomes as indicators of transition stress. Several of these studies show that junior high school students experience decline in self esteem, grade point average, and participation in school and other activities compared to their experiences in the elementary school grades (Simmons, Burgeson, Carlton-ford & Blyth 1987). Feelings of victimization and anonymity increase for seventh grade junior high school students compared to peers at

K-8 schools. Other studies of the transition from junior to senior high school likewise indicate a decrease in grade point average, attendance, and participation in extra-curricular activities (Simmons, et, al 1987).. Felner et al (1981) cautions that these maladjustments are associated with a greater likelihood of eventually dropping out of high school.

These studies suggest two hypotheses that researchers continue to grapple with. The first suggests that adolescents experience stress when they are required to cope with multiple changes concurrently. The timing of school change with other life events may exacerbate the development of stress, adjustment difficulties, and problem behaviors. The second hypothesis suggests that the abrupt range from the child-focused elementary school to the performance- focused secondary school is a powerful stressor during early adolescence. The concept of timing, or the synchronicity of life transitions emphasizes that the gradual adjustment to change before confronting another benefits the coping process (Simmons, Burgeson, Carlton-Ford & Blyth, 1987). In their longitudinal study following the transition from sixth to seventh grade, Simmons and colleagues (1987) conclude that confronting multiple life transitions can spur declines in self esteem, school performance, and participation in activities.

Timing may also help explain why girls report a significant increase in physiological turmoil compared to boys during the transition to secondary school. Researchers note that gender differences in symptoms of depression and hostility emerge during the early teen years, and girls appear to be more vulnerable than boys. Since girls reach puberty earlier and date sooner than boys, they may experience heightened stress during school transitions. Multiple school changes also appear to produce significant decreases in academic achievement and attendance for some students (Felner, Primavera & Cauce

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1981); therefore, it could be said that the timing and discontinuity of two school transitions during adolescence is much more difficult to adjust to than one. This suggests that inner city and low-income youth may be more vulnerable to developing behavior problems associated with school change because they have a higher rate of residential mobility than their more stable suburban peers. When youths are faced with the stressors induced by transitional changes, their ability to successfully cope with multiple problems becomes critical (Simmons, Burgeson, Carlton-Ford & Blyth, 1987). However, coping itself may become difficult if at the same time adolescents are uncomfortable with their bodies; with their families because of a move, divorce, or unemployment, with their peers because of gender roles; and with school because of the more complex secondary school environment. Coping, it seems, is easier if youth have an arena of comfort in their lives (Simmons, et, al., 1987). The premise is that if some aspects of their lives are stable and comfortable, then adolescents will more successfully manage the stressful aspects of their lives.

The Environmental Theory

More recent longitudinal school transition studies conducted by Feldlaufer, Midgley, and Eccles (1988) shift the focus of adjustment difficulties from adolescents themselves to the school environment (Fenzel, 1989). These studies cite compelling evidence that declines in academic achievement, motivation, and self-perception following a school transition are less a consequence of adolescence as a developmental stage than of systematic differences between elementary and secondary classrooms. Based upon student, teacher, and observer perceptions of the classroom environment before and after the transition to junior high school, researchers identified various sources of

mismatched needs, skills, and opportunities (Fedlaufer, Midgley & Eccles, 1988). Compared to the elementary grades, junior high school classrooms place greater emphasis on discipline and control, offer less intimate student-teacher relationships, and allow fewer opportunities for creative expression and independent decision making. With fewer cooperative learning tasks and greater emphasis on working in groups by ability, junior high school student are more likely to receive public assessment and comparisons of their reports that which may lower their perceived level competence. Also junior high school teachers feel less effective in the classroom and more distrustful of students than elementary teachers. Both of these beliefs have been linked to drops in student motivation and performance, and may be partly explained by transition difficulties (Filby, Lee, & Lambert, 1990)

While Eccles and her colleagues do not refute the timing and discontinuity theories, they suggest that changes in the school environment can minimize the risks associated with the co-occurrence of life events. They recommend that young adolescents either attend K-8 schools or that middle/junior high schools provide a more developmentally appropriate social and educational environment through homeroom activities, flexible scheduling, exploratory learning activities and heterogeneous class groupings. These specific recommendations support the more general recommendations to recognize the middle grades into middle school rather than junior high schools. Middle schools aim to provide a core curriculum, instructional practices, and organizational characteristics of young adolescents. This, in turn, is intended to ease the transition from the elementary grades (Filby, Lee, & Lambert, 1990).

The Role Strain Theory

Other recent school transition studies conducted by Fenzel (1989) suggest a different vantage for understand the potential for increased strain during times of change. Life changes are viewed as a process of gaining and surrounding new roles. For students entering the middle grades role changes are reflected in the new expectations from parents, teachers, and peers. When these expectations are conflicting, confusing, or demanding, Fenzel claims adolescents may develop

Role strain and manifest problem behaviors and stress. These differences in these theories may be as important as their similarities. Common to the research across these perspectives are the findings that peers help adolescents mediate stress during the transition from elementary to secondary school and that peers influence alcohol and other drug use (Simmons, Burgeson, Carlton-Ford & Blyth, 1987). Berndt's (1987) study of friendship patterns following school change indicates that social adjustment can be stressful because youth need to re-establish their social world. He estimates that it takes adolescents nearly a full school year to form new friendships. For adolescents who enter secondary school with close friends or a stable cohort of peers, adjustment appears to be considerably less stressful compared to their more socially isolated peers.

In addition to adolescents lacking strong peer support, young adolescents influenced by older peers engaged in risk behaviors appear to be particularly vulnerable to developing psychosocial and behavioral adjustment problems (Reid, Martinson & Weaver, 1986). During adolescence, peer groups assume an important role in establishing norms and standards of behaviors. Since drug-using crowds form during the early adolescents years, and there is considerable peer pressure to join them in secondary school,

preventionists note the importance of countering this pressure by encouraging positive peer pressure.

Transitional Life Events Theory of Adjustment

Building upon the timing, discontinuity, and environmental research, Felner and Adan (1988) offer a theoretical approach that also takes into account personal characteristics and attributes of the school settings. Their transitional life events approach states that all changes in life requires adjustment, and that the range of difficulties associated with making adjustment reflect the environmental setting and one's personal history and coping abilities.

Thus, Felner and Adan (1988) refer to the "threshold of vulnerability" as a bench mark from which to hypothesize expected difficulties negotiating school change. For youths behaving above their threshold, negotiating school change tends to be easier because they have solid coping skills, are achieving academically and socially, and have few risk factors in their lives. For youth behaving below their threshold, school change may be associated with negative consequences because of concurrent risk factors such as living in poverty, entering puberty, or other stressors that tax their coping resources. Consistent with the notion of discontinuity, the transitional life events approach recognizes that the complexity of the new school environment and the school's capacity to respond to student needs affects the way students adapt to secondary schools. Felner and Adan (1988) explain that the organization of secondary schools, the rigorous academic demands, and the social pressures to interact with students of varying ages from multiple feeder schools may cause stress for the students in transition. They added

that adaptation can be further threatened by the limited capacity of teachers and administrators at larger schools to be responsive to individual needs.

Applicability of Transitional Life Events Theory

The transitional life events theory as espouse by Felner and Adan (1988) offer a theoretical approach that takes into account personal characteristics and attributes of the school settings. It also states that all changes in life requires adjustment, and that the range of difficulties associated with making adjustment reflect the environmental setting and one's personal history and coping abilities. Thus the application of transitional life events theory to the context of adjustment to secondary school transition will help to acquaint the students on the need to adjust to every change in life. The applicability of the theory will help to stimulate the development of effective personal characteristics and attributes such as positive attitude to both their academic work and social relationship at school, achievement motivation, self-efficacy as well as emotional intelligence and the interest to adjust to the challenges of school transition. It will also assist students to ensure their preparedness and readiness to face and adjust to the challenges associated to entering into any new phase of life.

Also, the period of secondary school transition in most cases does not only coincide with the onset of puberty, which on its own requires proper adjustment, it also demands that students adjust to social, physical, economic as well as religious structure of the new school, for example, making new friends, getting to know different teachers and the subjects they teach, knowing important places in the school, coping with different subjects, applying effective study method and how to use the school facilities. The application of transitional life event theory will help to inculcate in the students the

courage to adjust to any new phase of life irrespective of the events that precedes such change.

Thus the theory also provided the threshold of vulnerability as a bench mark from which to hypothesize expected difficulties negotiating school change. Thus the applicability of this theoretical principle to adjustment to school transition could help the students to regulate, determine and sustain those behavioral tendencies that could foster successful adjustment to school transition. For example, the theory states that when youths behave above their threshold, negotiating school change tends to be easier because they have solid coping skills, are achieving academically and socially, and have few risk factors in their lives. But when youths behaving below their threshold, school change may be associated with negative consequences because of concurrent risk factors such as living in poverty, entering puberty, or other stressors that tax their coping resources.

Appraisal of the Transitional Life Events Theory

The transitional life events theory of adjustment offers the base for understanding that every change in life requires adjustment. The theory also has it that the individuals' place in life and ability will determine how difficult the individuals' adjustment will be. Thus, the theory refers to the "threshold of vulnerability" as a bench mark from which to hypothesize expected difficulties in negotiating school change. There is also the tendency that any behavior below the threshold is a indication that school change may be associated with negative consequences. This is because during the period of transition to secondary school, students are likely to face concurrent risk factors such as entering puberty, living in poverty, or other stressors that tax their coping resources. As

indicated in the theory, the complexity of the new school environment and the school's ability to respond to the needs of the students, could affect the way students adapt to secondary schools.

Also, Felner and Adan (1988) has it that during transition to secondary school, students of varying ages are brought together from multiple feeder schools to one secondary school. In this respect, the organization of secondary schools, the rigorous academic demands, and the social pressures to interact may cause stress for the students and thereby limiting their chances of successful adjustment. To adapt, adolescents entering the middle or high school grades may need to: Prepare their mind towards the likely hood of strange adolescence development manifestations that coincides with transition to secondary school. They should reorder their assumptions and expectations about roles, status, interpersonal relationships and familiar environments; They should also redefine their roles as they move from childhood to adolescence to adulthood and as well reconstruct their support network since school changes are associated with rapid and dramatic shifts in social and family relationships.

Thus, adapting to life changes resiliently, rather than avoiding the adverse consequences of stress, may promote more positive long term outcomes and increase one's abilities to overcome other potentially stressful events.

Critique of Transitional Life Events Theory

Although the transitional life events theory has been used for this study, it is however, faced with some shortcomings. Transitional life events approach states that all changes in life requires adjustment, and that the range of difficulties associated with making adjustment reflect the environmental setting and one's personal history and coping

abilities. Thus, the theory would not be effective in a situation where in during transition to secondary school, students are expected to adjust simultaneously to academic, social as well as pubertal changes that at times coincide with the period of secondary school transition.

Furthermore, there is an ambiguity in the submission that the range of difficulties associated with making adjustment reflects the environmental setting and one's personal history and coping abilities. This is because, during transition to secondary school, many factors could come into play, thereby obstructing the success of adjustment.

More so, using threshold of vulnerability'' in the theory, as a bench mark from which to hypothesize the expected difficulties in negotiating school change is a mere assumption that would be difficult to measure. Also, it would be difficult to determine the youths behavior tendencies that are' acceptably above their threshold, owing the fact that students are expected to adjust to various changes at the same time during school transition.

Thus another limitation of the theory is that, it did not state clearly any possible solution for adjustment problems, where teachers and administrators at larger schools lack the due capacity to response to adjustment needs of the students. Also, the idea that the organization of secondary schools, the rigorous academic demands, and the social pressures to interact with students of varying ages from multiple feeder schools may cause stress for the students in transition was not empirically proved in the theory. It was therefore a mere assumption.

Also, the theory did not put into consideration the issue of individual differences and the variations in their ability adjust to any given situations. For instance, in the school system, students have different personalities and different coping abilities as well. This is therefore, a limitation to the theory.

Theoretical framework of the Study

This research work is anchored on transitional life events theory of adjustment. According to Felner and Adan (1988) the transitional life event theory of adjustment offers an approach that takes into account personal characteristics and attributes of the school settings. Thus, these personal characteristics and attributes enable students to interact with the school environment, and it also determines the student's level adjustment or maladjustment at school.

Further still, the transitional life events approach states that all changes in life requires adjustment, and that the range of difficulties associated with making adjustment reflect the environmental setting and one's personal history and coping abilities. Similarly, the process of students' transition to secondary school is an activity that involves changes in life. Therefore, for these changes to be successful, students are expected to adjust properly to the challenges caused by such change. Furthermore, the theory indicates that the level of difficulty in adjustment process is based on the demands of the environment and one's personal history. Thus, during transition, students' sense of being is often challenged by the new and unfamiliar secondary school environment. They are faced with a new environment of buildings and classrooms, new school and teacher expectations, new academic challenges, and acceptance into a new peer group. They are required to function independently, develop relationships with staff and peers,

and to behave in ways that are appropriate for their class and school including conforming to rules. As a result, they are expected to adjust to these challenges in order to ensure good academic performance and achievement.

In the same vein, the theory refers to the "threshold of vulnerability" as a bench mark from which to hypothesize expected difficulties negotiating school change. When the youths behave above their threshold, negotiating school change tends to be easier because they have solid coping skills, are achieving academically and socially, and have few risk factors in their lives. On the hand, when the youths behave below their threshold, school change may be associated with negative consequences because of concurrent risk factors such as living in poverty, entering puberty, or other stressors that tax their coping resources. Consistent with the notion of discontinuity, the transitional life events approach recognizes that the complexity of the new school environment and the school's capacity to respond to student needs affects the way students adapt to secondary schools. Felner and Adan (1988) explained that the organization of secondary schools, the rigorous academic demands, and the social pressures to interact with students of varying ages from multiple feeder schools may cause stress for the students in transition. They added that adaptation can be further threatened by the limited capacity of teachers and administrators at larger schools to be responsive to individual needs.

Empirical Background

Adjustment to School Transition

Students face many adjustments in school. From year to year, there are changes in teachers, classrooms, school and class rules and procedures, performance expectations, difficulty of the work, and peers. Their successes in negotiating these transitional challenges predict school success. Birch and Ladd (1996) reported that school adjustment has been construed historically in terms of children's academic progress or achievement. This outcome is important, but being very limited, it narrows the search for precursors and events in children's environments that may affect adjustment. Also, Birch and Ladd (1996); Roeser (1998) found on a broader level, that adjustment involves not only children's progress and achievement but also their attitudes toward school, anxieties, loneliness, social support, and academic motivation. In the same vein, Newman (2000) averred that interpersonal relationships affect children's academic adjustment.

Research shows that children's loneliness and social dissatisfaction relate negatively to school adjustment and achievement (Galanaki & Kalantzi-Azizi, 1999). Research by Ladd and his colleagues supports the proposition that adjustment affect motivation and achievement (Birch & Ladd, 1996). Also, friendships support children in the school environment and assist with their adjustment (Newman, 2000). Students with a friend in the classroom can use that peer as a source of support to deal with problems and avoid becoming lonely. Friends show consistent similarities on many adjustment measures including perceptions of competence, importance of meeting academic standards and preference for challenges (Altermatt & Pomerantz, 2003). Berndt (1999) proposed that friends influence one another in two ways: (1) students are affected by

the attitudes, behaviours, and other characteristics of their friends; and (2) students are influenced by the quality of friendships. Both positive friend characteristics and intimate relationships affect school adjustment in constructive fashion.

In line with this context, Blair (2002) found that research on school transition and adjustment is increasingly clear regarding which aspects of child functioning are relevant to successful transitions. Social skills and relationships, along with key cognitive skills and abilities in early literacy, numeracy, and metacognitive ability, are the childhood characteristics upon which successful transitions are built. Blair reported that policy should therefore be directed at enhancing preschool and early school experiences that build upon these empirically validated aspects of functioning. Issues must be addressed regarding teacher training, service delivery for needy families and children in disadvantaged circumstances, and the establishment of consistent care environments that provide children with the social and cognitive stepping stones to enhance school adjustment and transition. In addition, Hamre and Pianta (2001) stated that a system for ensuring the quality and utility of these services is needed.

Academic Achievement Motivation of Transiting Students and Adjustment

Motivation is of particular interest to educational psychologists because of the crucial role it plays in student learning. Achievement Motivation is observed as the ability to achieve a high standard of work. The ability to do something unique is an example of achievement motivated behaviour. Therefore it is reported that people with high achievement motivation are high academic achievers and they are always set for a high level of aspirations and adjust well to school challenges. Thus achievement motivation is positively related to high academic achievement and adjustment in the school system

(Gottfried, Fleming, & Gottfried, 2001). Also it was found that adjustment is a meta-level construct encompassing a range of specific components that together constitute favourable school functioning (Gottfried, Fleming, & Gottfried, 2001) this indicates that achievement motivation is particularly salient in predicting middle school performance outcomes.

Reyes and Hedeker (1993) equally found that positive adjustment facilitate effective transition in school and prevent dropout. A considerable amount of students in this study exhibited declines in achievement motivation following the school transition; however, a general finding of this study revealed that motivational declines are dependent on the individual resources children bring with them to the new school environment. There equally appears to be evidence of gender by grade level differences in motivation. For example, several researchers have suggested that girls suffer greater losses in motivation during the transition to middle school than boys (Chung, Elias, & Schneider, 1998). A differential change in academic achievement following the high school transition amongst boys and girls is also evident. Boys show a significant decline in academic achievement whereas girls show no change in academic achievement (Chung, Elias, & Schneider, 1998).

Lauver and Little (2005) also found that middle school students that are well adjusted to the school system and its challenges express high achievement motivation and show more autonomy in their lives. Therefore, these sets of students need to be given opportunities to make decisions, take on leadership roles, help construct programme offerings, set personal goals, and develop their potential as role models. They further reported that of the 350 sixth graders and 368 seventh graders surveyed and interviewed, 20% of the students reported difficulty with their transition to middle

school due to their poor state of achievement motivational drive. They further contended that the reason is observed in the students feeling of disconnectedness from school, their feeling that middle school work is more difficult, the feeling of being victimized in school and their parents not being involved in their schooling activities.

Perry (2001) found that among students expressing low levels of achievement motivation, transition period can be stressful and many of such students even withdraw before graduation. Tinto (1996) found that this phenomenon could be due to the variety of challenges faced by students especially in their early years in a secondary school environment. The challenges include forming new relationships, adjusting existing relationships with parents and family (living far away from home) and learning new strategies in the new academic environment. Thus, they need to learn to be independent and if they failed to cope with the new challenges, they may not be motivated to learn and least of all achieve academically in school. Supporting this point of view, Lent (2009) reported that achievement motivation is predictive of goal progress and academic adjustment of students in school. Students reported gains in their academic functioning when they attain high level of achievement motivation.

Likewise, a study conducted by Peterson (2009) on 194 students in middle school found that achievement motivation explained about 59 % of the variance in students' adjustment and 20% of variance in their academic performance. When a person is confronted with difficulties and he believes in himself as competent, this can promote motivation. On the other hand beliefs about oneself as ineffective when confronted with difficulties can undermine motivation (Reeve 2004). In a study conducted by Malmberg and Little (2007) on 8th and 9th Grade children, they found differences in achievement motivation among the strivers and the disengaged students. The strivers motivational

profile revealed a high level of intrinsic motivation and extrinsic motivation. Their achievement and school well being were generally at the normative level. For the disengaged, they displayed low level of intrinsic and extrinsic motivation, achievement level moderate and school well being very low. For the Challenged group, the low levels of intrinsic motivation coupled with the high levels of extrinsic motivation are consistent with the maladaptive pattern, that is they show the lowest levels of school well being.

Interest of Transiting Students and Adjustment

As students progress across grade levels in schools, it is estimated that approximately three-quarters of all students are required to move from one class to another. Given the large numbers of students involved, it is not surprising that the middle school transition has been the focus of extensive research and based on the concern that such a transition may be difficult for at least some students. To date, research has addressed a variety of factors among which is student interest in school which may influence the positive versus negative impact of school transition (e.g., academic performance, family characteristics, social adjustment, peer relationships, self-concept, etc.) (Mac Iver & Epstein, 1991).

Results suggest that adjustment in middle school based on the interest of students may vary for boys and girls and may also vary as a function of characteristics observed prior to (Mac Iver & Epstein, 1991) as well as concurrently in the transition. For example, female students have been observed to decline in interest and self-esteem across the transition period (Lord et al., 1994). Moving beyond gender, other researchers have addressed individual differences in transition by examining the role of supportive peer

relationships. Fenzel and Blyth found that boys who demonstrated gains in adjustment (as measured by their level of interest, participation and school integration) also reported greater intimacy and greater frequency of contact with important peers during the transition period. Berndt and Hawkins observed that changes in various indices of adjustment could be predicted from measures of friendship assessed prior to the transition. In addition, students who maintained friendships across the transition period demonstrated less misconduct following the transition to middle school.

Other researchers have demonstrated that students interest in school as an indices, of social adjustment consistently predict student's adjustment to transition across different types of outcomes (e.g., self-esteem, school liking, parent and teacher ratings of adjustment, etc.). Lord et al. (1994) found that students who reported lower interest and students who perceived themselves to be less socially competent and less popular were more likely to adjust poorly to middle school. Academic ability only emerged as a significant predictor of adjustment in grade 7 when teacher and parent ratings, rather than self-perceptions, were considered (Lord et al., 1994). Thus, it is not necessarily students experiencing academic problems who have difficulty during transition; rather, it is students who do not feel good about schooling and who perceive themselves as having difficulties socially who are most likely to have problems adjusting to middle school.

More recently, Berndt and Mekos (1995) asked students to describe what they liked and disliked about junior high school. They found that, in general, students who are interested in schooling, made more positive than negative comments about junior high school before, during and after the transition, supporting their conclusion that the transition experience was "more desirable than stressful" (p. 123). Consistent with an

individual difference perspective, however, student's descriptions of their transition experience varied as a function of some but not all student characteristics considered. Specifically, academic and behavioural factors, rather than social adjustment, were found to be important predictors of positive versus negative comments (likes and dislikes) regarding transition. To date, the effects of middle school transition have varied markedly across studies. Some research shows negative effects of transition on later adjustment mostly with students who lack interest in schooling (Wigfield & Eccles, 1994). Holly and Kelly (2010) equally stated that student interest in schooling predicts their pattern of adjustment to the challenges of school transition. Russell, Mackay and Jane (2003) also found that students interest in school foster successful transition and positive academic outcomes.

