Self-Efficacy, Parental Involvement and School Adjustment of High Achieving Secondary School Students in Oyo State, Nigeria

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Abstract
This study investigated self-efficacy and parental involvement as predictors of school adjustment of high ability secondary school students in Oyo State, Nigeria. A descriptive survey design of correlational type was adopted. The simple random sampling technique was used to select five local government areas from each of the three senatorial districts in Oyo State. The simple random sampling technique was also used to select two secondary schools from each local government, while the purposive sampling technique was adopted to select 450 high achieving students in SS1 (180 males and 270 females), based on their scores in Slossan Intelligence test, and Achievement tests in English Language and Mathematics. Instruments used were Slossan Intelligence Test (r= 0.86); Mathematics Achievement (r=0.72) and English Language Achievement tests (r=0.75) Self-efficacy (r=0.72); and Parental involvement (r=0.81) while Pearson Products Moment Correlation was used to test, the hypotheses generated at 0.05 level of significance. Findings showed that self-efficacy (r=0. 98; P<0. 05), *and parental involvement* (r= 0. 97; P<0. 05) *influenced school adjustment of high achieving secondary school students in Oyo State, Nigeria. Therefore, relevant government bodies and schools should adopt methods and different policies that can positively trigger positive aspects of these variables for exploitation in influencing school adjustment of high achieving students.*

Keywords: Self-efficacy, Parental involvement School adjustment, High ability students

Introduction

Students' Advancement from junior secondary school to senior secondary classes represents an important metamorphosis or a shift in the life of young high achieving secondary school students. High achieving secondary school students must cross or transit from a small, self-contained classroom to an assorted or heterogeneous school with increasing expectations for academic performance and less of teacher's scaremongering. As a result, the significant metastasis or 'trade cycle' lifestyle of the peer group with high positive expectation for social acceptability often lead to depression, loss of self-esteem, decline in academic performances as well as lack of school adjustment. High Achieving students mostly depend on their immediate environment for proper development, for example, the home and the school to meet their needs and growth (Adeyinka, Adedeji, and Olufemi, 2011). The concern, therefore, is to understand the extent to which how the school can facilitate proper adjustment of High Achieving students.

Many High Achieving students exhibit the inability to adjust to the school environment during the period of transition. The reason for the above includes the neglect by their teachers and parents who are of the view that the High Achieving students have been endowed with academic potentialities that can help them to perform well in their academic activities and school adjustment. However, High Achieving students are facing a lot of challenges that affect their adjustments to the school environment, especially during progression from the junior class to the senior class. As a result of this, High Achieving students experience maladjusted behaviour or behavioral disorder. Adjustment is often used as a synonym for accommodation and adaptation, the term connotes the results of equilibrium which may be affected by, either of these processes.

Adjustment to school environment according to Kaljahi (2016) is one of the most critical activities that predicts academic success in school and beyond. The inability of students to adjust to the school environment, establish and maintain good relationship with other students, participate positively in school activities such as group projects, and social activities such as other extra-curricular programmes of the school, could affect their becoming socially adjusted in school. This situation could portend serious problems for the school, and the society entirely. Besides, this could be the reason researchers such as Meece and Granger (2012), Azuji, (2015), have worked assiduously to as certain important factors that promote positive adjustment of individuals in school, especially at the secondary school level. Some important factors as noted by Wentzel include such elements as motivation, participation in school events and self-efficacy. Adeoye and Emeke (2010) opined that, self-efficacy is an important variable which could help in the social adjustment of students in school. Self-efficacious beliefs are essential for effective coping and possible adjustment in social settings. Self-efficacy is thus seen as an individual's personal factor that judgment of an individual's capabilities in successfully carrying out a given task. Bhagat and Baliya (2016) viewed self-efficacy as one's belief in their ability to produce designated levels of performance that exercise influence over events that affect their lives.

One major factor in this research is self-efficacy, which is the belief in a person's ability to learn or perform at a given level (Adeyemo, 2007). The belief in self-efficacy differs in level, universality, and intensity. In particular, perception of tasks is at least influenced by self-efficacy beliefs. People with weak self-efficacy beliefs are likely to allow negative experiences to weaken their sense of self-efficacy in the process of giving up their efforts toward set goals; even in the face of difficulties, people with strong self-efficacy will continue to work hard for their achievements, obstacles or adapt to any situation (Bandura, 2006). Self-efficacy differs from other self-

concepts such as self-concept, self-worth, and self-esteem because it is task-specific (Adeyemo, 2014). On the one hand, a person may have a low level of efficacy on a particular activity (such as a figure) and will not lose self-worth when doing the activity, but will be self-imposed because he has set very strict personal standards. Individual performance and belief is a good predictor of individual achievement (Adeyinka, Adedeji, and Olufemi, 2011).

The participation of high-level parents can also predict adjustments to the school environment. Parents can help their highly capable students in many ways. Adelodun and Salako (2020) suggests that high-ability students will have higher academic performances when they are involved in education. The involvement of parents helps H.A.S to adapt to the school environment. The denser the parents, the greater the positive impact on the adjustment to the school. Berger (2018) explains the meaning of parental involvement. Parental involvement is seen as an important role for parents in student education. It is an indicator of parenting function, which predicts a child's health in a wide range of settings and indifferent student communities, thus achieving good developmental changes and reflecting the relevance of students in the area to school performance, academic activities, and school adjustments. Parental involvement is an important factor in the success of high-ability learning.