Socioeconomic Status of Transiting Students and Adjustment

Studies have shown that maladaptive adjustment rates to school transitions are higher for students who are economically disadvantaged than for those who are not economically disadvantaged (Mao 1998; Rumberger & Larson, 1998). A 1994 study of 15,000 third grade students found that economically disadvantaged children and children attending inner-city schools changed schools more frequently, had lower academic performance and were more likely to have repeated a grade than other students (Temple & Reynolds 1999). Mao (1998) research found that of economically disadvantaged students from low socio-economic background, 15% changed schools at least once during the school year, while only 9% of other students had changed schools and this affect their adjustment in school. Poor adjustment to school transition due to family economic deficiency not only affects students academically, but behaviourally and developmentally as well. Therefore, students whose parent cannot meet up with

their financial needs in school are 50% to 100% more likely to experience a poor adjustment in school, learning disorder, a delay in growth or development or have four or more behavioural problems than students whose parents can meet up with their school financial needs.

Poor adjustment to school transition challenges has been linked to socialization, as well as SES (Ellis, 2008; Agliata & Renk, 2008). Research shows that low SES students are less likely to adjust to school challenges and equally complete successfully years of secondary school education (Titus, 2006). Research indicates that family socioeconomic characteristics such as income and parental education are important variables for measuring students adjustment in school (Ishitani, 2003). Poor socio-economic status students are 51% less likely to complete secondary school education (Ishitani, 2006). Students from low SES families are less likely to have the academic preparation and resources available to higher SES students. (Cho, Lee, Hudley, Barry, & Kelly, 2008).

Socio-economic status is a significant factor for students finding it difficult to transit and fully integrate into their academic community. For instance in her book, Heather Bullock discusses the discomfort she experienced in school while interacting with those of different SES backgrounds (Lott & Bullock, 2007). Similarly, students from low SES families may experience discomfort or awkwardness interacting with their higher SES peers, and may hold negative beliefs about higher SES peers. Higher SES peers may be used to certain levels of material comfort, may have differing values, or may hold negative beliefs about lower SES individuals. Higher SES students may also experience discomfort or awkwardness sharing their higher status with lower SES peers

for fear of being perceived as elitist. SES and familial stress may work against adjustment to school transition (Titus, 2006).

Maladaptive transition behaviour and low academic achievement have both been repeatedly linked with lower socioeconomic (SES) contexts (e.g., Casanova, Cruz Garcia-Linares, de la Torre, & de la Villa Caprio, 2005). Poverty has often been cited as a predictor of academic risk (Friedman & Chase-Landsdale, 2002). Families of low SES show different patterns of parent-child interaction when compared to families of high SES (Chen & Berdan, 2006) and are more likely to be authoritarian than other families.

Attitude of Transiting Students and Adjustment

In general, student's attitude in transition is expressed in a dynamic process of interaction between the student and school. The focus has been on the stresses and adjustment problems experienced at the point of transition rather than the longitudinal changes occurring during the transition period. On these bases, Titus (2006) reported that students with positive attitude to school integrate easily to school culture, adjust favourably to transition in school and performs well academically. In the same vein, the findings of McInnis, James and McNaught (1995), in their study of Australian middle school students, based on the results of 4028 surveys and 180 case study interviews, show that initial experiences in school are important, and influence students' attitude students adjustment and the attainment of success in their academics as transit from one class to another.

In congruence, Tinto (1994) asserted that students could adjust favourably to transition if they are helped to develop the right attitudinal skills that would make them relate

well with their challenges in school. Gerdes and Mallinckrodt (1994) found that positive attitude is a key to perseverance in school transition. It also stimulates motivation to learn, taking action to meet academic demands, a clear sense of purpose, and general satisfaction with the academic environment. Hattie, Biggs and Purdie (1996) equally contended that for students to adjust to the demands of school transition, they need to improve their attitudes towards learning and reducing anxiety. Supporting this point of view, Mizelle, (1995) reported that when students have negative apprehension about expectation and challenges of the next class, their adjustment is hampered and their academic performance affected.

There is considerable evidence that positive, supportive relationships with adults, including positive relations with school staff, improve outcomes for students (Masten & Reed, 2002). Further, difficulty getting along with teachers and dissatisfaction with school appear to be common reasons students give for dropping out and research suggests that students who drop out of school perceive their teachers as unfair, disinterested, and uncaring (Murdock, 1999). For middle school students, positive relations with teachers have been found to be associated with achievement, feelings of belonging, interest in school, academic motivation and positive school transition (Roeser, Eccles, & Sameroff, 1998).

Likewise, evidence suggests that the process of disengagement from the academic environment begins prior to students entering high school, probably initiating in elementary grades and transition from elementary to middle school is associated with changes in school structure, variable classroom organizations and teaching styles, and differing teacher expectations, as well as changes in academic demands and standards. Therefore, change in school structure that occurs at middle school is associated with

less positive relations between students and teachers, increased negative attitudes toward school, and decreased academic motivation and children's experience in transitioning to middle school/junior high is predictive of later adjustment (Eccles, Lord, Roeser, Barber, & Jozefowicz, 1999).

Self-efficacy among Transiting Students and Adjustment

The function of self-efficacy in enhancing adjustment to every human transition has earned continued empirical attention. In this regard, researchers have shown in their respective studies that students' self- beliefs are likely to determine their academic success and correlate with the degree of success in their overall adjustment (Chemers, Hu, & Garcia, 2001). In line with this, Bandura (1986; 1997) specifically, argued that self- beliefs about one's abilities and personal competence, known as self-efficacy beliefs, positively correlate with adjustment. According to Bandura (1986), students with high levels of self-efficacy in regards to their ability and personal competence are at lower risk for emotional maladjustment. Other group of researchers similarly found that positive relationship exists between self-efficacy beliefs and adjustment (Leung & Berry, 2001). High self-efficacy among students had a positive influence of personal adjustment to college and a negative relationship to psychological distress.

Similarly, empirical evidence showed that first-year students who self-reported greater sense of self-efficacy beliefs also reported more success in coping with various stressful situations related to college life (Phinney & Haas, 2003). Coffman and Gilligan's (2003) research yielded results consistent with those findings. They conducted a study examining the impact of perceived stress, self-efficacy, and social support on reported life-satisfaction among first-year college students and found that higher levels of self-

efficacy positively correlated with higher satisfaction with life. In addition, individuals high in self-efficacy are more likely to assess a potentially stressful situation as challenging rather than threatening as compared to students low in self-efficacy and subsequently report less anxieties and better physical health as compared to those students low in self-efficacy.

Positive self-efficacy beliefs help protect individuals from various environmental stressors often found in a school settings and have significant influence on academic, emotional, and social adjustment of students (Leung & Berry, 2001). The relationship between self-efficacy and adjustment has also been examined in international settings and with samples of international students. Harrison et al. (1996) investigated the relationship between self-efficacy and adjustment of a group of people. The finding indicates that individuals high in self-efficacy experienced greater level of cultural adjustment than those low in self-efficacy. Also, Von Kirchenheim and Richardson (2005) examined the effect of self-efficacy and flexibility within this adjustment process. The result revealed the significance of self-efficacy but failing to show a pronounced relationship between flexibility and adjustment.

Thomas, Love, , Roan-Belle, Tyler, , Brown and Garriott, (2009) examined the relationships among self-efficacy beliefs, intrinsic and extrinsic motivation, and academic adjustment among 111 African American women in college. Results revealed that self-efficacy beliefs predicted Motivation to Know, Externally Regulated motivation, Identified motivation, and academic adjustment. Furthermore, Motivation to Know partially mediated the relationship between self-efficacy beliefs and academic adjustment. Contrary to prediction, extrinsic motivation did not mediate the relationship between self-efficacy beliefs and academic adjustment. Also, Coffman and Gilligan's

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(2003) research yielded similar result and indicated that self-efficacy predicts adjustment.

Furthermore, Paul and Gore (2006) investigated the role that academic self-efficacy beliefs play in predicting college success. Two incremental validity studies were conducted to determine the extent to which academic self-efficacy beliefs could account for variance in college outcomes beyond that accounted for by standardized test scores. Results suggest that academic self-efficacy beliefs predict college outcomes but that this relationship is dependent on when efficacy beliefs are measured, the types of efficacy beliefs measured, and the nature of the criteria used.

Researches also indicate that self-efficacy and adjustment appear to be positively related. Maddux (1995) reported that self-efficacy beliefs affects adjustment through their influence on the students' goal setting, persistence, and emotional adaptiveness. Also, studies by Bandura & Cervone (1986) revealed that a strong sense of self-efficacy about ability and competence will help individuals to adapt emotionally. These variables influence adjustment usually by working in an interactive fashion. Bandura and Cervone (1986) maintained that a strong sense of self efficacy helps individuals to set personal goals and deal with challenges to reach these goals. In addition, when individuals have strong positive beliefs about their ability and personal competency, they tend to be emotionally more adaptive. They tend to approach challenging situations without incapacitating anxiety and confusion (Maddux, 1995). Therefore, students who have strong academic self efficacy beliefs will tend to set academic goals and strive for a better adjustment to reach these goals.

Peer Influence among Transiting Students and Adjustment

Over the years, the impact of peer relationships on student's adjustment to secondary school has continually earned empirical attention. In this wise, an empirical evidence on junior high school-aged samples indicates that peers have a substantial influence on various aspects of school adjustment, including school attitudes, extent of involvement in school, and academic achievement (Wentzel & Caldwell, 1997). Also, it has been found that the support of peers as children to cope with new challenges can buffer the effects of any stress associated with movement to another school (Newman et al., 2000a) and may therefore be influential in helping adjustment during the time of transition.

In the same vein, the studies by Berndt & Keefe, (1995) reveal that the quality of a child's friendships is important for his or her adjustment and developmental outcomes. Having supportive friendships will increase their involvement with school (Shaffer, 2000). Moreover, if they fail to establish peer relationships in schools or in the neighbourhood, they may feel less sense of belongingness, which will lead them to act up. Thus, it has also been established in developmental research that peer relationships serve a positive function in children's, adolescents', and adults' lives. Using friendship quality and attachment measures, Swenson, Nordstrom and Hiester (2008) examined the link between the closeness of peer relationships (with high school and college friends) and adjustment outcomes (academic, social, emotional, and institutional attachment) among 271 first-year college students. Results suggest that a close relationship with a high school friend is beneficial to adjustment.

Furthermore, research has shown that peers can also provide both emotional and instrumental support, thus serving as an additional source of social capital that students can access in college. For example, perceived support from peers and family contributed to the college adjustment process above and beyond academic ability. Thus, in a study of first-generation college students' adjustment experiences, Dennis and colleagues (2005) noted the importance of students' ability to access new forms of social capital once in the college environment. Specifically, they hypothesized that when students realized their families were unable to provide the instrumental support necessary, they were more likely to turn to peers when dealing with academic issues.

Similarly, Grant-Vallone and colleagues (2003) found a positive relationship between peer support and social adjustment, concluding that peer support appeared to be more critical to college adjustment than family support

Thus, ability of peer groups to play a role in students' school adjustment has further been evident in various findings. Previous research in the academic domain has shown that teenagers belonging to the same peer group resemble each other with regard to their academic achievement (Chen et al 2003; Ryan, 2001) and learning motivation (Kindermann, 2007) teenagers have also been shown to both select new peer groups on the basis of similarityin terms of academic achievement and motivation and to be influenced by other group members with regard to academic achievement and motivation (Kindermann, 2007). For example, the results of Ryan (2001) showed that students' peer groups in the fall predicted subsequent changes in their liking and enjoyment of school and their achievement over the school year.

Also, it has been found that the quality of peer relationships is a significant indicator of adjustment in Chinese and Western children (Chen, Rubin, & Sun, 1992; Chen et al., 1995b). Children who have difficulties in peer acceptance may be "at risk" for maladaptive development such as school dropout, definquency, and psychopathology (Chen, Rubin, & Li, 1995a). Thus, we hypothesized that peer acceptance would be positively related to academic success, whereas peer rejection would be positively associated with academic difficulties.

Furthermore, there is the prediction that transition/adjustment to school is influenced by peer interaction and scaffolding in relation to the classroom activities and curriculum. Also, research into peer relationships in school has shown that close and harmonious relationships with classmates are related to good social and academic adjustment and evidence from other studies, (Berndt & Keefe, 1995) indicates that poor relationships with peers at school primarily represent a risk factor for the development of emotional problems. Also, positive peer reputation or status in childhood seems to be a predictor of good future adjustment. Thus, a research using middle or junior high school-aged samples indicates that peers have a substantial influence on various aspects of school adjustment, including school attitudes, extent of involvement in school, and academic achievement (Wentzel & Caldwell, 1997).

Emotional Intelligence among Transiting Students and Adjustment

The application of emotional intelligence in predicting outcomes has been researched in variety of domains of human endeavours. In view of this trend, Adeyemo (2005) found significant relationship between emotional intelligence and adjustment. Similarly, studies by Birch and Ladd (1996) showed that positive emotions increases students

level of adjustment. This positive affect may also produce a spiral effect which in turn facilitates a more suitable climate for learning (Sutton & Whealey 2003) and as well increases creative capacity for generating new ideas and therefore the ability to handle difficulties. Thus, emotional intelligence is highly related to social interaction anxiety, but not performance anxiety.

Also, emotional intelligence has been found to be related significantly and positively to increased adapted behavior such as; higher quality social relationships (Gil-Olarte, Palomera & Breackett, 2006), longer retention in educational system (Paker, Hogan, Eastbrook, Oke & Word, 2006), prosocial behavior (Lopes, Salovey, Cote & Beers, 2005), better academic performance (Gil-Olarte, Palomera & Brackett, 2006), more satisfaction in life (Extremera & Fernandez-Berrocal, 2005b; Palomera & Brackett, 2006), the use of better adapted coping strategies (Fernandez-Berrocal & Extremera, 2006), better mental health (Fernandez-Berrocal, Alcaide, Extremera & Pizarro, 2006) and a greater capacity for interrupting negative emotional and prolonging positive ones.

Also, empirical evidence has shown that students with greater emotional intelligence cope better with the transition from primary to secondary school, with better academic results, better self-assessment, better attendance and more well-adjusted behavior as compared to their classmates with low emotional intelligence (Quarterly, Whiteley, Hutchinson & Poper, 2007). Thus, emotional competencies contribute to valued outcomes for societies and individuals, they are applicable in all socio-educational environments, and they facilitate overcoming obstacles and meeting goals, encouraging the adequate functioning of all individuals, Furthermore, development of these competencies is not only beneficial for all children, but it also particularly benefits those students with specific educational needs (Poeduvicky, Truene & Sperlazza, 2006)

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and it encourages adjustment (Yoo, Matsumoto & LeRoux, 2006). More so, among college students, emotional abilities are positively associated with the quality of social interactions (Lopes, Salovey, Côté, & Beers, 2005), and prosocial behaviour.

Thus, Jose, Rocio, Paulo, Peter and Paloma (2006) investigated emotional intelligence and social and academic adaptation to school of 127 Spanish adolescents, the ability to understand and manage emotions, assessed by a performance measure of emotional intelligence (the MSCEIT), correlated positively with teacher ratings of academic achievement and adaptation for both males and females. Among girls, these emotional abilities also correlated positively with peer friendship nominations. After controlling for IQ and the Big Five personality traits, the ability to understand and manage emotions remained significantly associated with teacher ratings of academic adaptation among boys and peer friendship nominations among girls. Self-perceived emotional intelligence was unrelated to these criteria. These findings provide partial support for hypotheses that emotional abilities are associated with indicators of social and academic adaptation to school.

Furthermore, Saklosfske, Austin, and Minski (2003) showed that self-reported EI accounted for variance in happiness and well-being above and beyond personality measures. Also the ability to discriminate clearly among feelings (Emotional Clarity) and the ability to self-regulate emotional states were associated with better psychological adjustment, independent of the effects of self-esteem and thought suppression.

Yu-chih Sun (2003) investigated the relationships among adolescents' quality of attachment, emotional intelligence, and adjustment. The participants were 997 eighth-

grade students from 11 junior high schools in Kaohsiung, Taiwan. The data were collected by means of questionnaires, and the employed instruments comprised Inventory of Parent and Peer Attachment (Chinese version), Inventory of Adolescent Emotional Intelligence, and Inventory of Adolescent Adjustment. The applied analysis methods included descriptive statistics, one-way MANOVA, canonical correlation, and discriminant analysis. The main findings in this study were as follows: The adolescents' emotional intelligence was positively related to their adjustment; more specifically, "motivating oneself" and adjustment had the highest correlation.

Thus, attachment and emotional intelligence could jointly predict the adolescents' adjustment. While "mother attachment" was the best predictor to the adolescents' family adjustment, emotional intelligence was the best predictor to their school adjustment. "Mother attachment" was the best predictor to the adolescents' adjustment as a whole.

Also, researchers have shown in different studies that emotional abilities might contribute to adolescents' social and academic adaptation to school in several ways (Lopes & Salovey, 2004). First, school work and intellectual development require the ability to use and regulate emotions to facilitate thinking, enhance concentration, control impulsive behavior, perform effectively under stress, and nurture intrinsic motivation. Second, social adaptation to school involves establishing sound relationships with peers and teachers, and emotional abilities and dispositions are thought to play a crucial role in social interaction. Emotions serve communicative and social functions, conveying information about people's thoughts and intentions, and coordinating social encounters. The expression of positive emotions tends to elicit

favorable responses from others, whereas the expression of negative emotions often drives other people away (Lopes & Salovey, 2004).

Also the process of coping includes ways an individual manages emotions, thinks constructively, regulates and directs behavior, controls autonomic arousal, and acts on the social and non-social environments to alter or decrease sources of stress (Compas, Connor-Smith, Saltzman, Thomsen & Wadsworth, 2001). Managing the emotional experiences resulting from stressful situations is crucial for adaptive coping. The theory of emotional intelligence provides a framework for understanding individual differences in managing and regulating emotions. According to the framework of emotional intelligence, one must be competent at understanding one's emotions (including negative emotions) to be able to process emotional information accurately and efficiently, and must have the insight to skillfully use emotions and manage them (Mayer & Salovey, 1997).

Mayer and Salovey have argued that an individual with emotional intelligence can be thought of as having attained at least a limited form of positive mental health". These individuals are considered to be well adjusted and emotionally skilled. These individuals are often aware of their emotions as they experience them, and this awareness can facilitate effective mood regulation, which in turn contributes to well-being (Mayer & Salovey, 1990). Furthermore, the skills regulating and controlling emotions and their expression could be associated with increased capacity for coping, as these regulatory processes can facilitate reduction of the frequency, intensity, and duration of distressing states (Mayer & Salovey, 1997). Thus, emotional intelligence is positively associated with skill at identifying emotional expressions and it is positively associated with mood management (Ciarrochi, Chan, Caputi, 2000). Other research has

suggested that EI is related to coping. Components of EI, including social skills and managing emotions were found to be related to coping strategies, such as social support and involvement in activities in adolescents (Ciarrochi, Chan & Bajar, 2001). This evidence suggests that individuals high in EI would be expected to have greater ability to plan and decide on coping resources that reduce harmful effects of adjustment during school transition. In light of these considerations, it could be hypothesized that emotional intelligence is positively associated with indicators of both social and academic adaptation to school.

Moderating effect of Age and Gender on Adjustment

Thus, other variables that could affect students' adjustment to school transition are gender and age. In this regard, Nwoke (2010) investigated ethnic group, age and gender differences in social adjustment of teenagers in Nigeria. A total of 1,500 male and female Secondary School students from three minority ethnic groups, the Tiv, the Ogoni and the Yala, were used for the study. The participants were 750 Junior Secondary three (JS III, 375 males and 375 females, 13-15 years) with a mean age of 14 years, and 750 Senior, Secondary three (SS.III, 375 males and 375 females; 16-18 years) with a mean age of 17 years. The Social Adjustment Scale developed and validated by the researcher was used to test the social adjustment of students. Results showed, that there was significant ethnic group difference (F2, 1488) = 8.86 P< 001, and age difference (F1, 1488) = 7.41 P < .04 in the social adjustment of teenagers. The interaction effect, of ethnicity x age was significant (F2, 1488)= 3.9 P < .04, age x gender interaction was significant (F1,1488) = 5.03 p<.04.Ethnicity x age x gender interaction also significant (F2, 1488)=4.03p<.04.

Patrick and John (2004) investigated gender and race as variables in 6th- and 9th-grade students' psychosocial adjustment (e.g., perceptions of difficulty of transition and connectedness to school) following a recent school transition and in persons who they perceived as helpful in the transition process. Results suggest differences by gender for feelings of connectedness to middle and high school following the transition. Thus, for the primary school group, a different picture emerged depicting the influence of child (gender, temperament and stress) rather than family variables on adjustment to school.

Furthermore, research by Noor-Azniza, Malek, Yahya and Farid (2011) established the moderating effect of age on the relationship between emotional intelligence with social adjustment and academic adjustment. Also, research has that males have higher adjustment than females (Enochs & Reland, 2006). Along with the study, females were found to be more successful than males in terms of social relationship (Demir & Urberg, 2004). As a whole, studies show that researchers pay less attention on the roles of individual's characteristics for emotional intelligence and student adjustment. Exploratory studies in the past several years show that individual characteristics (gender and age) have become targets of much empirical investigation as supported by Abdallah et al. (2009). In which he stated that, as a group, male's demonstrated better adjustment than females. Later, it was sustain by other research that showed there is differences between males and females in the level of emotional intelligence (Sanchez-Ruiz, Perez-Gonzales, & Petrides, 2010). Likewise, concerning the level of adjustment and emotional intelligence, researchers also discovered that ages and genders do indicate significant differences between students, For example, Noor-Azniza and Jdaitawi (2009) found that older students have higher emotional intelligence than younger ones.

However, according to literature search, the ability of gender and age to moderate the relationship between independent variables and student adjustment has received minimum direct investigation. For example, the moderating effects of gender and age are mixed as what has been discovered in the research of student's success. Gender has been described as a factor that moderates the relationship between independence from parents and lower levels of positivity in the feeling of separation. (Beyer & Goossens, 2003). In addition, research by Salami (2010) examined the relationship between emotional intelligence, career development and gender. Specifically, their research instigate whether gender can moderate the relationship between emotional intelligence and career development, in which it was strongly supported by the result, and finding by Shabani, Hassan, Ahmad, and Baba (2011) show that gender on other hand does not moderate the relationship between emotional intelligence, spiritual intelligence and mental health among adolescents. In terms of age, researchers suggested that age may have an affects as a moderating variable on academic performance. Researchers Laidra, Pullman, and Allik (2007) reported that age is a contributing factor that moderates relationships with academic success, but as stated by Shabani, Hasan, Ahmad, and Baba (2010) age does not moderate other relationship such as spiritual intelligence, emotional intelligence and mental health among students.

Appraisal of Literature

This study is focused on some psychosocial factors affecting the adjustment of fresh secondary school students in transition. The literature reviewed indicates that during transition to secondary school, students encounter various challenges which at times thwart their proper adjustment in school. During transition to secondary school, students' sense of being is often challenged by the new and unfamiliar secondary

school environment. They are faced with a new environment of buildings and classrooms, new school and teacher expectations, new academic challenges, and acceptance into a new peer group. They are required to function independently, develop relationships with staff and peers, and to behave in ways that are appropriate for their class and school including conforming to rules (Fabian, 2000; Margetts, 2003). Thus, the failure to adjust to these challenges could have adverse effect on the academic and social development of students.

Base on these, literature on the concept of adjustment and the selected variables were extensively reviewed in relation to their effects on the dependent variable, adjustment to school transition. Thus, the literature reviewed showed that motivation is of particular interest to educational psychologists because of the crucial role it plays in student learning. Achievement motivation is observed as the ability to achieve a high standard of work. The ability to do something unique is an example of achievement motivated behaviour. Furthermore, the literature reviewed indicates the role of self-efficacy in enhancing human adjustment and success in life. According to Bandura (1997) self-efficacy refers to subjective judgments of one's capabilities to organize and execute courses of action to attain designated goals. It is a belief about what a person can do rather than personal judgments about one's physical or personality attributes.

The theory of self-efficacy indicates that students' perceptions of their abilities to perform tasks greatly influence their success. Self-efficacy beliefs influence task choice, effort, persistence, resilience, and achievement (Bandura 1997; Schunk 1995). Compared with other students who doubt their learning capabilities, Pajares and Schunk found that those who feel efficacious for learning or performing a task participate more readily, work harder, persist longer when they encounter difficulties,

and achieve at a higher level. Thus, the stronger the perceived self efficacy, the higher the goal challenges people set for themselves and the firmer is their commitment to them.

Also, the literature indicates that emotional intelligence is so vital to human survival and adjustment. According to Bar-On (2002) emotional intelligence is an array of non-cognitive capabilities competencies and skills that influence one's ability to succeed in the coping with environmental demands and pressures. He further affirmed that emotional intelligence addresses the emotions, personal, social and survival dimensions of intelligence and emotional skills developed over time. Similarly, the literature presented the role of attitude in school transition experiences. For instance, research by Titus (2006) reported that students with positive attitude to school integrate easily to school culture, adjust favorably to transition in school and performs well academically. Also, Gerdes and Mallinckrodt (1994) found that positive attitude is a key to perseverance in school transition. It also stimulates motivation to learn, taking action to meet academic demands, a clear sense of purpose, and general satisfaction with the academic environment. On the other hand, Barone, Aguirre-Deandreis, and Trickett, (1991) found that as students with negative attitudinal disposition make the transition in school, many experience a decline in grades and attendance as they view themselves more negatively and experience an increased need for friendships.

Similarly, the literature showed that peers have a substantial influence on various aspects of school adjustment, including school attitudes, extent of involvement in school, and academic achievement (Berndt & Keefe, 1995). Furthermore, socio-economic status has been shown in the literature to be one of the important variables that determine the success of school adjustment during transition. According to Thomas

and Bainbridge, (2000) socioeconomic status is a significant area of attention when attempting to determine reasons for student success in school transition. Research also indicates that family socioeconomic characteristics such as income and parental education are important variables for measuring students' adjustment in school (Ishitani, 2003). Socio-economic status is a significant factor for students finding it difficult to transit and fully integrate into their academic community. Similarly, students from low SES families may experience discomfort or awkwardness interacting with their higher SES peers, and may hold negative beliefs about higher SES peers. Furthermore, the literature pointed on the functions of interest in attaining success. The literature indicates that students who reported lower interest and students who perceived themselves to be less socially competent and less popular were more likely to adjust poorly to middle school.

Summary of Literature

This study examined the psychosocial variables affecting the adjustment of fresh secondary school students in transition. Literature review on the adjustment of transiting fresh secondary school students indicates that transition from a familiar situation into a new or unfamiliar situation, for example, from primary to secondary school is characterized by change, tensions and uncertainties (Fabian, 2000) During transition, students' sense of being is often challenged by the new and unfamiliar secondary school environment. They are faced with a new environment of buildings and classrooms, new school and teacher expectations, new academic challenges, and acceptance into a new peer group. They are required to function independently, develop relationships with staff and peers, and to behave in ways that are appropriate for their

class and school including conforming to rules (Fabian, 2000; Margetts, 2003). Thus, the failure to adjust to these challenges could have adverse effect on the academic and social development of students.

Thus, the literature reviewed few selected psychological and social variables to determine their effects on fresh secondary school students' adjustment to transition. The psychological and social variables include, achievement motivation, self-efficacy, attitude, emotional intelligence, interest, peer influence and socio-economic status. Also, the literature reviewed extensively both the theoretical and empirical information on the selected psychological and social variables. For instance, the literature indicates that motivation is of particular interest to educational psychologists because of the crucial role it plays in student learning. Achievement Motivation is observed as the ability to achieve a high standard of work. Therefore, students with high achievement motivation are high academic achievers and they are always set for a high level of aspirations and adjust well to school challenges. Thus achievement motivation is positively related to high academic achievement and adjustment in the school system considering the fact that adjustment is a meta-level construct encompassing a range of specific components that together constitute favourable school functioning. Thus, Gottfried, Fleming and Gottfried, (2001) reported that achievement motivation is particularly salient in predicting middle school performance outcomes. In the same vein, Gonzalez and Padilla (1997) found that students who are well adjusted in school and are able to maintain their academic performance are those having high levels of achievement motivation, despite the presence of stressful events and conditions.

Also, the literature indicates that the function of self-efficacy in enhancing adjustment to every human transition has continually earned both theoretical and empirical

attention. Self-efficacy is grounded in a larger theoretical framework known as Social Cognitive Theory which supports human achievement as dependent on interactions between one's behaviors, personal factors and environmental conditions (Bandura 1986, 1997).The work of Bandura concerning self-efficacy indicates those students' perceptions of their abilities to perform tasks, greatly influences their success. Self-efficacy beliefs influence task choice, effort, persistence, resilience, and achievement (Bandura 1997; Schunk 1995). In this regard, researchers have shown in their respective studies that students' self- beliefs are likely to determine their academic success and correlate with the degree of success in their overall adjustment. In line with this, Bandura (1986; 1997) specifically, argued that self- beliefs about one's abilities and personal competence, known as self-efficacy beliefs, positively correlate with adjustment. According to Bandura (1986), students with high levels of self-efficacy in regards to their ability and personal competence are at lower risk for emotional maladjustment.

Furthermore, the literature reveals that emotional intelligence deals with human ability to understand his own emotions and the emotions of others. It is an ability to recognize the meaning of emotions and their relationships and to reason and solve-problem on the basis of such emotions (Goleman, 1998). According to Bar-On (2002) emotional intelligence is an array of non-cognitive capabilities competencies and skills that influence one's ability to succeed in the coping with environmental demands and pressures. Similarly, Adeyemo (2005) found significant relationship between emotional intelligence and adjustment. Similar studies by Birch and Ladd (1996) showed that positive emotions increases students level of adjustment. This positive affect may also produce a spiral effect which in turn facilitates a more suitable climate for learning

(Sutton & Whealey 2003) and as well increases creative capacity for generating new ideas and therefore the ability to handle difficulties.

In the same trend, the literature indicates that peer effects have come to be seen as a major influence on education outcomes (Hoxby, 2000; Gibbons & Telhaj, 2006). Peer influence is more complex than the stereotype of the negative influences from friends. First, peer influence can be both positive and negative *(Maria,* 2007). Also, the quality of a child's friendships is important for his or her adjustment and developmental outcomes and having supportive friendships will increase their involvement with school (Shaffer, 2000).

The literature also has it that an attitude is an evaluation or judgment of either liking or disliking a person or object or social issue. Social psychologists conceptualize attitude as consisting three components (1) cognitions (set of beliefs) (2) emotions, feeling of liking or disliking) and (3) behaviours (inclinations to act positively or negatively) (Crites, Fabrigar, Petty, 1994). In this regard, studies by Titus (2006) reported that students with positive attitude to school integrate easily to school culture, adjust favourably to transition in school and performs well academically. Similarly, Tinto (1994) asserts that students could adjust favourably to transition if they are helped to develop the right attitudinal skills that would make them relate well with their challenges in school.

More so, the literature indicates that students' family socioeconomic characteristics such as income and parental education are important variables for measuring students' adjustment in school (Ishitani, 2003). Furthermore, other studies revealed that students

from low SES families are less likely to have the academic preparation and resources available to higher SES students (Cho, Lee, Hudley, Barry, & Kelly, 2008; Ellis, 2001).

Also, the literature indicates that interest is a strong factor that influence on individuals' cognitive and affective functioning (Renninger, 2000; Schiefele, Krapp, & Winteler, 1992). And research by Holly and Kelly (2010) equally stated that student interest in schooling predicts their pattern of adjustment to the challenges of school transition. Russell, Mackay and Jane (2003) also found that students interest in school foster successful transition and positive academic outcomes. The literature also incorporated the view of some theories of adjustment that are applicable to the context of this study.

Conceptual Framework

In the field of psychology and education, adjustment has remained a veritable tool that determines students' successful transition at every level of their education. Adjustment of high school freshmen to transition deals with the ability to cope with academic, personal social and emotional challenges in relation to teachers, classmates and other school environment expectations. In this regard students' ability to adjust to transition to junior secondary school will likely depend on several factors, including personal maturity and coping resources, the nature of the new school environment, and the level of preparation and social support available prior to and during the transition.

Furthermore, this study is designed upon an idea that its findings will be used by psychologists and other people in related professions to develop useful and effective intervention strategies that would be used to inculcating adjustment skills in students during transition to secondary school. Thus, considering the variables used for this study, students' socio-economic status, achievement motivation, self-efficacy and their

ability to manage their emotions are at the center to guide and direct students' interest and attitude towards their adjustment to school activities. When students are well-adjusted, they tend to value what they are learning, are positively involved in classroom activities, are rarely disruptive (Wentzel,1993) learn what is taught at school, and also receive high grades and test scores (Berndt, 1996). Therefore, the variables used for this work are suitable for developing an effective means for proper adjustment in the secondary school.

School adjustment can be assumed to reflect teens' overall resources for school work and to be an important indicator of how well teens have been able to cope with the challenges and expectations presented by school, or how well school has been able to answer individuals' development needs. Although, classes work assignments, homework, and examinations, on the hand and making new friends and being a member of a peer group, on the other are typically ranked as the most important challenges at school (Newman, Myers, Newman, Lohman, & Smith, 2000). Such challenges can be particularly demanding during the educational transition to new school environment.

Therefore, in order to adjust successfully in a new school environment, students must acculturate and become more tolerant of the demands of the school environment while continuing to value and appreciate their own views. They must learn skills and knowledge that reduce misunderstandings and increase the knowledge base for appropriate behavior. Furthermore, several studies reviewed in this work showed that the variables used for this investigation could also exert positive influence on the adjustment of fresh secondary school students to transition. For instance, Maddux (1995) reported that self-efficacy beliefs affects adjustment through their influence on

the students' goal setting, persistence, and emotional adaptiveness. Also, it has been found that the quality of peer relationships is a significant indicator of adjustment in Chinese and Western children. Similarly, studies by Birch and Ladd (1996) showed that positive emotions increases students level of adjustment. Also, research evidence suggests that early school adjustment is positively associated with parental education, socioeconomic status, and children's ethnicity.

Research Questions

The following research questions were examined to guide in providing a causal explanation for the work

(1)   To what extent would the psycho-social variables jointly affect adjustment to transition among fresh secondary school students?

(2)   What is the estimate of the strength of causation of the psycho-social variables on the model?

(3)   What are the direct and indirect effects of the psycho-social variables on adjustment to transition among fresh secondary school students?

(4)   What are the directions and estimate of the strengths of the causal paths of the variables on adjustment to transition among fresh secondary school students?

(5)   What is the proportion of the total effect of (i) direct (ii) indirect of the exogenous variables on adjustment to transition among fresh secondary school students?

(6)   What is the most meaningful causal model involving the nine variables in adjustment to transition among fresh secondary school students?

(7)   To what extent would the psycho-social variables relatively affect adjustment to transition among fresh secondary school students?

CHAPTER THREE

METHODOLOGY

This chapter deals with the methodology for the study under the following headings, research design, population, sampling procedures and samples, instruments, procedures for data collection and analysis.

Research Design

This study adopted the ex-post facto research design. It is a type of design that seeks to establish cause and effect relationships, but the researcher usually has no control over the variables of interest, and therefore cannot manipulate them. Thus, data are collected after the event or the phenomenon under investigation has taken place hence the name ex-post facto. Ex-post facto is a systemic empirical research design in which the researcher does not have direct control of the independent variable because their manipulation has already occurred or because they cannot be manipulated (Kerlinger & Lee, 2000).

Population

The population for this study consists of fresh Junior Secondary School Students (JSS1) in public secondary schools in South-Eastern Nigeria. The South-Eastern of Nigeria consists of five (5) States. They are Abia, Anambra, Ebonyi, Enugu and Imo, States respectively.

Participants

The participants for this study consisted of one thousand two hundred (1200) Junior Secondary School (JSS1) students (505 boys) constituting 42.1% and (695 girls) constituting 57.9% of the total participants. The age range of the participants is between 10 and 13 years. The mean and standard deviation of their ages were 3.2 and 3.6 years. The demographic information about the participants is presented in Table 3.1 below

Table 3.1: Demographic information for the 1200 participants in the study

Variable	Distribution	Number	Percentage (%)	Cumulative (%)
Age				
	10	625	52.1	52.1
	11	370	30.8	82.9
	12	155	12.9	95.8
	13	50	4.2	100
Gender				
	Male	505	42.1	42.1
	Female	695	57.9	100

Table 3.1 above shows that the participants vary with regard to their demographic information.

A total of 625 participants representing (52.1%) were 10 years; 370 (30.8%) of the participants were 11 years; 155 (12.9%) of the participants were 12 years and 50 (4.2%) were 13 years of age. With regards to gender, 505 (42.1%) of the participants were male, while 695 (57.9%) of the participants were female.

Sample

The participants for this study were one thousand two hundred male and female junior secondary school students in (JSS1) in South-Eastern Nigeria.

Sampling Technique

The multi-stage sampling technique was used to select two local government areas from each of the five states that constitute southeastern states of Nigeria used for the study. The five states that make up the Southeast geopolitical zone of Nigerian are Abia, Anambra, Ebonyi, Enugu and Imo State. They have diverse numbers of local government areas with Abia having 17, Anambra 21, Ebonyi 13, Enugu 17 and Imo 21. Through multi-stage sampling technique, three local government areas were first picked through the hat-picking process from each of the three senatorial districts of each of the states. Again, two local government areas were each picked at the second stage from each of the senatorial district. These then amount to six local government areas from each state. Thereafter, at the third stage, one local government area was picked from each of the senatorial district of the states. These then amount to three local government areas each from the five states. Furthermore, at the forth stage, two local government areas were then picked through the same hat picking process. Therefore two local government areas were selected from each of the five states. Also, the multi-stage sampling technique was used to select three secondary schools each from each of the ten local government areas used for the study. These amounts to a total of thirty (30) secondary schools selected for the study. Also, 40 fresh junior secondary school students (males and females) in JSS1 were randomly selected from each of the selected thirty 30 secondary schools used for the study.

Thus, 1200 copies of the instrument (questionnaire) were distributed to the participants (JSS1 Students) which comprised 505 males and 695 females respectively. On completion, all the questionnaires were collected successfully from the participants. This was due to the fact that the researcher divided the questionnaire into two (2) sets, and administered them at two (2) different times to the participants. After the administration of the first sets of the questionnaire to the participants on the first day at each of the selected schools, the researcher went and administered the second set of the questionnaire to the participants on the following day. The participants were given numbered tallies with the help of the research assistants. This enabled the researcher to identify the participants on the following day and administered the second set of the questionnaire to them. This helped to sustain the convenience of the participants in filling the questionnaire. See Table 3.2. below:

Table 3.2: Table of Distribution base on States, Local Government Areas, Schools and proportion of Students selected for the Study

NUMBER OF STATES	Local Government Areas	Number of schools selected for the study	Number of Students selected for the study
IMO STATE	Owerri municipal Oru East	3 3	120 (i.e. 40x3) 120 (i.e. 40x3)
ABIA STATE	Aba North Isuikwuato	3 3	120 (i.e. 40x3) 120 (i.e. 40x3)
ANAMBRA STATE	Onitsha South- Anambra West-	3 3	120 (i.e. 40x3) 120 (i.e. 40x3)
EBONYI STATE	Abakiliki Afipko South	3 3	120 (i.e. 40x3) 120 (i.e. 40x3)
ENUGU STATE	Enugu South, Igbo-Eze South,	3 3	120 (i.e. 40x3) 120 (i.e. 40x3)
		30	**1200**

Instrumentation

The instruments used for the study were adopted questionnaires. They include the following:

(1)   Students Academic Achievement Motivation scale developed by Aremu and Hammed (2002);

(2)   Academic Self-efficacy Scale developed by Morgan and Jinks (1999)

(3)   Peer Influence Scale constructed by Adeyemo and Torubeli (2008)

(4)   Attitude to School Scale was developed by Handelsman, Briggs, Sullivan and Towler (2005).

(5)   Interest in Schooling Scale developed by Umoinyang (1999)

(6)   Swinburne University Emotional Intelligence Test (Adolescent Sueit) developed by Palmer, Constough and Leubbers (2003)

(7)   Academic Adjustment Scale developed by Menroe (2002).

(8)   Socioeconomic Status Scale developed by Salami (2000)

The researcher adapted and modified the instruments. The instruments were also revalidated through a pilot study using four hundred and eighty (480) junior secondary school one students (JSSI) from among the selected schools used for the study. This number constitutes 40% of the same population.

The instrument for data collection is divided into nine (9) sections (A to I). Section A seeks the demographic information such as, age and gender. While, section B is Achievement Motivation Scale. Section C is Self-efficacy Scale, and section D is Peer Influence Scale, Also, section E is Attitude to School Scale, and section F is Interest in Schooling Scale. Section G is Emotional Intelligence Scale, section H is Socio-economic Status Scale and section I is Academic Adjustment Scale.

Students' Academic Achievement Motivation Scale

The scale that was used to measure students academic achievement motivation is the modified version of Students' Academic Achievement Motivation Inventory developed by (Aremu & Hammed, 2002). It is the 2nd inventory in Ibadan Multi-dynamic Inventories of Achievement Motivation. The 2nd inventory in Ibadan Multi-dynamic Inventories of Achievement Motivation was adapted and used for the study. The

adapted scale consists of 14 items, and these items were revalidated through a pilot study by the researcher, with the Crumbach alpha = 0.73 and the reliability coefficient using Guttman split half r = 0.81. The original scale has 24 items and a reliability coefficient of 0.86 Crumbach alpha.

Academic Self-efficacy Scale

Academic Self-Efficacy was measured using an adapted and modified version of the Morgan-Jinks Student Academic Self-efficacy Scale developed by Morgan and Jinks (1999). The adapted and modified instrument contains 13 items which were validated through a pilot study. The reliability coefficient of test-retest was 0.68. The internal consistency reliability measured using Cronbach's alpha was 0.74. The original instrument is a thirty-item scale and had an overall reliability coefficient of 0.82. The instrument has a response format ranging from 'Really disagree (1) to Really agree (4).

Swinburne University Emotional Intelligence Test (Adolescent SUEIT)

The adolescent self-report version was developed by Ben Palmer, Constough and Stefan Leubbers (2003). The instrument consists of 57 items and has been designed to assess how effectively adolescents deal with emotions. Higher scores indicate high emotional intelligence. There is no right or wrong answers. The inventory begins with questions about the name, age, gender, culture, ethnical background and educational level of the respondent. The inventory has four dimensions:

1.   Emotional recognition and expression

2.   Understanding emotions external

3.   Emotional direct cognition

4.	Emotional management and control

The fifty-seven items are distributed among the four dimensions as follows:

Subscale (1) has eleven items, score range 11-55

Subscale (2) has nineteen items, score range 19-95.

 Subscale (3) has eleven items, score range 1-55.

Subscale (4) has sixteen items, score range 16-80.

The scale is a matric with a total E.I score derived from the four subscales ranging from 57-285.

The adolescent SUEIT has demonstrated good internal consistency with a Crombach alpha Coefficient of reported emotional recognition and expression of 0.58, understanding internal emotions internal 0.78, emotions direct cognition 0.78, emotional management and control 0.62. The researcher adapted, modified and revalidated the instrument through a pilot study on similar students in JSS1 at Ibadan. The researcher used the modified version of the scale. It has 16 items with 4 point modified likert response format ranging from (1) for Strongly Disagree to (4) Strongly Agree. Fifty copies of the scale was administered to fifty (50) Junior Secondary School One (JSS1) students (26 males and 24 females) in Ibadan Oyo State. Using the Pearson Product Moment Correlation statistical method (PPMC), the instrument yielded a two weeks test-retest reliability coefficient of 0.68 for subscale (1) 0. 74, for subscale (2), 0. 82 for subscale (3) and 0. 87 for subscale (4).