Parental attitudes have a profound impact on the school adjustment of high-ability students because family and school homework are critical. Parental involvement means the pursuit of parental parenting in all academic activities at the school. Some parents in Nigeria do provide students with all the necessary written materials, clothes, food, and take them to school. If they meet the needs of H.A.S in this way, it would reflect in their academic performance and school adjustment. But parents who cannot afford these costs can provide H.A.S with affordable school materials. Melhinsh (2010) found that parental involvement in children's learning leads to higher academic performance, greater cognitive ability, greater problem-solving skills and school adaptability, greater school enjoyment, better school attendance. Mcmillian (2010) also reported that parental involvement is an important determinant of school adjustments and academic performance, depending on the student's score in the performance test. Therefore, parents influence the children's educational process, and they adopt different methods to actively participate in their children's educational activities. In the school, as described below, parents directly participate in the teacher's activities with the child, although some parents have no time at all, they are more concerned about their own business and how to make money.

Parents who come to school regularly to see their children have been involved in their children's education because every aspect of their child's improvement would be opened up to them and this will make the students behave and work harder in the school. Epistein (2006) emphasises the basic interpretation of parental involvement that parents are to encourage the students towards the benefit of achieving positive attitude towards school by the child higher achievement in reading higher quality and more grade-appropriate of homework, facilitate completion of homework on weekends and observing more similarity between family and school. All these could be seen as the aggregate of parental involvement in their child's education. Several studies have been reported by Mcmillian (2010), Cavilla, (2015) Bowlby (2014), and Adeyemo (2014) in the area of school adjustment of H.A.S, and how it relates to social, education, health, and emotion of both sexes. Some of their studies related school adjustment with variables like motivation, age, sex, socio-economic status, needs anxiety and security, student reaction to frustration has also been studied. More so, to the best knowledge of this researcher, there have been no studies on the nature of school adjustment of H.A.S concerning peer-attachment, emotional intelligence, self-efficacy, and parental involvement. Based on this, this study is designed to address this gap.

Statement of the Problem

School adjustment among H.A.S has generated serious debates among the stakeholders. Adjustment in terms of interaction with peers, coping with the norms, rules, and values set by the school authorities seems to undermine H.A.S's potential abilities, even, ability to effectively adjust to learning and the likes. Educationist needs to know what they can do to help these students, to cope effectively with the challenges of the school environment. School adjustment is a broad construct that consisted of academic achievement, school satisfaction, school engagement, and pro-social behavior. There is no doubt, many variables have been used by some researchers to ameliorate school adjustment problems such as gender, attitude, self-concept, self-esteem, study habit, interest, school location, teacher's qualifications, yet the problem persists. The inability to adjust to the school environment among the H.A.S is yet to receive appropriate attention from relevant authorities, thus remain a problem for the H.A.S and this accounts for the increase in psychological problems among them. This researcher observed that not much has been done on self-efficacy and parental involvement in the school adjustment of the H.A.S. This researcher therefore, observed that looking at this direction in solving this problem would bring a great achievement for these set of students and the Nigeria society. Therefore, the researcher deemed it fit to work on the relationship between self-efficacy, parental involvement, and school adjustment of high achieving secondary school students in Oyo State, Nigeria.

Hypotheses

The following null hypotheses were tested at 0. 05 level of significance.

Ho_1: There is no significant relationship between self-efficacy and school adjustment of high achieving secondary school students.

Ho_2: There is no significant relationship between parental involvement and school adjustment of high achieving secondary school students.

Methodology

The descriptive survey design of the correlational type was adopted in this study. The study is interested in examining the relationship between the independent variables and the dependent variable, in which the researcher did not manipulate any variable of interest.

The population of this study comprised the entire high achieving senior secondary school Students (SS1) in Oyo State. The selection of the population was based on the H.A.S in Science, Art, and Commercial classes. Oyo State has three senatorial districts and 324 secondary schools, in which only 30 secondary schools were involved for this study.

A total of 450 high achieving secondary school students were the participants in this study. The multistage sampling technique was adopted. The first stage involved enumeration of the state into three senatorial districts (Oyo Central, Oyo North, and Oyo South). The second stage involved using the simple random sampling technique for the selection of five local government areas from each of the senatorial districts, making fifteen local governments' altogether. Also, two secondary schools were selected using a simple random sampling technique from each of the local governments, making a total number of ten secondary schools from each of the senatorial districts and a total number of thirty secondary schools were used for this study. The third stage involves the use of the purposive sampling technique in the selection of H.A.S which cuts across science, Art, and Commercial classes. Slossan intelligence test was first administered to measure the intelligence and identify the H.A.S. The school study records of the students were looked into after which achievement tests in both English and Mathematics were administered on the students and the researcher finally selected those who scored above the 75th percentile. Fifteen H.A.S were selected from each of the thirty (30) Secondary schools.