Interest in Schooling Scale

The interest in schooling scale was used as a measure of interest in this study. It was developed by Umoinyang (1999). The scale has 10 items, measuring interest in

schooling on a four likert response format ranging from strongly agree (4) to strongly disagree (1). The Students' personal interest, situational interest, meaningfulness of schooling, involvement in school work, home work, assignment among others are measured by the items. The two weeks test retest of the instrument revealed a reliability co-efficient alpha of 0.81; the split half reliability index is 0. 95. The original scale has 15 items. It has a crumbach reliability co-efficient alpha of 0.93; and the split half reliability index is 0.79

Academic Attitude Scale

The scale that was used as a measure of students academic attitude is the academic attitude scale developed by Handelsman, Briggs, Sullivan, and Towler (2005). The scale was devised to measure student's academic attitude during transition to secondary school. The scale has 13 items with response format ranging from (1) strongly disagree to (4) strongly agree. The reliability co-efficient alpha of the scale is $r = 0.74$ and a two weeks test-retest reliability coefficient alpha of the scale is $r = 0.68$.

Peer Influence Scale

The peer influence scale constructed by Adeyemo and Torubeli (2008) was used as a measure of peer influence in this study. The instrument has a total of 12 items with response format ranging from (1) not at all like me to (4) very much like me. It has a test- retest reliability index of 0.78. A typical item is "most of my friends in my school are doing well in their studies".

Socio-Economic Status Scale

The Socio-Economic Status Scale developed by Salami (2000) was used as a measure of Socio-Economic Status of the participants. The SES Scale asked for information on the educational qualifications and occupational status of the participants' parents (mother and father or guardians). The parents' educational qualification (14 points) and occupational status (10 points) were summarized to indicate the participant's socio-economic status. The highest score obtained when the parents' education was combined with their occupational status score was 24 while the least was 4. On the basis of the scores, the respondents were classified into lower socio-economic status (1-8), middle socio-economic status (9-16), and higher socio-economic status (17-24). The test-retest reliability coefficient of the SES scale was 0.73 with an interval of three weeks. The internal consistency Cronbach's alpha was 0.83. The instrument was validated by correlating the scores on the SES scale with scores of SES by 1paye (1977). The correlation coefficient obtained between the two scores on the two SES scales was 0.64.

Academic Adjustment Scale

The scale used as measure for Academic adjustment was developed by Monroe (2002). The adopted and modified version consists of 15 items with a response format ranging from Strongly Agree = SA to Strongly Disagree = SD. The scale has a two weeks test retest reliability coefficient of 0.84. The original scale has 15 items. Typical items of the sale reads: "My school life is well articulated", I live at a normal pace not doing anything excessively at school. The reliability coefficient of the instrument is 0.79.

During the revalidation process, some of the items in the scales used were reduced, considering the age, culture, life style and environment of the participants. The reason for this was base on expert judgment and approval of the items being okay for the developmental stage of the participants.

Procedure for Administration and Data collection

The administration of the questionnaire lasted for eight weeks. The researcher traveled to the five States in South-Eastern Nigeria. Before administering the questionnaire, the researcher sought permission from the school authorities of the participants. To facilitate and ensure successful administration of the instruments, fifteen class teachers in the various schools were used as research assistants and were trained for one week on the principles and procedures of questionnaire administration. At the end of the training, they were evaluated and ten out of the fifteen trained were selected based on their performance. Hence, the ten research assistants that passed the training test were used in the administration and collection of the questionnaires. The participants were informed about the importance of the study and their need to participate. The researcher due to the voluminous nature of the questionnaire, divided the questionnaire into two (2) sets, and administered the first set to the participants on the first day of each visit. After the administration of the first sets of the questionnaire to the participants on the first day at each of the selected schools, the researcher went and administered the second set of the questionnaire to the same participants the following day.

The names and class of the participants were collected and adequately coded with the help of the research assistants. This enabled the researcher to identify the participants on the following day and administered the second set of the questionnaire on them. The

reason for this was to ensure the convenience of the participants in filling the questionnaire, considering the fact that the participants are JSS1 students within the age range of 10 and 13. Thus, it could be difficult for them to fill and complete a four paged questionnaire that contains eight different scales at once. Hence, the questionnaire was divided into two sets. One thousand and two hundred (1200) copies of the questionnaires were distributed to the participants of selected schools. They were encouraged to be sincere in responding to the questionnaire.

Data Analysis

Data collected was analyzed using a causal modeling technique that involved multiple regression, backward solution and path analysis. Path-Analysis helped in identifying the total effects, i.e. direct and indirect effect of independent variables (the psychosocial variables) on the dependent variable (adjustment).

Multiple Regression Analysis

Multiple regression analysis was used to determine the joint contributions of the nine independent variables (X_0, X_1, X_2, X_3, X_4, X_5, X_6, X_7 and X_8) in predicting adjustment to transition (X_9). The criterion variable was therefore regressed on each of the nine explanatory variables (X_0, X_1, X_2, X_3, X_4, X_5, X_6, X_7 and X_8). The regression equation is: $X_9 = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + b_4 X_4 + b_5 X_5 + b_6X_6 + b_7X_1 + b_8X_8$. Here b_0- b_9 are the regression weights that represent the relative contributions of the independent variables, (X_0.....X_8) to the prediction of the dependent variable (X_9). However, since correlation could only suggest co-variation, there was the need to ascertain the causal linkage or relationship among the variables. Hence, this demanded that the researcher employed the use of Path Analysis technique.

Path Analysis

Path Analysis technique was employed with a view to enabling the researcher study the effects, both direct and indirect, of the independent variables (X_0.......X_8) on the dependent variable (X_9). In addition, it enabled the researcher to select these variables that are potential determinants (causes) of the effects and then, attempted to isolate the separate contributions to the effects made by each predictor variables or cause (Blalock, 1964). The adoption of the causal modeling however, required the researcher to do the following:

(1)   Build a hypotheses causal model that involved the psychosocial variables on the basis of temporal order, research findings and theoretical ground (Kerlnger & Pedhazur, 1973).

(2)   Identify the paths in the model through structural equations,

(3)   trim the paths of the model on statistical significance and meaningfulness

(4)   each of the endogenous or dependent variable is directly related to all the variables preceding it in the hypothesized causal influence.

The researcher then took into consideration the following assumptions in his attempt to build the hypothesized recursive path model as highlighted by Kerlinger and Pedhazur (1973):

(1)   There is a one way causal flow in the system. That is, reciprocal causations between variables are ruled out;

(2)   The residuals are not correlated among themselves and with the variable preceding them in the model;

(3)   Each of the endogenous or independent variables is directly related to all the variables preceding it in the hypothesized casual sequence.   :

The confirmatory causal Modeling Technique involved the following processes:

(i)   Selection of the variables that are postulated to be the causes of the effects,

(ii)   Hypothesising and selecting the "correct" theoretical causal model that shows causal relationship among the study variables

(iii)   Constructing the structural equations associated with the arrow diagrammes;

(iv)   Identifying and trimming the path of the model using the criteria of significance (p<.05) and meaningfulness (p<.05) and

(v)   Validation (confirmation) of the more parsimonious model, resulting in a more parsimonious model.

In building the confirmatory causal model, Blalock (1964) identified three fundamental principles for generating hypothesized causal model and these principles were applied in the selection of variables in this study they are;

- Temporal order: This principles stipulates that if a variable occurs in time before another one with which it is known or assumed to be causally related, the latter variable will be a function of the former, and not vice versa.

- Research findings: Research can identify a causal order among a number of variables.

- Theoretical Ground: A particular causal order can be hypothesized by a researcher, who then goes ahead to test his hypothesis (assumptions)

Building Confirmatory Hypothesized Causal Model

The researcher built his confirmatory causal model on the basis of the afore-mentioned principles for generating a hypothesized causal model for the present study. Consider the linkages between the explanatory and the criteria variables in figure 3.1 to 3.7 as derived from figure 3.8.
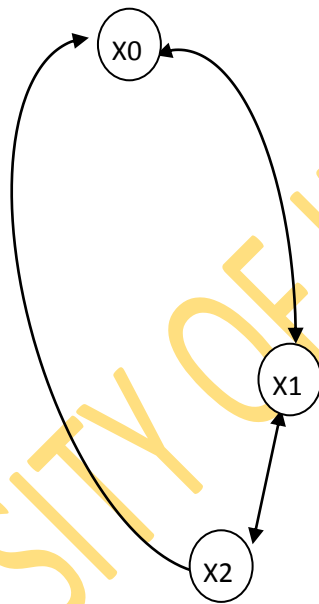
Figure 3.1: Relationships among Age, Gender and SES

The model depicted age (X_0) and gender (X_1) as related to other variables but not affected by other variables. They are independent variables that the other variables have no bearing on. They can only affect any of the other eight variables in the model. They also exist on temporary order. For instance, age and gender of the fresh secondary school students have been in existence ever before the students could be conscious of the socio-economic status of their parents, achievement motivation, self-efficacy, peer influence, interest, and attitude and so on.
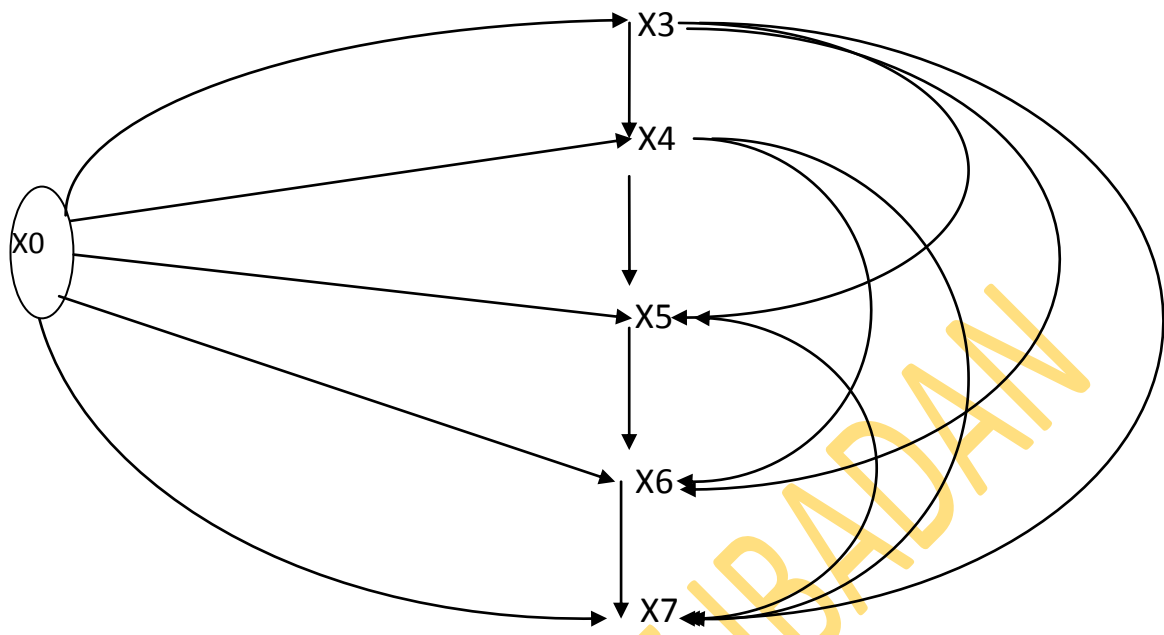
Figure 3.2: **Interactions between Age, Achievement motivation, Self-efficacy, Peer influence, Interest in schooling, Attitude to school.**

From research findings, it was hypothesized that age (X_0) can influence achievement motivation (X_3) (Martin, 2009; Pauline, 2010). Studies have also shown that age (X_0) is a predictor of self-efficacy (X_4) (Tella 2011). Literature also suggests that age (X_0) can affect peer influence (X_5) (Steinberg & Monahan, 2007; Collins & Steinberg, 2006). Also, research findings have shown age (X_0) to relate to interest in schooling (X_6). Prior research has also found significant relationship between age (X_0) and attitude (X_7). Also, Pajares (2006) found that achievement motivation (X_3) is related to self-efficacy (X_4). Achievement motivation (X_3) also affects peer influence (X_5) (Kindermann, 2007). Furthermore, achievement motivation (X_3) can influence interest in schooling (X_6) (Edelson & Diana, 2001). Research indicates that achievement motivation (X_3) is related to attitude (X_7). Similarly, self-efficacy (X_4) is related to peer

influence (X_5) (Ando, Asakura, Ando & Simons-Morton, 2007). Self-efficacy (X_4) can affect interest in schooling (X_6) (Trautwein, Ludtke, Köller, Marsh, & Baumert, 2006). Self-efficacy (X_4) has influence on attitude (X_7). It was also found that peer influence (X_5) can affect interest in schooling (X_6) (Adika & Toyobo, 2007). Peer influence (X_5) can determine ones attitude (X_7). Interest in schooling (X_6) can influence attitude (X_7) (Odinko & Adeyemo, 1999b).
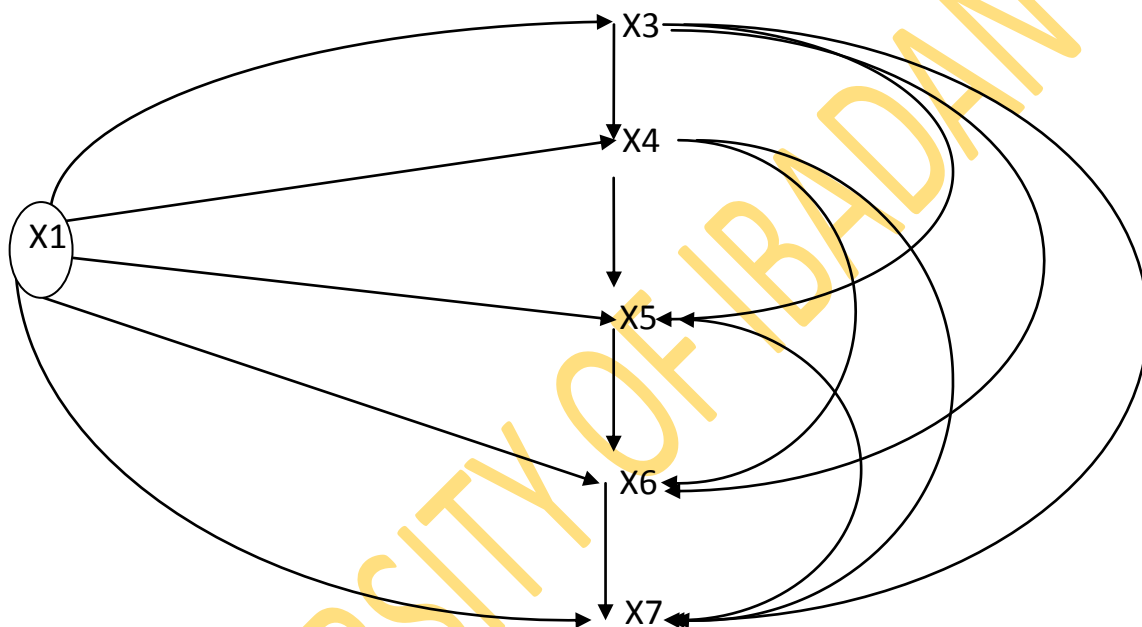
Figure 3.3: **Relationship among Gender, Achievement motivation, Self-efficacy, Peer influence, Interest in schooling, Attitude to school.**

Gender (X_1) was hypothesized to correlate, based on research findings with achievement motivation (X_3). Also, research showed that gender (X_1) affects Self-efficacy (X_4). Also, it was found that gender (X_1) significantly correlated with peer influence (X_5). Furthermore, it was found that there was gender (X_1) effect on interest (X_6). Also gender (X_1) is found to correlate with attitude to school (X_7). Thus, research findings indicated that achievement motivation (X_3) has relationship with self-efficacy (X_4). Likewise, achievement motivation (X_3) can affect peer influence (X_5)

(Kindermann, 2007). In the same vein, achievement motivation (X_3) can affect interest in schooling (X_6) (Edelson and Diana, 2001; Koller, Baumert & Schnabel, 2001).

Research further indicated that achievement motivation (X_3) correlate with attitude (X_7). Similarly, self-efficacy (X_4) correlate with peer influence (X_5) (Ando, Asakura , Ando, Simons-Morton , 2007). Self-efficacy (X_4) can affect interest in schooling (X_6) (Trautwein, Ludtke, Köller, Marsh, & Baumert, 2006). Self-efficacy (X_4) has influence on attitude (X_7). Studies also indicate that peer influence (X_5) can affect interest in schooling (X_6) (Adika & Toyobo, 2007). Peer influence (X_5) can determine ones attitude (X_7). In the same vein, interest in schooling (X_6) can influence attitude (X_7) (Odinko & Adeyemo, 1999b).
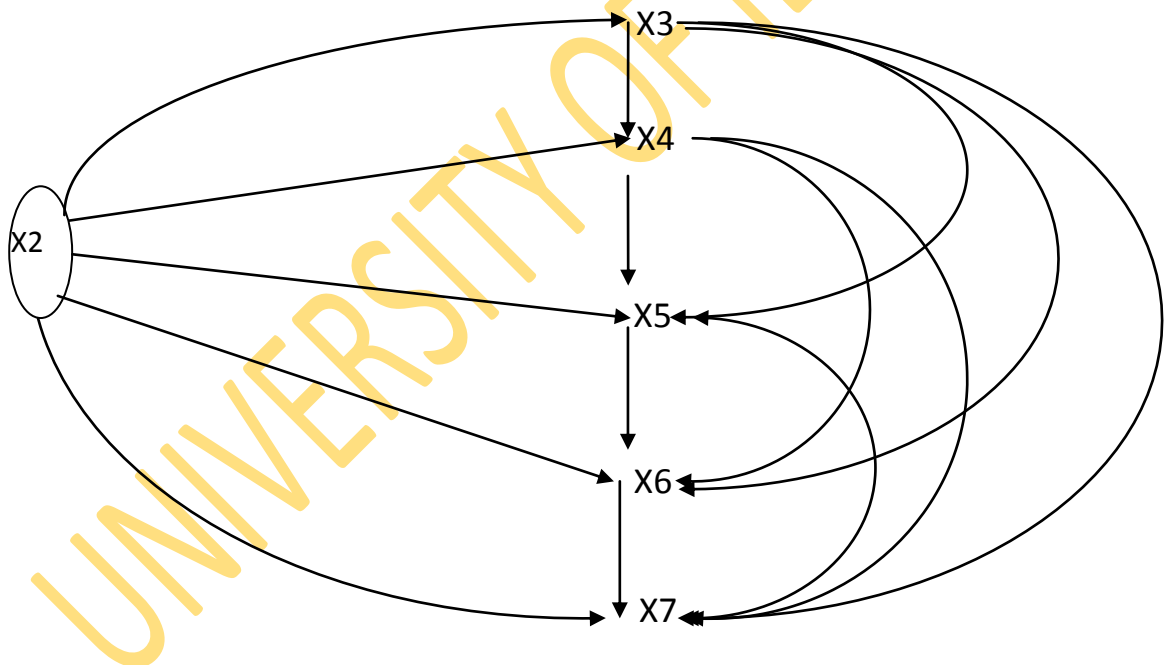
Figure 3.4:   Relationship among SES, Academic achievement Motivation, Academic Self-efficacy, Peer influence, Interest in school, Attitude to school

Socio-economic status (X_2) has been found to significantly predict academic achievement motivation (X_3). Also, Guliz & Semra, (2011); Eccles, (2005) found that SES (X_3) influenced self-efficacy (X_4). Also, SES (X_2) significantly predicted peer

influence (X_5). Similarly, SES (X_3) correlate positively with interest (X_6). Also, they assert that SES (X_3) positively influence students attitude to school (X_7). Likewise, research findings showed that achievement motivation (X_3) is related to self-efficacy (X_4) (Pajares, 2006). Achievement motivation (X_3) also affects peer influence (X_5) (Sarah, 2008; Kindermann, 2007). Furthermore, achievement motivation (X_3) can influence interest in schooling (X_6). Research indicates that achievement motivation (X_3) is related to attitude (X_7). Similarly, self-efficacy (X_4) is related to peer influence (X_5) (Ando, Asakura, Ando, Simons-Morton, 2007). Self-efficacy (X_4) can affect interest in schooling (X_6) (Trautwein, Ludtke, Köller, Marsh, & Baumert, 2006) Self-efficacy (X_4) has influence on attitude (X_7).

Studies also indicated that peer influence (X_5) affect interest in schooling (X_6) (Adika & Toyobo, 2007). Peer influence (X_5) can determine ones attitude (X_7). Interest in schooling (X_6) can influence attitude (X_7) (Odinko & Adeyemo, 1999b).
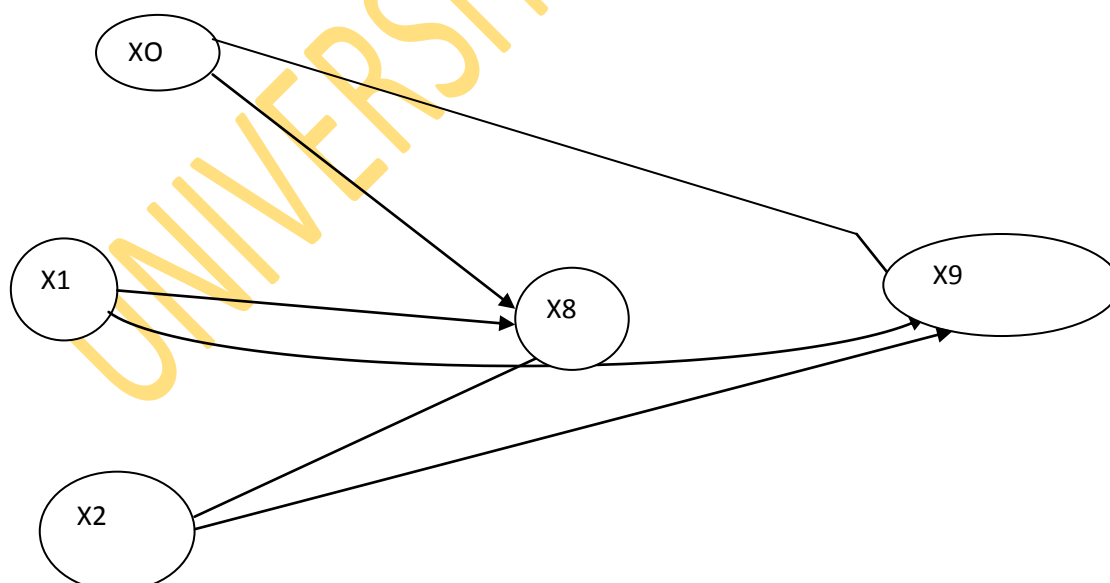
Figure 3.5:   Relationship among Age, Gender, SES, Emotional intelligence and Adjustment to transition

Age (X_0) is also found to have relationship with emotional intelligence (X_8). Theoretically, the current researcher is of the opinion that it takes more matured individuals to be highly emotionally intelligent. Therefore, on temporal order, the researcher contends that age of individuals have been in existence ever before individuals can be conscious of their state of mood or emotions as the case may be. Studies have also related age (X_0) to (X_9) adjustment (Nwoke 2010, Noor-Azniza, Malek, Yahya & Farid, 2011) found in their respective studies that age is related to adjustment.

On logical perspective and on temporal order an individual whose mind is broad, have had relatively high experience of life as a result of age are likely to have relatively higher positive relations with others, personal growth, and environmental mastery resulting in adjustment to transition. Gender (X_1), based on research findings predict emotional intelligence (X_8). Also, Gender (X_1) is a predictor of adjustment (X_9) (Enochs & Reland, 2006) SES (X_2) also influences emotional intelligence (X_9).

Research indicates that individuals with high SES are likely to have had experience of dealing with different people and must have through family being socialized on the way to conduct him or herself with people. This earlier exposure may influence his or her adjustment (X_9) (Cho, Lee, Hudley, Barry, & Kelly, 2008)
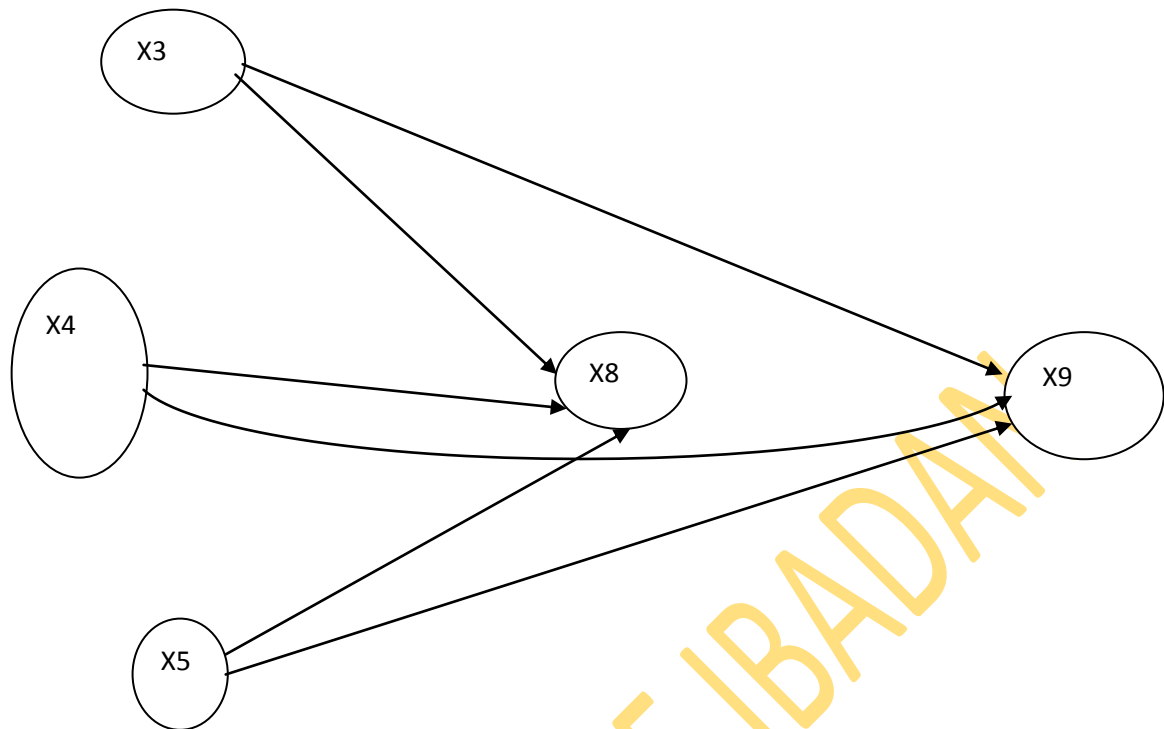
Figure 3.6: **Relationship among Academic achievement motivation, Academic self-efficacy, Peer influence, Emotional intelligence and Adjustment to transition**

Research findings have shown that achievement motivation (X_3) determines emotional intelligence (X_8) (Palladino & Bloom, 2008). Also, achievement motivation (X_3) predicts adjustment to school transition (X_9) (Lauver & Little, 2005) Research such as those of (Atkins & Stough, 2005) have found that self-efficacy (X_4) is related to emotional intelligence (X_8). Logically, individuals with high social self-efficacy tend to be competent under social situation, they relate well with others and others relate with them positively. Therefore, this might influence their emotional intelligence. It also likely that individuals with high self-efficacy (X_4) may also be high in adjustment to transition (X_9). In the same vein, peer influence (X_5) has relationship with emotional

intelligence (X_8). Peer influence (X_5) can also affect adjustment to school transition (X_9) (Shaffer, 2000).
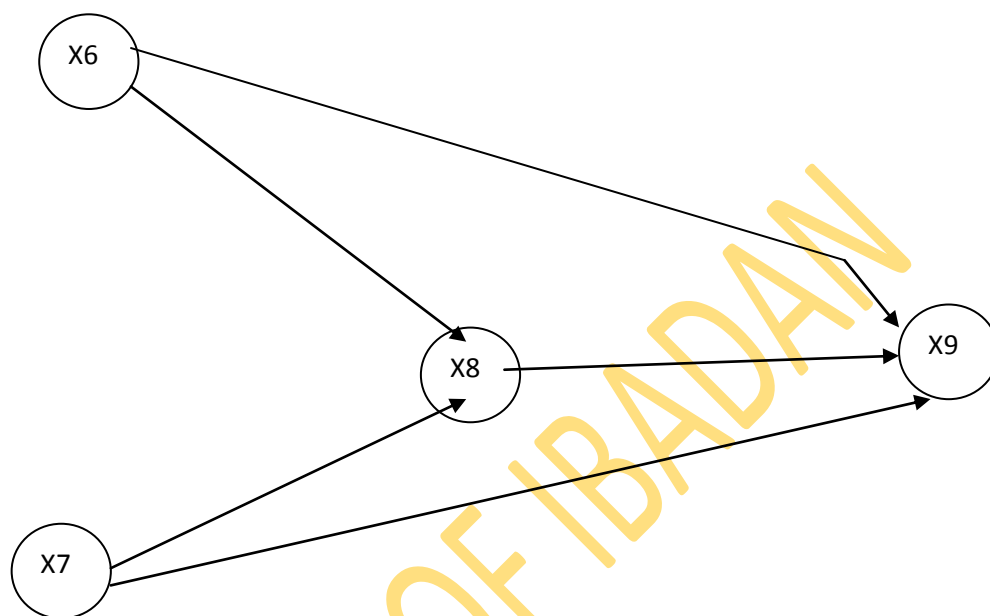
Figure 3.7: **Relationship among Interest in schooling attitude to school, Emotional intelligence and Adjustment**.

Research findings have shown that interest in schooling (X_6) may impact on emotional intelligence (X_8) (Krapp, 1999),   Moreover, extant studies have indicated that interest in schooling (X_6) may influence adjustment to transition (X_9). Also, attitude (X_7) has been reported in prior studies to have influence on emotional intelligence (X_8). The reason for this may be that people's attitude to learning or acquire knowledge impact on the way they relate with others. In similar vein, attitude to school (X_7) has been reported to have influence on adjustment to transition (X_9) (Titus, 2006). Research also indicates that emotional intelligence (X_8) can influence adjustment to school transition (X_9) (Adeyemo, 2005; Gil-Olarte, Palomera & Breackett, 2006). Logically, people who have positive attitude to learning tend to adjust to school life.

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Identifying the Paths in the Model

The researcher employed the technique of path analysis theorem (Wolfe, 1977) and Wright's Law (Asher, 1977) to construct the resultant structural equations. Therefore, the effects of the nine explanatory variables ($X_0 - X_8$) were predicted on the criterion variable (X_9) using the structural equation model below

$$R_1 = X_0 = B_0 X_0, B_1 X_1 \ldots\ldots B_8 X 8$$

Where,

X_9 = Predicted Standardized Score

$X_0, X_1 \ldots\ldots X_8$ = Predictor variables

$B_1, B_2 \ldots\ldots B_7$ = Associated Beta Weights.

In all, the researcher came up with a set of eight structural equations after exploring the hypothetical linkages or the input Path diagram of causal model of a nine variable system shown below:

$$X_4 = P_{41} X_1 + P_{42} X_2 + P_{43} X_3 + e_4$$

$$X_5 = P_{51} X_1 + P_{52} X_2 + P_{53} X_3 + P_{54} X_4 + e_5$$

$$X_6 = P_{61} X_1 + P_{62} X_2 + P_{63} X_3 + P_{64} X_4 + P_{65} X_5 + e_6$$

$$X_7 = P_{71} X_1 + P_{72} X_2 + P_{73} X_3 + P_{74} X_4 + P_{75} X_5 + P_{76} X_6 + e_7$$

$$X_8 = P_{81} X_1 + P_{82} X_2 + P_{83} X_3 + P_{84} X_4 + P8_5 X_5 + P_{76} X_6 + P_{77} X_7 + e_7$$

$$X_8 = P_{81} X_1 + P_{82} X_2 + P_{83} X_3 + P_{84} X_4 + P_{85} X_5 + P_{86} X_6 + P_{87} X_7 + P_{88} X_8 + e_8$$

$$X_9 = P_{91}X_1 + P_{92}X_2 + P_{93}X_3 + P_{94}X_4 + P_{95}X_5 + P_{96} X_6 + P_{97} X_7 + P_{98} X_8 + P_{99}X_9 + e_9$$

The implication of the above equation is that the criterion variable, that is, adjustment to transition (variable 9) is being significantly predicted by all the explanatory variables 0–8.

Fig 3.8: Hypothesized Causal Model
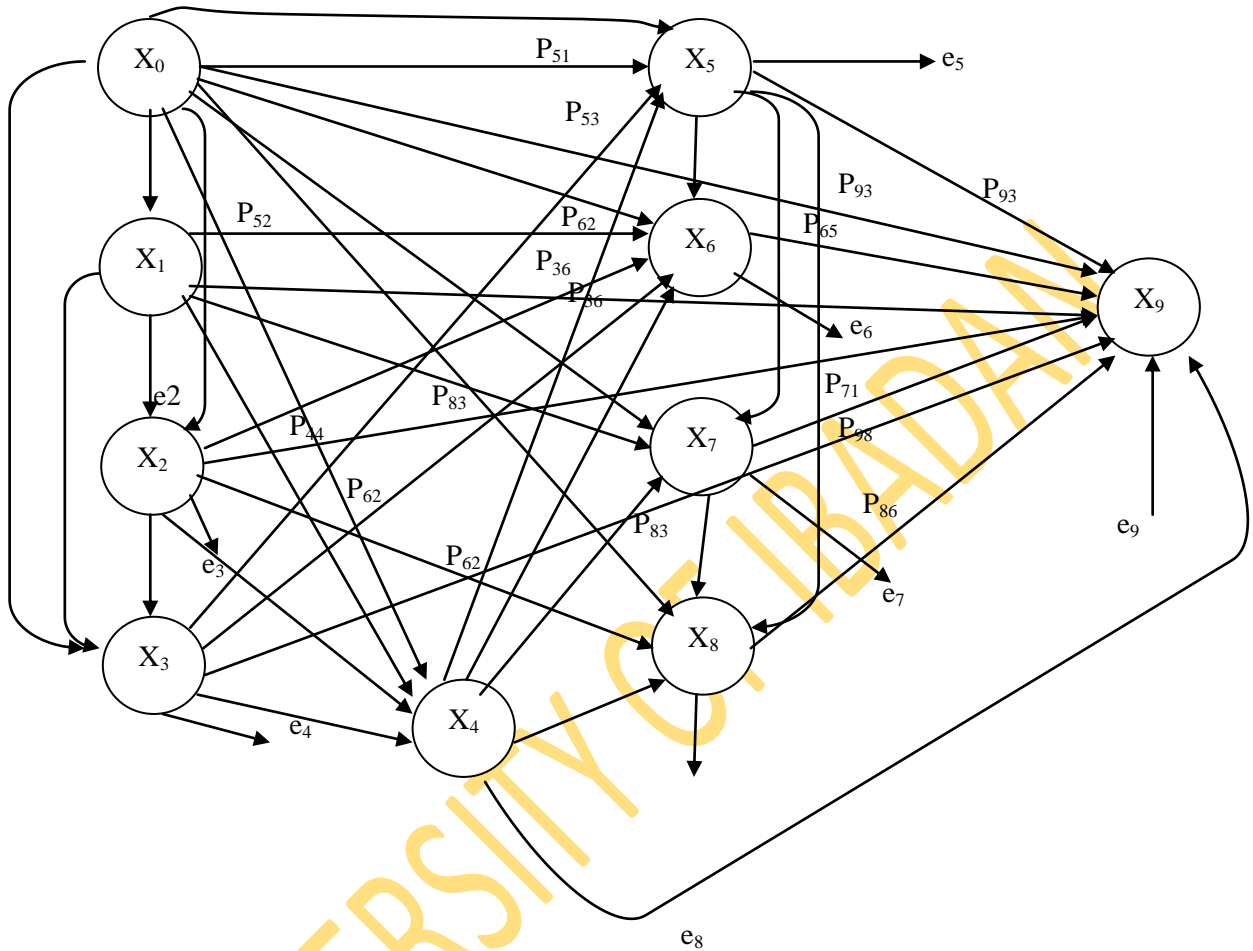
Fig 3.8   Shows the hypothesized causal model relating Age, Gender, SES, Achievement motivation, Self-efficacy, Peer influence, Interest, Attitude, Emotional intelligence with Adjustment to transition

X_0 = Age

X_1 = Gender

$X_{2\ =}$ SES

X_3 = Achievement Motivation

X_4 = Self-efficacy

X_5 = Peer Influence

X_6 = Interest

X_7 = Attitude

X_8 = Emotional intelligence

X_9 = Adjustment to school transition

CHAPTER FOUR

RESULTS

This study provides a causal explanation of adjustment to transmission of fresh secondary school students on the basis of the eight psychosocial variables. All the eight research questions raised in chapter two to pilot this study were answered in this chapter including the statistical results and findings.

4.1   Research Question 1

To what extent would the psychosocial variables jointly affect adjustment to transition among fresh junior secondary school students?

To provide answer to this question, multiple regression analysis of adjustment to transitions on the nine psychosocial variables were carried out. The total contribution of the nine exogenous variables to the prediction of the endogenous variable as well as analyzing of the joint prediction is shown in Table 4.1

Table 4.1:   Multiple Regression Analysis Showing Psychosocial Variables Joint Prediction of Adjustment to Transition among Fresh Junior Secondary School Students.

Model	SS	Df	MS	F	R	R^2	P
Regression	250315.56	9	2779.51	38.37	0.47	0.23	<.001
Residual	86203.32	1190	72.44				
Total	111218.88	1199					

Table 4.1. above showed that the eight psychosocial variables (i.e. age, gender, academic achievement motivation, academic self-efficacy, peer influence, interest in schooling attitude to school, and emotional intelligence) jointly contributed significantly to the prediction of adjustment to transition among fresh secondary school students $F(9, 1199) = 38.37$ $R^2 = 0.23$; $p < .0.001$). The exogenous variables jointly explained 23 percent variance in adjustment to transition. Moreover, the result showed that the joint prediction of adjustment to transition by the psychosocial variables did not occur as a result of chance or error. Moreover, the remaining variance not explained by the joint contribution of the psychosocial variables might be accounted for by the effects of extraneous variables. Therefore, the psychosocial variables were significant joint contributors to the prediction of adjustment to transition among fresh secondary school students.

Research Question 2

What is the estimate of the strength of causation of the psychosocial variables on the model?

Table 4.2: **Multiple Regression Analysis Showing the Relative Contributions of Each of the Exogenous Variables to the Prediction of Adjustment to Transition among Fresh Junior Secondary School Students.**

Model	B	STD Error	β	T	P	Sig.	Rank
Age	-0.84	0.22	0.00	0.05	0.96	>.05	9th
Gender	-0.29	0.50	-0.02	-0.06	0.57	>.05	7th
Socioeconomic status	0.21	0.14	-0.04	-1.57	0.19	>.05	6th
Academic achievement	0.23	0.04	0.18	5.28	0.000	< 0.05	2nd
Academic self-efficacy	-4.52	0.04	-0.02	-0.57	0.57	>.05	8th
Peer influence	0.10	0.06	0.06	1.63	0.10	>.05	5th
Interest in schooling	0.15	0.08	0.08	2.06	0.04	<.05	3rd
Attitude to school	5.88	0.05	0.06	1.69	0.09	>.05	4th
Emotional intelligence	0.28	0.04	0.23	6.50	0.000	< 0.05	1st

The result in Table 4.2 above showed that the beta (β) weights of the paths (Paths coefficients) give the estimates of the strengths of the causation. The entire psychosocial variables were shown to contribute differentially to adjustment to transition among fresh junior secondary school students. Specifically, emotional intelligence contributed most to the explained variation of adjustment to transaction which was significant to adjustment to transition of the fresh secondary school students

(β = 0.23; <0.001). This variable was followed in magnitude of beta weights by academic achievement motivation (β = 0.18; $p<0.001$), while interest in schooling came next in the order of magnitude of contributions to the endogenous variable (β = 0.08, $p<.05$). The three exogenous variables each showed significant-independent prediction of adjustment to transition.

Next in the decreasing order of contribution made is attitude to school (β = 0.06; $p>.05$); peer influence (β = 0.06; $p>.05$); and academic self-efficacy (β = 0.02; $p>.05$), which independent contributions to the prediction of the dependent variable is not significant. Similarly, socio-economic status (β = 0.04; $p>.05$); gender (β = -0.02; $p>.05$); and age (β = 0.00; $p>.05$) did not significantly predict adjustment to transition among fresh junior secondary school students. This implies that these exogenous variables did not also contribute significantly to the prediction of adjustment to transition among fresh junior secondary school students.

This order could be summarized as: Emotional intelligence> Academic achievement motivation> Interest in schooling > Attitude to school > Peer influence >Scio-economic status Gender> Academic self-efficacy > Age.
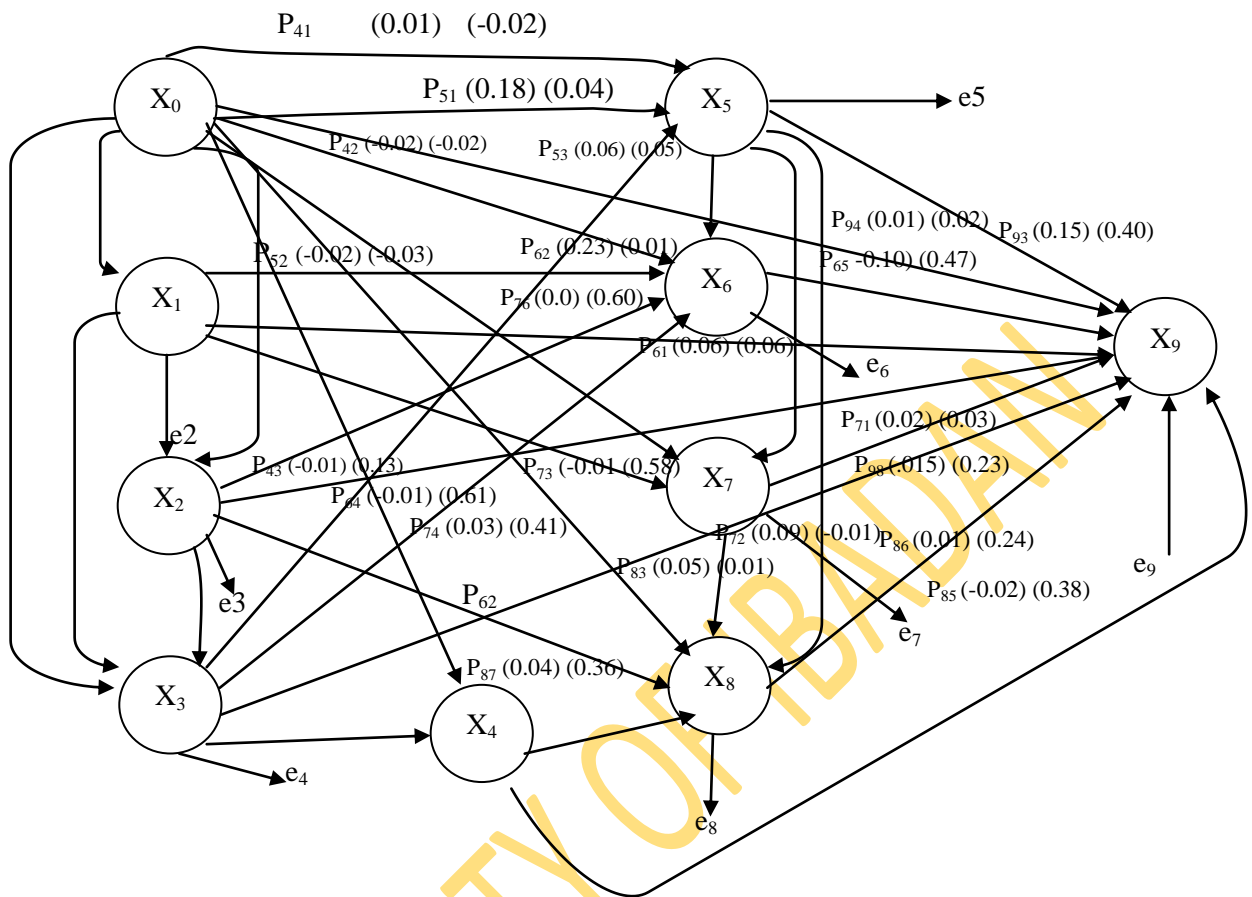
Fig. 4.1: The Hypothesized Recursive Model Showing the Path Coefficients and Zero Order Correlations (In Parenthesis).

Research Question 3

What are the direct and indirect effects of the psychosocial variables on adjustment to transition among fresh secondary school students?

The path in the model exerts both direct and indirect effects on adjustment to transition among fresh secondary school students.

There are thirty-five path ways through which the independent variables affect the dependent variable. Table 4.5 presented the direct and indirect effects of the dependent variables on adjustment to transaction of fresh secondary school students.

Table 4.3: **Extracts of Path Coefficient (Beta Weights) and Zero-Order Correlation among Variables in the Hypothesized Model**

Pathways	Path coefficients (Beta Weight Values)	Zero-Order Correlations (r-value)
P41	0.01	-0.02
P42	-0.02	-0.02
P43	-0.04	0. 13
P51	0.18 *	0.04
P52	-0.02	-0.03
P53	0.06	0.05
P54	0.08	0.39
P61	0.06	0.06
P62	0.23 *	0.01
P63	0.06	0.06
P64	-0.01	0.61
P65	-0.10*	0.47
P71	0.02	0.03
P72	0.09*	-0.01
P73	-0.01	0.58
P74	0.03	0.41
P75	0.02	0.69
P76	0.00	0.60
P81	0.10*	0.33
P82	-0.04	0.40
P83	-0.05	0.01
P84	0.04	-0.02
P85	-0.02	0.38
P86	0.01	0.24
P87	0.04	0.36
P91	-0.02	0.37
P92	0.06	0.33
P93	0.15*	0.40
P94	0.01	0.02
P95	-0.01	0.07
P96	0.09*	0.50
P97	-0.05	0.01
P98	0.15*	0.33

Hypothesized Causal Model Correlation among the nine Variables
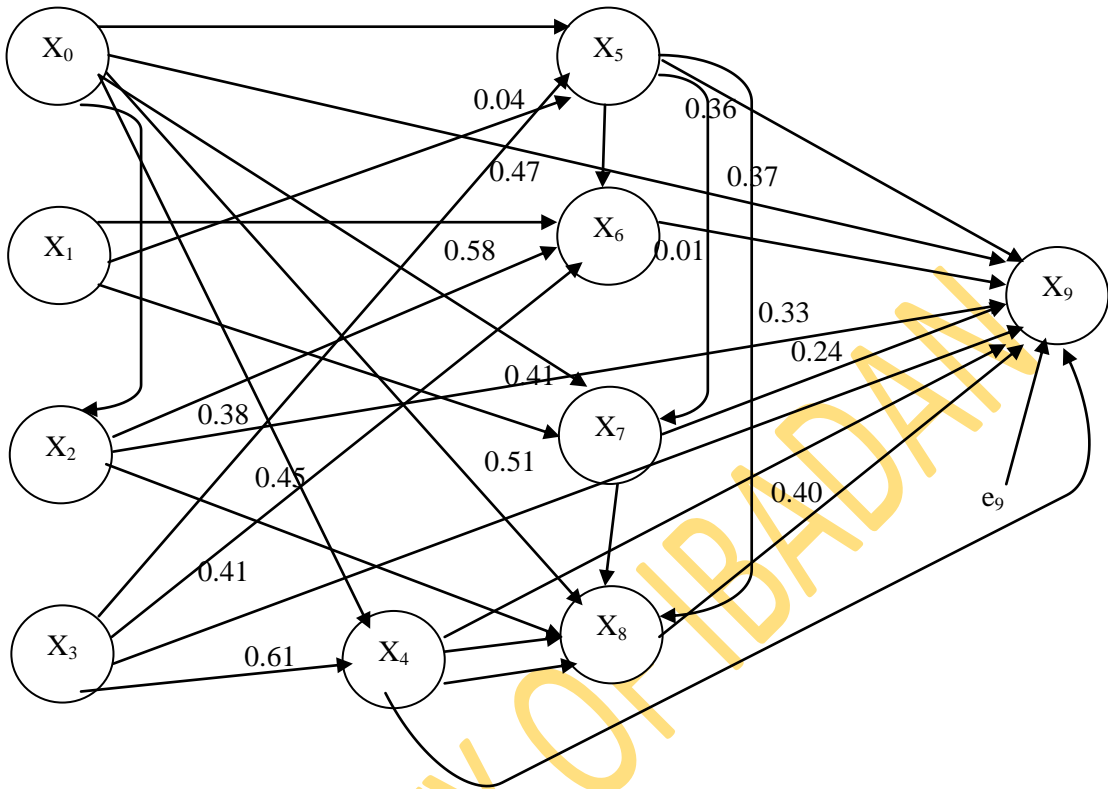
Fig. 4.2: The more Parsimonious Model showing the significant paths.

From the more parsimonious model showing the significant Paths in Fig. 4 above there are new structural equations as presented below.

$X_4 = P_{42} X_2 + e_4$

$X_5 = P_{51} x_1 + P_{54} X_4 + e_5$

$X_6 = P_{61} X_1 + P_{62} X_2 + e_6$

$X_7 = P_{72} X_2 + P_{73} X_3 + P_{75} X_5 + e_7$

$X_8 = P_{85} X_5 + P_{87} X_7 + e_8$

$X_9 = P_{92}X_2 + P_{94}X_4 + P_{95}X_5\ e_9$

The path coefficients of the significant paths which are retained in the New Parsimonious model are outlined in Table 4.

Table 4.4: Significance Paths and their Path Coefficient (P<.05).

S/N	Paths	Path Coefficients
1.	P98	0.15
2.	P96	0.09
3.	P93	0.15
4.	P81	0.10
5.	P72	0.09
6.	P65	-0.10
7.	P62	0.23
8.	P51	0.18

Table 4.5: Significance Paths and Nature of Pathway

S/N	Paths	Nature of Path
1.	P98	Direct
2.	P96	Direct
3.	P93	Direct
4.	P81	Direct
5.	P72P65	Direct
6.	P62 P51	Indirect

Of all the six (6) pathways, four (4) i.e. item 1-4 on the table were direct, while two (2)

were indirect (i.e. items 5-6).

Research Question 4

What are the directions and estimate of the strengths of the causal paths of the independent variables on adjustment to transition among fresh secondary school students?

Table 4.6: **Directions and estimate of the strengths of the causal paths of the independent variables on adjustment to school transition**

Normal Equation	Direct Path	Indirect Path
1 = r19	P93	1 P72 P65
2 = r29	P 96	1 P62 P51
3 = r39	P 98	-
4 = r49	P81	- - -
Total	**04**	**2**

Table 4.6 presents the direction and estimates of the strengths of the causal paths of the independent variables on adjustment to transition among fresh secondary school students.

Research Question 5

What is the proportion of the total effect of (i) direct and (ii) indirect of the exogenous variables on adjustment to transition among fresh junior secondary school students?

Table 4.7: **Proportions of Total Effects of the Independent Variables that are Direct and Indirect**

Criterion	Independent variables	Total effects	%	Direct Effect	%	Indirect Effects	%	%
	$X_0 - X_8$	(A)	(C)	(B)	(D)	(A-B)	(E)	F
	X_0	0.01	0.09	0.01	0.10	0	0	0.38
	X_1	-0.02	-0.19	-0.02	-0.19	-0.04	-0.02	-0.83
	X_2	0.38	3.60	-0.04	-0.38	0.34	0.14	15.65
	X_3	0.24	2.27	0.18	1.70	0.06	0.03	9.87
X_9	X_4	0.36	3.41	-0.02	-0.19	0.34	0.14	14.83
	X_5	0.37	3.50	0.06	0.57	0.31	0.13	15.22
	X_6	0.36	3.41	0.08	0.76	0.28	0.12	14.83
	X_7	0.33	3.12	0.06	0.57	0.27	0.11	13.57
	X_8	0.40	3.79	0.23	2.18	0.17	0.07	16.48
Total		**2.43**	**23**	**0.54**	**5.12**	**0.46**	**0.73**	**100**

For X_0 (age) in Table 4.7, the proportion of the total direct effect was 0. 10%, while 0% was indirect. The proportion for the total direct effect of X_1 (gender) was -0.19% and the indirect effect was -0.02%. However, for the proportion of the total effect of direct effect for X_2 (Socio-economic status), -0.38 was direct, while 0.14% was indirect. For X_3 (academic achievement motivation), the proportion of the total direct effect was 1.70% and -.03% was the proportion of the total indirect effect. In the case of X_4 (academic self-efficacy), the total effect in percentage of the direct effect -0.19%, while the indirect was 0.14%. Also, for X_5 (peer influence) the total direct effect in percentage was 0.57%, while 0.13% was for indirect effect. Moreover, in X_6 (interest in schooling), the total direct effect in percentage was 0.76%, the proportion of the total of indirect effect was 0.12%. In the case of X_7 (attitude to school), the total direct effect in percentage was 0.57%, while the indirect effect was 0.11%. X_8 (emotional intelligence), the total direct effect in percentage 2.18% while for the indirect effect, it was 0.07%.

Research Question 6:   What is the most meaningful causal model involving the nine variables in adjustment to transition among fresh secondary school students?

The paths in the model which exert both direct and indirect effect on adjustment to transition of fresh secondary school students are those which are significant and meaningful.   There are six (6) (Pathways through which all the nine predictors X_0 (0, 1, 2, 3, 4, 5, 6, 7, 8) causes variations in the dependent variable (X_9). Out of these

pathways, only four (4) were direct while two (2) were indirect. The beta weights of these pathways, both direct and indirect are also shown in Table 4.8.

Table 4.8: Significance Paths and their Path Coefficient (p<..05)

S/N	Pathway	Nature of path	Paths Coefficient	Value
1.	P98	Direct	0.15	-0.18
2.	P96	Direct	0.09	-0.41
3.	P93	Direct	0.15	-0.25
4.	P81	Direct	0.10	-0.23
5.	P72 P65	Indirect	(0.09) (-0.01)	0.08
	P62 P51	Indirect	(0.23) (0.18)	0.22

Table 4.9: Discrepancies between original and reproduced correlation Coefficient

Correlation	Original	Reproduced	Differences
r12	0.07	0.07	0
r13	-0.01	-0.01	-0.02
r14	-0.02	-0.02	-0.04
r15	0.04	0.04	0
r16	0.06	0.06	0
r17	0.03	0.03	0
r18	0.10	0.05	0.05
r19	-0.02	0.04	-0.24
r20	-0.03	0.01	-0.31
r21	0.01	0.10	-0.09
r22	-0.01	-0.02	0.03
r23	0.13	-0.03	0.12
r24	0.05	0.01	0.04
r25	0.06	-0.01	0.04
r26	0.39	0.00	0.05
r27	0.61	0.02	0.59
r28	0.58	0.05	0.53
r29	0.47	0.06	0.41
r30	0.41	0.03	0.38
r31	0.69	0.04	0.65
r32	0.05	0.12	-0.07
r33	0.04	0.02	0.02
r34	0.01	0.39	-0.38
r35	0.00	0.61	-0.61
r36	0.02	0.58	-0.56
r37	-0.02	0.41	-0.43
r38	0.04	0.45	-0.41
r39	0.12	0.38	-0.26
r40	0.02	0.47	-0.45
r41	0.41	0.41	0
r42	0.45	0.51	-0.06
r43	0.38	0.43	-0.05
r44	0.51	0.24	0.27
r45	0.52	0.50	0.02
r46	0.37	0.36	0.01
47	0.60	0.51	0.09
r48	0.33	0.52	-0.19

Absolute Difference

To verify the efficacy of the new model in Fig 4.9, the reproduced correlation coefficients (using the new path model), was compared to the original correlation coefficients. The original and the reproduced correlation coefficients matrices are shown in Table 4.9. The difference between the original and the reproduced and the original is moderately low since the average absolute difference obtained 0.0053 which is more than .05.this implies that the pattern of correlation in the observed data is consistent with the new model. The model is therefore considered tenable on explaining the critical interaction between the psychosocial variables and adjustment to transition among fresh secondary school students.

Research Question 7

To what extent would the psychosocial variables relatively affect adjustment to transition among fresh junior secondary school students?

Table 4.10: **Multiple Regression Analysis Showing the Relative Contributions of Each of the Exogenous Variables to the Prediction of Adjustment to Transition among Fresh Junior Secondary School Students.**

Model	B	STD Error	β	T	P	Sig.	Rank
Age	-0.84	0.22	0.00	0.05	0.96	>.05	9th
Gender	-0.29	0.50	-0.02	-0.06	0.57	>.05	7th
Socioeconomic status	0.21	0.14	-0.04	-1.57	0.19	>.05	6th
Academic achievement	0.23	0.04	0.18	5.28	0.000	< 0.01	2nd
Academic self-efficacy	-4.52	0.04	-0.02	-0.57	0.57	>.05	8th
Peer influence	0.10	0.06	0.06	1.63	0.10	>.05	5th
Interest in schooling	0.15	0.08	0.08	2.06	0.04	<.05	3rd
Attitude to school	5.88	0.05	0.06	1.69	0.09	>.05	4th
Emotional intelligence	0.28	0.04	0.23	6.50	0.000	< 0.001	1st

The result in Table 4.10 showed that the beta (β) weights of the paths (Paths coefficients) give the estimates of the strengths of the causation. The entire psychosocial variables were shown to contribute differentially to adjustment to transition among fresh secondary school students. Specifically, emotional intelligence contributed most to the explained variation of adjustment to transaction which was significant to adjustment to transition of the fresh secondary school students (β = 0.23; <0.001). This variable was followed in magnitude of beta weights by academic achievement motivation (β = 0.18; p<0.01), while interest in schooling came next in the order of magnitude of contributions to the endogenous variable (β = 0.08, p<.05). The

three exogenous variables each showed significant-independent prediction of adjustment to transition.

Next in the decreasing order of contribution made is attitude to school ($\beta = 0.06$; $p>.05$); peer influence ($\beta = 0.06$; $p>.05$); and academic self-efficacy ($\beta = 0.02$; $p>.05$), which independent contributions to the prediction of the dependent variable is not significant. Similarly, socio-economic status ($\beta = 0.04$; $p>.05$); gender ($\beta = -0.02$; $p>.05$); and age ($\beta = 0.00$; $p>.05$) did not significantly predict adjustment to transition among fresh junior secondary school students. This implies that these exogenous variables did not contribute significantly to the prediction of adjustment to transition of fresh junior secondary school students.

This order could be summarized as: Emotional intelligence> Academic achievement motivation> Interest in schooling > Attitude to school > Peer influence >Scio-economic status Gender> Academic self-efficacy > Age.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter comprises of the discussion of findings in this study, as well as conclusions drawn from such findings. Equally, appropriate recommendations are suggested; limitation to the study and suggestions for future research are also highlighted.

Discussions of Findings

Research Question 1

To what extent did the psychosocial variables of the study jointly affect adjustment to transition among fresh junior secondary school students? The findings of the study revealed that the eight psychosocial variables (i.e. age, gender, academic achievement motivation, academic self-efficacy, peer influence, interest in schooling attitude to school, and emotional intelligence) jointly contributed significantly to the prediction of adjustment to transition among fresh junior secondary school students $F(9, 1199) = 38.37$ $R^2 = 0.23$; $p < .0.001$). The exogenous variables jointly accounted for 23 percent variance in adjustment to transition. This implies that the psychosocial variables jointly predicted the adjustment to transition of fresh junior secondary school students to school significantly. However, the relationship between the dependent variable and independent variable would be treated based on its impacted merit. Along this perspective therefore, it is of note that X_8 emotional intelligence had the highest prediction on adjustment to transition to school of fresh junior secondary school students ($\beta = 0.23$; $P < .05$). In percentage, it also made the highest total effect of 16.48%; while in the total effect in percentage, on the total variance of 23%,

contributed to the criterion variable it made 3.79% and out of this 2.18% was direct while 0.07 was indirect. This development give credence to the fact that emotional intelligence is a very important skill that helps individuals adjust favourably to challenges in the society. This equally implies that with the effective utilization of emotional intelligence skills, students would be able not only face challenges but also overcome challenges in school. This is consistent with Adeyemo (2005) who found significant relationship between emotional intelligence and adjustment. Similarly, studies by Birch and Ladd (1996) reported that positive emotions increases student's level of adjustment. This positive affect may also produce a spiral effect which in turn facilitates a more suitable climate for learning (Sutton & Whealey 2003) and as well increases creative capacity for generating new ideas and therefore the ability to handle difficulties.

Also, in order of magnitude Academic Achievement Motivation (X_3); Interest in Schooling (X_6); Attitude to School (X_7) and Peer Influence (X_5) respectively impact significantly on the ability of students to adjust to school transition expressed as thus: $\beta= 0.18$; $P<.05$; $\beta= 0.08$; $P<.05$; $\beta= 0.06$; $P<.05$ and $\beta= 0.06$; $P<.05$. In percentage, they collectively made a contribution of 12.3% of effects to the total effects of 23%. In differential level of contributive value, Academic Achievement Motivation (X_3) (2.27%); Interest in Schooling (X_6) (3.41%); Attitude to School (X_7) (3.12%) and Peer Influence (X_5) (3.50%) respectively. The accounted effect of these variables to transition of students in school is a clear cut indication that academic achievement motivation which serves as a drive and an energizer necessary to stimulate students to be focus, determined, aspiring and ready to overcome academic and other challenges in school is a must have for students to succeed in school. In the same vein the weighty

contribution of attitude to school and interest in schooling signal the fact that it is quite necessary for a student to develop positive attitude to school as to be able to succeed in school. This implies that if a student develop positive attitude to school, there is every tendency that the student would be willing to get involve in schooling process and attain academic success. Likewise, it is understandable that either positive or negative peer influence has a remarkable impact on students' adjustment to transition in school. This assertion is consistent with Titus (2006) report that students with positive attitude to school integrate easily to school culture, adjust favourably to transition in school and performs well academically.

Furthermore, it is observed that Age (X_0); gender (X_1); Socio-Economic Status (X_2) and Academic Self-Efficacy (X_4) respectively impact significantly on the ability of students to adjust to school transition expressed as thus: β= 0.00; $P<.05$; β= -0.02; $P<.05$; β= -0.04; $P<.05$ and β= -0.02; $P<.05$. In percentage, they collectively made a contribution of 7.0% of effects to the total effects of 23%. In differential level of contributive value, Age (X_0) (0.09%); Gender (X_1) (-0.19%); Socio-Economic Status (X_2) (3.60%) and Academic Self-Efficacy; (X_4) (3.41%) respectively and based on their differential values, it could be implied that as regards age, the more matured chronologically and mentally, the easier for a student to adjust to school challenges and transition. Likewise, having a good identity perception could help a student adjust better in school. Again, having good socio-economic background would enable students have positive school and life experience. In the same vein the student's ability to develop positive academic self-efficacy would help student's have a good insight of their ability, capability and potentials which attached value would eventually motivate and inspire them to finish schooling at the long run. This is in congruence with Studies

that have shown that maladaptive adjustment rates to school transitions are higher for students who are economically disadvantaged than for those who are not economically disadvantaged. Thus, Noor-Azniza, Malek, Yahya and Farid (2011) established the moderating effect of age on the relationship between emotional intelligence with social adjustment and academic adjustment. Also, research has it that males have higher adjustment than females (Enochs & Reland, 2006).

Research Question 2

What is the estimate of the strength of causation of the psycho-social variables on the model? The findings of the study revealed that the strength of causation of psycho-social variables on the model varies. This is expressed as thus: Emotional Intelligence $\beta= 0.23$; $p<.05$; Academic achievement motivation $\beta= 0.18$; $p<.05$; Interest in schooling $\beta= 0.08$; $p<.05$; Attitude to school $\beta= 0.06$; $p<.05$ and Academic Self-efficacy $\beta= -0.02$; $p<.05$. As observed, the differential value in magnitude of impact as regards strength of causation of psychological variables on the model showed that emotional intelligence made the highest impact. The reason for this could be aligned to the fact that emotional intelligence as a construct influences the well-being and mental state of the individual and this is all encompassing. In the school environment, for a student to relate well with others, understand emotions, communicate well, develop and utilise positive social and interpersonal relationship skill that would ensure smooth sail and successful attainment of educational goals and aspiration, emotional intelligence is quite important this account for its highest causation effect. In concordance, empirical evidence has shown that students with greater emotional intelligence cope better with the transition from primary to secondary school, with better academic results, better

self-assessment, better attendance and more well-adjusted behavior as compared to their classmates with low emotional intelligence (Quarterly, Whiteley, Hutchinson & Pope, 2007). Academic achievement motivation is next in magnitude. The reason for this could be said to be that it is a recognised fact that for a student to succeed in school, such student need to be academically motivated to achieve. This implies that academic achievement motivation is an energizer for success in school. It serves as a strong stimulating force when present in a student. Thus, when a student develops positive academic achievement motivation the student would possibly strive for success in all ramifications in school. Also, it could be said that interest to school, attitude to school and academic self-efficacy are very germane psychological factors that could make or mar student's adjustment to school transition. The reasons are not far-fetched in the sense that if any student is not interested attending school, or has poor attitude to school or is not self-efficacious, the student would definitely be a truant, pay less attention to matters, develop negative orientation about school and eventually drop out of school. However, if these variables are positively inclined, the student would adjust well to school transition and would be able to transit positively from one class to the other.

Furthermore, the reason why these variables (Emotional Intelligence; Academic achievement motivation; Interest in schooling; Attitude to school and Academic Self-efficacy) has high causation effects on students adjustment to transition could be adjourned to the fact that presently, the ripping effect of globalization has made the world environment quite challenging such that any student that fail to possess these skills would possibly not be able to acquire the required academic skills and competences that would ensure positive adjustment and transition from lower level to

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higher level of knowledge attainment. Thus, students that lack these variables would not be able to compete favourably with their peers. To avert the consequences of this ugly challenge, students tend to strive to be emotionally intelligent, develop positively their academic achievement motivation, interest in school and their academic self-efficacy.

Also, it is of note that the strength of causation of the social variables on the model is quite supportive of students adjustment to school as the findings of the study revealed that the strength of causation of the social variables on the model varies in weighty impact. This is expressed as thus: Peer Influence $\beta= 0.06$; $P<.05$; Socioeconomic status $\beta= -0.04$; $P<.05$; Gender $\beta= -0.02$; $P<.05$ and Age $\beta= 0.00$; $P<.05$. As observed, the differential value in magnitude of impact as regards strength of causation of psychological variables on the model showed that peer influence made the highest impact. This could be appraised in the light of the fact that being a social being, students require the support of their peers to adjust to their environment. However, it is appreciated that positive peer influence enhances purposeful and consistent adjustment to transition while negative peer influence could mar student's success in school. This is consistent with the fact that the support of peers helps children to cope with new challenges and buffer the effects of any stress associated with movement to another school (Newman et al., 2000) and may therefore be influential in helping adjustment during the time of transition.

This phenomenon could be observed in the light of finance enabling parents to support students positively in school in the measure of providing academic materials, payment of school fees, etc. When this is available, students tend to be comfortable attending school and always wanting to attend school as well as pay attention and get involved in

the schooling process. Supporting this assertion, Mao, Whitsett and Mellor (1998) posited that of economically disadvantaged students from low socio-economic background, 15% changed schools at least once during the school year, while only 9% of other students had changed schools and this affect their adjustment in school. Poor adjustment to school transition due to family economic deficiency not only affects students academically, but behaviourally and developmentally as well. Wood (1993) reported that students whose parent cannot meet up with their financial needs in school are 50% to 100% more likely to experience a poor adjustment in school, learning disorder, a delay in growth or development or have four or more behavioural problems than students whose parents can meet up with their school financial needs. Again the issue of gender is considered important in the present dispensation of gender equality. As female tend to be at the forefront of the struggle equality in educational opportunity. Now the World acknowledges the need for looking into gender mainstreaming. However, with the peculiar nature of the South-East geopolitical zone of Nigeria, females are more incline to attaining education compare to males that tend to opt for business, trading and other economic venture other than schooling. As regards age, it is of note that a student need to be both chronologically and mentally ripe age wise to function well in school and adjust to transition favourably. Giving credence to this assertion, concerning the level of adjustment and emotional intelligence, researchers also discovered that ages and genders do indicate significant differences between students, For example, Noor-Azniza and Jdaitawi (2009) found that older students have higher emotional intelligence than younger ones. Taking into consideration the impact of these variables on the adjustment to school transition, it could be said that their

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consequential effect has a daring effect on the ability of students to successfully transit from one academic level to the other.

Research Question 3

What are the direct and indirect effects of the psycho-social variables on adjustment to transition among fresh secondary school students? The findings of the study revealed that the variables (psycho-social) in the study had significant direct and indirect effects on the adjustment of fresh junior secondary school students to transition in school. However, these effects are observed in order of contestation as thus: Psychological variables: emotional intelligence (X_8), total effect in percentage, contribution on the variance of 23%, to the criterion variable was 3.79%, out of this 2.18% is for the direct effect, while for the indirect effect, it is 0.07%. This implies that developing positive emotional intelligence skill is a required prerequisite for student's ability to adjust to the painstaking challenges associated with adjustment to school transition. Supporting this assertion is the view that individuals who score low on emotional clarity and individuals who report an inability to regulate their own emotional states show poor emotional adjustment on a number of measures (Femandez- Berrocal, Salovey, Vera, Extremera, & Ramos, 2005). Also, empirical evidence shows that students with greater emotional intelligence cope better with their transition from primary to secondary school, with better academic results, better self-assessment, better attendance and more well-adjusted behaviour as compared to their classmates with low emotional intelligence (Quarterly, Whiteley, Hutchinson & Poper, 2007).

For academic achievement motivation (X_3), the total effect in percentage, of its contribution on the total variance of 23%, to the criterion variable is 2.27%, while the

direct and indirect effects are 1.70% and -.03% respectively. The reason for this could be that academic achievement motivation drives success, determination, aspiration, focus and commitment to academic excellence. In view of this, it could be said that students with academic achievement motivation are more zealous to attaining academic success and fulfillment.

For academic self-efficacy (X_4), the total effect in percentage on the total variance of 23%, contribution to the criterion variable is 3.41% with the direct effect being -0.19%, while the indirect is 0.14%. The effect of academic self-efficacy in this dimension brings to bear the fact that academic self-efficacy ignites confidence in students such that they tend to belief in their ability and capability to succeed in school. Thus, researchers have shown in their respective studies that students' self- beliefs are likely to determine their academic success and correlate with the degree of success in their overall adjustment (Chemers, Hu, & Garcia; 2001). In line with this, Bandura (1997) specifically, argued that self- beliefs about one's abilities and personal competence, known as self-efficacy beliefs, positively correlate with adjustment.

Also it is revealed that interest in schooling (X_6); total effect in percentage contribution on the total variance of 23% to the criterion variable is 3.41%, while the direct and indirect effects are 0.76% and 0.12% respectively. The reason for this development could be said to that having interest in school is vital to the sustenance of the individual students in the school process. This implies that if a student lacks interest in schooling there is every tendency that the student could stop schooling sooner than expected by means of truancy or outright withdrawal. This juxtapose the fact that students' interest in school serves as indices of social adjustment that could consistently predict student's adjustment to transition across different types of outcomes (e.g., self-esteem, school

liking, parent and teacher ratings of adjustment, etc.). Lord, Eccles and McCarthy (1994) found that students who reported lower interest and students who perceived themselves to be less socially competent and less popular were more likely to adjust poorly to middle school. In the same vein attitude to school (X_7), total effect in percentage contribution on the total variance of 23%, to the criterion variable is 3.12%, of which the direct effect is 0.57%, while the indirect effect is 0.11%. The reason for this could be that positive attitudinal disposition is required of students' for success in school. Thus, for a student to succeed in school and adjust favourably to school transition, the student would need to develop positive attitude to school. Corroborating this assertion is Titus (2006) reported findings that students with positive attitude to school integrate easily to school culture adjust favourably to transition in school and performs well academically.

As regards the impact of the social variables, for age (X_0), the total effect in percentage, contribution on the total variance of 23% to the dependent/ criterion variable is 0.09%. Of which, 0.10% is direct while 0% is indirect. This implies that age is an important factor of consideration in adjustment to school transition as age equally determines readiness. This implies that, student's adjustment to school transition according to age differences do exist. The total effect in percentage contribution on the total variance of 23%, to the criterion variable in gender (X_1) is -0.19% with the direct − effect constituting -0.19% and the indirect effect being -0.02%. This supports Shabani, Hassan, Ahmad, and Baba (2011) assertion that gender does not moderate the relationship between emotional intelligence, spiritual intelligence and mental health among adolescents.

However, for Socio-economic status (X_2), the total effect in percentage contribution to the criterion variable is 3.60%, of which -0.38 is indirect, while 0.14% is indirect. This juxtaposed the fact that a student socio-economic status has an influence on their ability to adjust to school transition. Also, it is observed that high socio-economic status family have better economic wherewithal to support the academic progress and success of their ward in school than low socio-economic status family. This is consistent with George, (2002); Hunsader, (2002) assertion that socioeconomic status is a significant area of attention when attempting to determine reasons for student success in school transition. Also, peer influence (X_5) total effect in percentage, contribution on the total variance of 23%, to the criterion variable is 3.50%. Of which, 0.57% is direct effects, while 0.13% is indirect effect. This account for the fact that peer influence has great impact on students ability to adjust to school transition in the sense that positive influence would enhance stable adjustment to school transition while negative peer influence would be contrary. Similarly, Grant-Vallone and colleagues (2003) found a positive relationship between peer support and social adjustment, concluding that peer support appeared to be more critical to college adjustment than family support. Generally, all the nine exogenous variables contributed a total of 23% ($R^2 = 0.23$) out of which 5.12% is direct and 0.73% is indirect. In all, for the total effect, emotional intelligence (X_8) made the highest prediction (16.48%). This is followed by socio-economic status (X_3) and peer influence (X_5) with 15.65% and 15.22% respectively. Next on the log is academic self-efficacy (X_6) with 14.83%; attitude to school (X_7) with 13.57%; academic achievement motivation (X_3) with 9.87%; Age (X_1) with 0.38; and lastly Gender (X_2) which made the least prediction with -0.83%.

Research Question 4

What are the directions and estimate of the strengths of the causal paths of the variables on adjustment to transition among fresh secondary school students? Analysis of the more parsimonious model revealed that age (X_0) causes adjustment to transition (X_9) directly and indirectly through socioeconomic status (X_2); academic self-efficacy (X_4); peer influence (X_5); attitude to school (X_7); emotional intelligence (X_8). It also indirectly causes adjustment to transition (X_9) through interest in schooling (X_6); gender (X_1); socioeconomic status (X_2); academic achievement (X_3); peer influence (X_5) and emotional intelligence (X_8). In all there is one significant direct path and ten indirect paths. These makes age (X_0) to have enormous number of pathways, 11 in all out of the total of 33. Hence age (X_0) is an important factor in the causal model. This indicates that age has a significant moderating effect on transiting fresh students emotional intelligence, social adjustment and academic adjustment.

For socioeconomic status (X_2), it causes adjustment to transition (X_9) directly and also causes it through 7 indirect paths. This makes socioeconomic status (X_2) the second most important factors having 8 out of the 33 significant pathways through which the factors cause adjustment to school transition of fresh junior secondary school students. In support, research indicates that family socioeconomic characteristics such as income and parental education are important variables for measuring student's adjustment in school (Ishitani, 2006). Poor socio-economic status students are 51% less likely to complete secondary school education (Ishitani, 2006). Students from low SES families are less likely to have the academic preparation and resources available to higher SES students (Cho, Lee, Hudley, Barry, & Kelly, 2008). Gender (X_1) does not have a direct

causal link with adjustment to transition (X_9) but has 3 indirect pathways with adjustment to transition (X_9). This connote the fact that though it has no direct causal linkage. However, it could affect adjustment to transition (X_9) through some other factors in the model such as academic self-efficacy (X_4); peer influence (X_5) and attitude to school (X_8). This implies that the factor is not a very important factor when considered directly with adjustment to transition (X_9). Hence, the results suggest differences by gender for feelings of connectedness to middle and high school following the transition.

Academic achievement (X_3) is a strong factor in the model as it has 1 direct link with adjustment to transition (X_9) and 7 indirect links with it. This development supports Gonzalez and Padilla (1997) findings that students who are well adjusted in school and are able to maintain their academic performance are those having high levels of achievement motivation, despite the presence of stressful events and conditions. Also, Perry (2001) found that among students expressing low levels of achievement motivation, transition period can be stressful and many of such students even withdraw before graduation. Academic self-efficacy (X_4) has direct causal link but no indirect link. The unique nature of self-efficacy construct in enhancing the potentials of students and academic success is probably responsible for this development. This also give credence to the fact that positive self-efficacy beliefs help protect individuals from various environmental stressors often found in a school settings and have significant influence on academic, emotional, and social adjustment of students (Leung & Berry, 2001).

Research Question 5

What is the proportion of the total effect of (i) direct (ii) indirect of the exogenous variables on adjustment to transition among fresh secondary school students? In line with this research question, the study revealed that emotional intelligence (X_8) had the highest total effects of (16.5%) to adjustment to transition (X_9). This suggest the fact that emotional intelligence is vital to determining the ability of fresh students to adjust to school transition considering the fact that if a student is emotionally intelligent, the student would be able to relate very well with his/her school environment and if this is attained, adjustment to transition would be smooth. This supports the fact that Adeyemo (2005) found significant relationship between emotional intelligence and adjustment. This positive affect may also produce a spiral effect which in turn facilitates a more suitable climate for learning and as well increases creative capacity for generating new ideas and therefore the ability to handle difficulties by transiting students.

Socioeconomic status (X_2) had the second highest total effects of (15.65%). The reason for this could be adjourned to the fact that the level of socioeconomic status goes a long way to on students comfort in school. It is understandable that if financial resources are available and parents are knowledgeable enough, they could be in a better position to help and support the progress of their children in school. And if this is in view, students tend to adjust and perform well in school. Thus, Maladaptive transition behaviour and low academic achievement have both been repeatedly linked with lower socioeconomic (SES) contexts (Casanova, Cruz Garcia-Linares, de la Torre, & de la Villa Caprio, 2005). Poverty has often been cited as a predictor of academic risk (Friedman & Chase-

Landsdale, 2002). Not only does low SES directly predict adjustment problem in school, academic failure and early dropout (Newcomb et al., 2002), the economic stress created by low SES disrupts effective socialization by parents, decreasing involved parenting, increasing negative and conflicted family interactions, and constraining parents' ability to provide cognitively stimulating home environments (Eamon, 2002).

Peer influence (X_5) had the third highest total effects of (15.7%). This implies that a positive relationship exist between peer support and social adjustment and by indication, peer support appears to be more critical to college adjustment. Also, academic self-efficacy (X_4) and interest in schooling X_6) had respectively a total effect of (14.8%) this juxtapose the fact that when a student is interested in schooling, the student would be confident about schooling and consequently be self-efficacious. Both factors help students to adjust well to school transition. Thus, Russell, Mackay and Jane (2003) found that students interest in school foster successful transition and positive academic outcomes. Also, it is of note that Bandura (1997), posited that students with high levels of self-efficacy in regards to their ability and personal competence are at lower risk for emotional maladjustment. Attitude to school (X_7) had a total effect of (13.6%) this presupposes the fact that a student need to have a positive attitude to school for him/her to succeed. In concordance, Gerdes and Mallinckrodt (1994) found that positive attitude is a key to perseverance in school transition. It also stimulates motivation to learn, taking action to meet academic demands, a clear sense of purpose, and general satisfaction with the academic environment.

Research Question 6

What is the most meaningful causal model involving the nine variables in adjustment to transition among fresh secondary school students? The beta weight of the paths showed that of the nine variables, emotional intelligence (X_8) (0.23%); academic achievement motivation (X_3) (0.18%); interest in schooling (X_6) (0.08%) and (X_5; X_7); (0.06) serves as the most meaning full causal model among the nine variables. By implication, it could be contended that emotional intelligence, academic achievement motivation and interest in schooling are vital in determining student adjustment to school transition. Supporting this assertion is the view of Adeyemo (2005) which expressed significant relationship between emotional intelligence and adjustment. Also, Lent et al (2009) reported that achievement motivation is predictive of goal progress and academic adjustment of students in school. In view of this dynamism, academic ability only emerged as a significant predictor of adjustment in grade 7 when teacher and parent ratings, rather than self-perceptions, were considered (Lord et al., 1994). Thus, it is not necessarily students experiencing academic problems who have difficulty during transition; rather, it is students who do not feel good about schooling and who perceive themselves as having difficulties socially who are most likely to have problems adjusting to middle school.

In congruence, Socio-economic status is seen as significant factor for students finding it difficult to transit and fully integrate into their academic community. For instance in her book, Heather Bullock discusses the discomfort she experienced in school while interacting with those of different SES backgrounds (Lott & Bullock, 2007). In concordance, positive self-efficacy beliefs help protect individuals from various

environmental stressors often found in a school settings and have significant influence on academic, emotional, and social adjustment of students (Leung & Berry, 2001). Furthermore, research has shown that peers can also provide both emotional and instrumental support, thus serving as an additional source of social capital that students can access in college. For example, Martin, Swartz-Kulstad, and Madson (1999) found that perceived support from peers and family contributed to the college adjustment process above and beyond academic ability. In support is, Mizelle (1995) report that when students have negative apprehension about expectation and challenges of the next class, their adjustment is hampered and their academic performance affected.

Research Question 7

To what extent would the psycho-social variables relatively affect adjustment to transition among fresh secondary school students? The result showed that the beta (β) weights of the paths (Paths coefficients) give the estimates of the strengths of the causation. The entire psychosocial variables were shown to contribute differentially to adjustment to transition among fresh secondary school students. Specifically, emotional intelligence contributed most to the explained variation of adjustment to transaction which was significant to adjustment to transition of the fresh secondary school students (β = 0.23; <0.001). This variable was followed in magnitude of beta weights by academic achievement motivation (β = 0.18; p<0.001), while interest in schooling came next in the order of magnitude of contributions to the endogenous variable (β = 0.08, p<.05). The three exogenous variables each showed significant-independent prediction of adjustment to transition.

Next in the decreasing order of contribution made is attitude to school ($\beta = 0.06$; p>.05); peer influence ($\beta = 0.06$; p>.05); and academic self-efficacy ($\beta = 0.02$; p>.05), which independent contributions to the prediction of the dependent variable is not significant. Similarly, socio-economic status ($\beta = 0.04$; p>.05); gender ($\beta = -0.02$; p>.05); and age ($\beta = 0.00$; p>.05) did not significantly predict adjustment to transition among fresh junior secondary school students. This implies that these exogenous variables did not contribute significantly to the prediction of adjustment to transition of fresh junior secondary school students. Therefore, interest in schooling has been found to contribute significantly to the adjustment ability and academic achievement of students. For instance, Odinko and Adeyemo (1999b) found that interest in schooling together with other socio-psychological factors were good predictors of students learning outcome. Again, Odinko and Adeyemo (1999b) discover that interest in schooling could predict students' attitude to academic challenges and their ability to adjust in school. According to Aremu, Francis and Les (2008) self-efficacy is the confidence in an individual's coping skills that is manifested in a wide range of challenging situations. It is a belief about what a person can do rather than personal judgments about one's physical or personality attributes. It is also context-specific and varies across several dimensions, such as level, generality, and strength. Thus, emotional competencies contribute to valued outcomes for societies and individuals, they are applicable in all socio-educational environments, and they facilitate overcoming obstacles and meeting goals, encouraging the adequate functioning of all individuals, Furthermore, development of these competencies is not only beneficial for all children, but it also particularly benefits those students with specific educational needs (Poeduvicky, Truene & Sperlazza, 2006) and it encourages adjustment (Yoo,

Matsumoto & LeRoux, 2006). This support the contention that this order could be summarized as: Emotional intelligence> Academic achievement motivation> Interest in schooling > Attitude to school > Peer influence >Scio-economic status Gender> Academic self-efficacy > Age.

Conclusion from Findings

Based on the foregoing, the following conclusions are made: Nine of the selected fresh junior student's psychosocial variables (age, gender, socioeconomic status, academic achievement motivation, academic self-efficacy, peer influence, interest in schooling, attitude to school and emotional intelligence) affect adjustment to school transition of fresh junior secondary school students. However, four had direct causal effects while two had indirect causal effects on fresh secondary school student's adjustment to school transition.

Also, there exists differential value of variables in other of magnitude as regards the measure of effect of the independent variables on the dependent variables. Hence it is of note that emotional intelligence contributed the most and age least to student adjustment to school transition among fresher.

Limitation of the Study

The study only focused on the use of path analysis technique to establish and estimate the paths of causal linkages (direct and indirect) between psychosocial variables and adjustment of fresh secondary school students in the South-East Nigeria. Also, due to financial constraint, the study was restricted to one thousand two hundred fresh secondary school students in Junior Secondary School Class One (JSS1) selected from some secondary schools in Imo, Enugu, Ebonyi, Abia and Anambra States in the South-

East. Furthermore, only nine variables were exammined in the study and they comprised of psychological variables (achievement motivation, self-efficacy, interest, attitude and emotional intelligence) and social variables (peer influence, socio-economic status, age and gender). These variables could affect students' adjustment to school transition.

Implications of the Study

Adjustment to transitional experiences, challenges and demands is a phenomenon that is inevitable in human life span. The stress, pain and anxiety caused by poor adjustment to transition from one stage of life to the other cannot be over-emphasized. Hence, effective transition and transitional experience require adjustment. Transiting to new educational experience(s) could be a daunting experience for those involved and could have a major impact on the emotional, social and academic development of individual students. Adeyemo and Torubeli (2008) posit that life is characterized with transitional events and because transition is a journey of uncertainty, the experience may be traumatic.

Thus, poor adjustment to school transition could result in severe maladjustment among the students making them to manifest behaviours such as truancy, stealing, social and poor academic performance, low self-efficacy, and negative attitude to school, school dropout, disobedience and involvement in other antisocial behaviours. Supporting this assertion, Adeyemo (2005) states that students transiting from primary school to secondary school are faced with lot of difficulties as entering secondary school is a tasking growth process that requires adequate adjustment.

Animasahun (2003) also asserts that only well adjusted individuals has the likelihood to be happy, hopeful and be productive in whatever environment they find themselves. Giving credence to this point of view, Margetts (2003) avers that during transition, students' sense of being is often challenged by the new and unfamiliar secondary school environment. They are faced with a new environment of buildings and classrooms, new school and teacher expectations, new academic tasks, and acceptance into a new peer group. They are required to function independently, develop relationships with staff and peers, and to behave in ways that are appropriate for their class and school including conforming to rules.

Adjustment is what everybody needs to cope with life. There is no perfect individual, but adjustment makes the difference for excellence among individuals. Only an adjusted person can be happy, hopeful and be productive in whatever environment he finds himself (Animasahun, 2003).Similarly, Bakare (1990) opined that adjustment connotes behaviours that enable a person to get along and be comfortable in his particular social settings; hence, such behaviour as nervousness, depression or withdrawing from the society are questions of adjustment. Adjustment is a function of adaptation to new circumstances, a new environment or a new condition (Encarta-Premium, 2006). On this context, adjustment seems to connote conformity. It describes the adaptation of an organism to keep pace with changes in its environment. The extent to which a person conforms to the dictates of his environment would determine his level of happiness, peace and productivity.

Recommendations

The adjustment to school transition of fresh secondary school students should be given appropriate attention with the development of necessary developmental skills that could help them adjust favourably well to academic and environmental challenges.

Counselling psychologist, social workers, policies makers and significant others should realize the need to come up with fitting policies and initiatives that could facilitate effective adjustment to school transitions among challenged students.

Parents should be adequately orientated to have a clear understanding of adolescents' developmental needs and challenges as to be in a better position to help adolescents overcome the truma of adjusting to school transition.

The government should put in place functional counselling centers in schools as to avail the students the opportunity of being attended to and help develop skills that would enable them adjust to their immediate challenges and cope with the rigors of the school environment.

Contribution to Knowledge

The study has provided a strong basis for bridging the gap of past research on the relationship between psychosocial variables and adjustment of fresh secondary school students in the South-East Nigeria.

The study showed that age, gender, academic achievement motivation, academic self-efficacy, peer influence, interest in schooling attitude to school, and emotional intelligence are strong predictors of adjustment of fresh secondary school students to school transition.

The study has revealed the fact that with appropriate student's developmental variables taken into consideration, fresh students could be supported to adjust positively to school transition and academic challenges.

Suggestion for Further Research

This study has given insight for further research work in the area of managing adjustment to school transition among fresh junior secondary school students'. However, an important study as this nature should cover a wider scope than what the researcher attempted to cover in this study. Also, the sample size should be increased and other relevant instruments should be made use off. Therefore, it is suggested that a replica of this study be carried out after a few years to confirm the results obtained in this study. The study should also be extended to examine both junior and senior secondary school students' experiencing adjustment to school transition challenges as to help them develop necessary potentials to overcome their school adjustment and transition problems.

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UNIVERSITY OF IBADAN

FACULTY OF EDUCATION

DEPARTMENT OF GUIDANCE AND COUNSELLING

Dear Respondents,

This questionnaire is designed basically for a research purpose. It seeks to know how you would react to these statements. All, information provided would be treated confidentially. Please, be honest as possible in your Responses.

SECTION A

Demographic Information

1   Age: …………………..

2   Gender: Male (   )   Female (   )

3   Name of school…………………………………………………………………
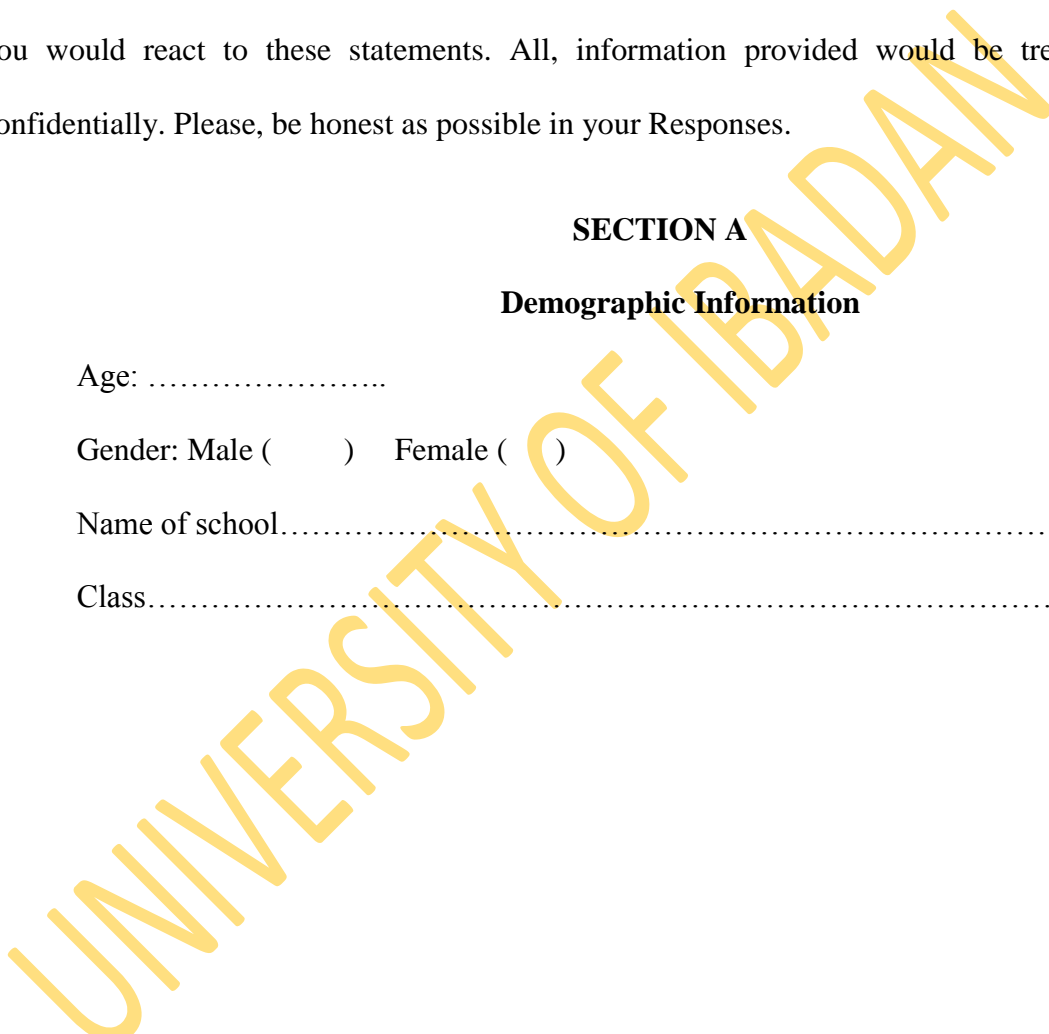
4   Class…………………………………………………………………………

SECTION B

STUDENTS ACADEMIC ACHIEVEMENT MOTIVATION INVENTORY

Please respond to the statements below by marking (X) where appropriate indicating your feelings about each statement.

Directions: Using the scale below, indicate to what extent each of the 14 items presently corresponds to one of the reasons that you go to school. Respond accordingly using these formats:

Very Unlike me (1) Unlike me (2) Like me (3) Very like me (4)

No	Items	1	2	3	4
1	I hope to go to school every day of the school week.				
2	I do not eat before going to school.				
3	I always stay in the class.				
4	I make use of the school library.				
5	I have interest in all my school subjects				
6	I come to school only to pass				
7	My pocket money is not enough and not regular				
8	I always feel unhappy during break period.				
9	I study only when I am asked to do so.				
10	Nothing makes me happy				
11	I feel like not going to school again.				
12	Going to school is not the only way to be rich.				
13	My parents are sensitive to my educational feelings.				
14	I go to school because of my parents.				

SECTION C

ACADEMIC SELF-EFFICACY SCALE

Please read and answer the questionnaire below indicating the degree to which you agree with the following statements:

No	Items	Really Disagree 1	Disagree 2	Agree 3	Really Agree 4
1	I go to a good school				
2	Sometimes I think an assignment is easy when the other kids think it is hard				
3	I am a good social studies student				
4	I am one of the best students in my class				
5	My teacher thinks I am smart				
6	I am a good mathematics student				
7	I always understand my homework assignments				
8	I am sure I can know how to do the most difficult work in class				
9	I am a good reading student				
10	It is not hard for me to get good marks in school				
11	I can do almost all the work in class if I don't give up				
12	I could get the best grades in class if I tried hard enough				
13	I always answer questions in the class				

SECTION D

PEER INFLUENCE QUESTIONNAIRE (P.I.Q)

S/N	ITEMS	SD	D	A	AS
1	Most of friends in my school are doing well in their study.	1	2	3	4
2	My friends in other schools are among the best in their various schools.				
3	I and my friends always talk of how to do well in school.				
4	Most of my friends don't like attending party and merry making ceremonies.				
5	My friends consist of many big boys who cannot be isolated from the occurrence of many problems.				
6	My friends always like to go for inter house sports in other school, instead of attending classes.				
7	My friends attend to party every week				
8	Most of my teachers do not like many of my friends.				
9	My parents don't like most of my friends.				
10	Many of my friends always represent our school in competitions				
11	Many of my friends are class captains				
12	Many of my friends encourage me to prepare very well for my examination				

STUDENTS INTEREST IN SCHOOLING SCALE (SISS)

S/N	ITEMS	SD	D	A	SA
1	I enjoy schooling	1	2	3	4
2	I enjoy studying in school.				
3	Life in school makes me feel happy.				
4	I feel relaxed while in school				
5	Our school is just cool.				
6	Life in our school is dull				
7	Going to school is not interesting				
8	Other things I attend are more interesting than school				
9	What we learn in school is not important after schooling				
10	Schooling is very important in life.				

SECTION F

ACADEMIC ATTITUDE SCALE (ASS)

Strongly Disagree = 1 Disagree = 2 Agree = 3 Strongly Agree = 4

S/N	ITEMS	SD	D	A	SA
1	I always copy notes in class	1	2	3	4
2	I make sure I study on a regularly				
3	I ask questions during lessons				
4	I do my homework always				
5	I look over work between classes				
6	I listen carefully in class				
7	I only miss school if I am ill				
8	I am sure I can learn and do well in the class				
9	School work is very important to my life				
10	I find ways to make school work interesting				
11	I participate in active academic discussions				
12	I help other students in class work				
13	I do well in tests				

SECTION G

Emotional intelligence scale (Adolescent Sueit)

EMOTIONAL INTELLIGENCE

Please, respond to the questions that follow and tick the number that corresponds to your response or feeling about each particular question.

NOTE: Strongly Disagree (SD) = 1; Disagree (D) = 2; Agree (A) = 3; Strongly Agree (SA) = 4.

No	ITEMS	SA	A	D	SD
1.	I can tell how others are feelings	4	3	2	1
2.	I try to make myself feel happy to avoid getting frustrated				
3.	I can still concentrate when I get worried				
4.	I find it hard to talk about my feelings to other people				
5.	When I try to solve problems I keep my feelings out of it.				
6.	I can tell others how I feel about things.				
7.	I find it hard to tell if somebody is not happy if they don't say it to me.				
8.	I find it hard to say how I feel.				
9.	I listen to my feelings when making important decisions.				
10.	Other people know when I am worried or stressed.				
11.	I find it hard to calm people down when their worried or stressed.				
12.	I can still think clearly when I'm angry				
13	I find it hard to control really strong emotions.				
14	You should stop your feelings from having a big influence over any important decisions				
15	I trust my feelings when I make important decisions				
16	I can tell when someone doesn't really like me.				

ACADEMIC ADJUSTMENT SCALE

Kindly respond by marking the response as it occurs to you using the format below:

Strongly Agree = SA, Agree = A, Disagree = D and Strongly Disagree = SD

No	ITEMS	SA	A	D	SD
1.	My school life is good	4	3	2	1
2.	I live normal life at school				
3.	I complain of too much school work				
4.	I smiled easily in school				
5.	I have good relationship with my peers in school				
6.	I relate well with my teachers and counselor at school				
7.	I always think and listen to my friends				
8.	I stay well with everyone around me.				
9.	I feel useful at school				
10.	I always face difficult condition in a positive way				
11.	I am able to find answers to my academic problems without trouble				
12.	I always get involved in school punishment				
13	Always seek academic help from students and teachers				
14	I always go to read at the school library				
15	Always active in class work				

Original scales

APPENDIX 'C'

ACADEMIC ACHIEVEMENT MOTIVATION SCALE

Please respond to the statements below by marking (X) where appropriate indicating your feelings about each statement.

Directions: Using the scale below, indicate to what extent each of the 28 items presently corresponds to one of the reasons that you go to school. Does not Correspond at all (1) Corresponds a little (2) Corresponds moderately (3) Corresponds a lot (4) correspond exactly (5)

No	Items	1	2	3	4	5
1	I go to school because i need at least a high school degree in order to find a high paying job later on.					
2	I go to school because I experience pleasure and satisfaction while learning new things					
3	I go to school because I think that a high school education will help me better prepare for the career I have chosen.					
4	I go to school because I really like going to school.					
5	Honestly, I don't know why I go to school; I really feel that I am wasting my time in school.					
6	I go to school for the pleasure I experience while surpassing myself in my studies.					
7	I go to school to prove to myself that I am capable of completing my high school degree.					
8	I go to school in order to obtain a more prestigious job later on					
9	I go to school for the pleasure I experience when I discover new things I have never known before.					
10	I go to school because it will enable me to enter the job market in a field that I like.					
11	I go to school because for me, school is fun.					
12	I once had good reasons for going to school; however, now I					

	wonder whether I should continue.					
13	I go to school for the pleasure that I experience while I am surpassing myself in one of my personal accomplishments					
14	I go to school because when I succeed in school I feel important.					
15	I go to school because I want to have "the good life" later on.					
16	I go to school for the pleasure that I experience in broadening my knowledge about subjects that appeal to me.					
17	I go to school because it will help me make a better choice regarding my career orientation.					
18	I go to school for the pleasure that I experience when I have interesting discussions with teachers.					
19	I can't see why I go to school and frankly, I couldn't care less.					
20	I go to school for the satisfaction I feel when I am in the process of accomplishing difficult academic activities.					
21	I go to school to show myself that I am an intelligent person.					
22	I go to school in order to have a better salary later on.					
23	I go to school because my studies allow me to continue to learn about many things that interest me.					
24	I go to school because I believe that my high school education will improve my competence as a worker.					
25	I go to school for the "high" feeling that I experience while reading about various interesting subjects.					
26	Don't know why I go to school; I can't understand what I am doing in school.					
27	I go to school because high school allows me to experience personal satisfaction in my quest for excellence in my studies.					
28	I go to school because I want to show myself that I can succeed in my studies.					

SECTION C

ACADEMIC SELF-EFFICACY SCALE

Please read and answer the questionnaire below indicating the degree to which you agree with the following statements:

No	Items	Really Disagree	Disagree	Agree	Really Agree
1	I am a good science student				
2	I go to a good school				
3	Sometimes I think an assignment is easy when the other kids think it is hard				
4	I am a good social studies student				
5	I am one of the best students in my class				
6	My teacher thinks I am smart				
7	I am a good mathematics student				
8	Teachers like kids even if they do not make good grades*				
9	I usually understand my homework assignments				
10	I am certain I can figure out how to do the most difficult work in class				
11	I can do almost all the work in class if I don't give up				
12	I could get the best grades in class if I tried hard enough				
13	I am a good reading student				
14	It is not hard for me to get good grades in school				
15	I am smart				
16	When the teacher asks a question I usually know the answer even if the other kids don't				

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17	I would get better grades if my teacher liked me better*				
18	I will graduate from high school				
19	Adults who have good jobs probably were good students when they were kids				
20	When I am old enough I will go to college				
21	No one cares if I do well in school*				
22	What I learn in school is not important*				
23	It does not matter if I do well in school*				
24	Kids who get better grades than I do get more help from the teacher than I do*				
25	I will quit school as soon as I can*				
26	It is important to go to high school				
27	I work hard in school				
28	Most of my classmates work harder on their home work than I do				
29	I always get good grades when I try hard				
30	I usually do not get good grades in mathematics because it is too hard*				

SECTION D

PEER INFLUENCE QUESTIONNAIRE (P.I.Q)

S/N	PEER INF. ITEMS	SD	D	A	AS
1	Most of friends in my school are doing well in their study.	1	2	3	4
2	My friends in other schools are among the best in their various schools.				
3	The discussions about how to progress academically occupy centre stage during the interaction with my peer.				
4	Most of my friends do not have passion for party and merry making.				
5	My friends consist of many big boys who cannot be isolated from the occurrence of many problems.				
6	My friends always prefer going for inter house sports in other school to attending classes.				
7	There is hardly a week that there won't be party to be attended by my friends.				
8	Most of my teachers do not like many of my friends.				
9	My parents have always complained that I should desist from moving with most of my friends.				
10	Many of my friends have represented our school at one time or the other.				
11	Many of my friends are class captains				
12	Most of my friends are nominated prefects in their variour schools.				
13	Every teacher cherishes our group and makes reference to it.				
14	My friends are loved by my parents.				
15	Many of my friends have been rusticated from their various schools.				
16	Many of my friends encourage me to prepare very well for my examination.				
17	There is always competitions who will have the best among my friends.				
18	Most of my friends come from academically enriched environment.				

SOCIO-ECONOMIC STATUS SCALE

	Level of Education	Father	Mother	Guardian
A	No education			
B	Elementary education			
C	Secondary or Teachers Training School			
D	Professional Training-Clergy, Trade School			
E	Higher than C-D, but not university graduate			
F	University graduate			
G	Above first degree			

Parents Occupation

parents	Clerk, office Assistance, Messenger	Craft, Farmer, Fishing, Artisan, Driver	Trade, Business	Lawyer, Teacher, Engineer, Doctor, Nurse	Civil Servant	Pastor, Imam or Clergy
Father						
Mother						
Guardian						

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Parents Residence

Parents's	Own House	Quarters	Rented House
Father			
Mother			
Guardian			

Type of home (a) Flat (b) Rooms (c) Duplex (d) Others (Specify)

How many are you in a room (a) One (b) Two (c) Three (d) Four (e) Five and above

How people are living in your house? (a) Five (b) Six (c) Seven (d) Eight (e) Nine and above.

Please, tick (*) if available in your house (a) Radio set (b) Television set (c) video / CD player (d) Air conditioner (e) Freezer(f) Refrigerator (g) Gas /Electric Cooker (h) Kerosene stove (i) Charcoal stove (j Computer (k) Others (Specify)

SECTION E

STUDENTS INTEREST IN SCHOOLING SCALE (SISS)

S/N	ITEMS	SD	D	A	SA
1	Schooling is enjoyable.	1	2	3	4
2	I have always enjoyed studying in school.				
3	Life in school is exciting to me.				
4	I feel relaxed while in school				
5	Our school is just fun.				
6	I actually looked forward to going to school 1				
7	Life in our school is dull				
8	I don't find anything interesting about schooling				
9	Other things I attend are more interesting than school				
10	What we learn in will never be used in real life.				
11	Schooling would be better if what we are taught are related to real life.				
12	Schooling, I see it as important in life.				
13	I will never use the information / knowledge from our school again, so I do not need schooling.				
14	Our teacher has fun activities to make you learn the things you learn the things you need in school				
15	We just come into the class. Listen to somebody, take notes, go home, home, do home, do frame, homework and it is the same thing every day.				

SECTION F

ACADEMIC ATTITUDE SCALE (AAS)

S/N	ITEMS	SD	D	A	SA
1	I take notes in class	1	2	3	4
2	I make sure I study on a regular basis				
3	I take an active part in lessons				
4	I do my homework				
5	I look over work between classes				
6	I work hard in class				
7	I listen carefully in class				
8	I only miss school if I am ill				
9	I see school work as being important to my life				
10	I find ways to make school work interesting				
11	I participate in active academic discussions				
12	I help other students				
13	I do well in tests				
14	I am confident I can learn and do well in the class				

SECTION G0.

Swinburne University Emotional Intelligence Test

Adolescent Self-Report Version

		Very Self	Seldom	Some times	Often	Very often
1	I can tell how others are feelings					
2	I try to make myself feel happy to get over being stressed or frustrated.					
3	I use my 'gut feelings' when I try to solve problems.					
4	I can still stay focused when I get worried.					
5	I can tell if others like each other or not.					
6	When I'm stressed, I got annoyed by people around me.					
7	I find it hard to talk about my feelings to other people.					
8	I find it hard to tell how others are feeling just from their 'body language'.					
9	Difficult situations bring out feelings in me that are hard to deal with.					
10	Others find it easy to tell how I am feeling.					
11	I get stressed-out when I am under a lot of pressure.					
12	I use my feelings to help me find new ideas.					
13	I can tell how others feel by the tone of their voice.					
14	When I got worried, I find it hard to tell other people.					
15	I find it easy to change other people's feelings.					
16	I don't easily pick-up on the 'vibe' of the place I'm in.					
17	I can tell when other people are trying to hide their true feelings.					
18	When I try to solve problems I keep my feelings out of it.					
19	I find it easy to control my anger and calm down.					
20	I can tell others how I feel about things.					
21	I don't think it's a good idea to listen to my feelings when I make a decision.					
22	I find it hard to tell if somebody is upset if they don't say it to me.					
23	I find it hard to get people to 'get along' with each other.					
24	I come-up with new ideas by logic and clear thinking instead of using my moods or feelings.					
25	I find it hard to stay focused if I'm really excited about something.					
26	I can show people how I am feeling through my 'body language'.					

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27	I find it hard to tell how people feel about each other.					
28	I solve my problems using logic and clear thinking instead of feelings.					
29	I find it hard to think clearly when I am worried about something.					
30	I find it hard to say how I feel.					
31	I find it hard to make others excited about things.					
32	I can pick-up on what the 'vibe' is when other people are talking about something.					
33	I listen to my feelings when making important decisions.					
34	Other people know when I am worried or stressed.					
35	When I have upset someone I understand why they are upset with me.					
36	I find it hard to calm people down when their worried or stressed.					
37	I can still think clearly when I'm upset.					
38	I find it hard to let others know that I am worried or stressed.					
39	I can tell when another person's feeling or reactions don't 'fit' or make sense with what is happening.					
40	I can make my friends relax when they get stressed.					
41	The look on other people's faces tells me a lot about the way they are feeling.					
42	I find it hard to control really strong emotions.					
43	You should stop your feelings from having a big influence over any important decisions.					
44	I easily notice the 'feel' or atmosphere of different situations and places.					
45	When something gets me down I find it difficult to snap out of it.					
46	I trust my feelings when I make important decisions.					
47	I am good at knowing what my feelings are.					
48	When I talk about something, it is hard to tell if other people feel the same way as me.					
49	I can easily 'snap' myself out of feeling down or sad.					
50	I can tell when someone feels the same way as me about other people without talking about it to them.					
51	I find it hard to stay 'positive' when I get stressed or worried.					
52	When I am upset with someone, I find it hard to tell how they might be feeling.					
53	When things go wrong in my life, I find it hard to stay 'positive'.					
54	Other people seem to find it easy tell how I feel about things.					

55	I try to keep my feelings out of the decisions I make.					
56	I can tell when someone doesn't really like me.					
57	When someone upsets me, I think about what they said and then usually find a solution.					

ACADEMIC ADJUSTMENT SCALE

Kindly respond by marking the response as it occurs to you using the format below:

Strongly Agree = SA, Agree = A, Disagree = D and Strongly Disagree = SD

No	ITEMS	SA	A	D	SD
1.	My school life is well articulated	4	3	2	1
2.	I live at a normal pace not doing anything excessively at school				
3.	I had a good sense of humour in my school activities				
4.	I smiled easily in school				
5.	I have good relationship with my peers in school				
6.	I relate well with my teachers and counselor at school				
7.	I was able to concentrate and listen to my friends				
8.	I got along well with everyone around me.				
9.	I felt useful at school				
10.	I was able to face difficult situation in a positive way				
11.	I was able to clearly sort things out in difficult times.				
12.	I was able to find answers to my problems without trouble				
13.	I had the impression of really enjoying and living life to the fullest.				
14.	My morale was good				
15.	I am good in combining more or two assignments together at a time.				