The Slosson Intelligence Test (SIT) was constructed and validated by Slosson (1961) and recalibrated in 2006. Oyundoyin (2003) designed and organized it as a test of general intellectual ability, treating SIT as a foreign-adapted test, for example, suitable for African students, for certain words and without changing the validity of the test content. The project has been changed to suit the culture of the subject, such as changing the words "Pennies", "Dollars" to "Naira" and "Kobo", "Dime and Nickel are 10 and 5 kobos respectively. The former is used in the United States and then latter used in Nigeria. This test will be used in this study to assess the psychological ability of the sample to determine the level of achievement. The content validity factor is calculated from 0.90 to 0. 96 for each age level. Slosson concludes that SIT and His standard SB are related, just as SB is related to himself. The validity and usefulness of the exam seem to have been fully confirmed in the "Academic Record" The instrument interviewed 40 students who were not in the sample at two-week intervals. A pilot test was performed. Thereafter, the data was analyzed using a test-retest reliability estimate. The reliability factor obtained was r = 0.86.

The school study records of the participants were thoroughly scrutinized after the screening of their intelligence. All the students who cumulatively and persistently scored 75 above in all their subjects were allowed to participate in this current study. And these students were regarded as H.A.S.

Achievement in English and Mathematics that consist of 40 questions drawn from the SS1 English Language and Mathematics Scheme of work. A pilot testing was carried out on twenty H.A.S who were not part of the main respondents used in this study. The achievement test was subjected to statistical analysis using Pearson product-moment correlation to test the reliability coefficient and the results yielded 0.75 in the English Language while 0.72 was also recorded for Mathematics. This achievement test was used to support the Slosson intelligent screening test to ascertain the real H.A.S who were the participants in this research work.

The instrument used was a self-designed questionnaire tagged adjustment to school questionnaire (ASQ) to reveal the Adjustment ability of the high achieving secondary school students in Oyo state. It comprises two parts (A and B). Part A elicited the demographic data of the respondent, Part B comprises two sections of twenty-five (25) statements graded on four-point likert types, the questionnaire was thoroughly scrutinized for clarity, also the instruments were checked by experts in the field of test and measurement for precision and usability. The instrument was pilot tested on forty respondents with the use of test- re-test method within two weeks. Thereafter the data was analyzed using test- re-test reliability estimation. The reliability coefficient obtained was r=0.84 which was considered reliable overtime hence acceptable for use in this study.

The German version of the General Self-Efficacy (GSE) scale was originally developed by Jerusalem and Schwarz (1979) and contains 20 items. In 1981, the GSE scale was reduced to 10 and subsequently adapted to 28 languages (Schwarzer and Jerusalem, 1995). The GSE scale has been used in many research projects and usually produces internal consistency between alpha r= 0. 75 and 0. 79. A pilot test of the instrument was conducted on 40 respondents using retesting methods within two weeks. The data was then analyzed using retest reliability estimates. The reliability factor obtained is r = 0. 72.

The instrument is structured in a modified Likert scale that is Strongly Agree (SA), Agree (A),

Disagree (D), and Strongly Disagreed (SD). The scoring pattern of the instrument would be 1-4 points as follows: Strongly Agree (SA) = 4, Agree (A) = (3), Disagree (D) = (2) and Strongly Disagree (SD) =1. The parental involvement measuring scale (PIMS) the subject's relationship with the mother, the father, the family was measured on a 4-point scale and dichtomised into positive and negative choices. A reliability coefficient of 0.81 using Cronbach Alpha was obtained.

Method of Data Analysis

Data collected in this study were analysed using Pearson's Product Moment Correlation (PPMC) and Multiple Regression Analysis. Pearson's Product Moment Correlation (PPMC) that measured the relationship among the variables.

Results

Ho_1: There is no significant relationship between self-efficacy and school adjustment of High Achieving secondary school students.

Table 1: Shows Correlation matrix of the relationship between self-efficacy and school adjustment of High Achieving secondary school students

Variable	N	Mean	Std. Dev.	R	P	Remark
Adjustment to School	450	76. 16	8. 55	0. 976*	0. 00	Sig
Self-efficacy	450	15. 54	3. 53			

* Denotes significant correlation at P<0. 05

Table 4. 7 showed that the correlation coefficient between school adjustment of High Achieving secondary school students and self-efficacy is (r=0. 98; P<0. 05). This indicated a very high positive correlation between school adjustment of High Achieving secondary school students and self-efficacy. The null hypothesis is therefore rejected.

Ho_4: There is no significant relationship between parental involvement and school adjustment of High Achieving secondary school students.

Table 2: Shows Correlation matrix of the relationship between parental involvement and school adjustment of High Achieving secondary school students.

Variable	N	Mean	Std. Dev.	r	P	Remark
Adjustment to School	450	76. 16	8. 55	0. 974*	0. 00	Sig
Parental Involvement	450	32. 89	5. 53			

* Denotes significant correlation at P<0. 05

Table 4. 8 showed that the correlation coefficient between school adjustment of High Achieving secondary school students and parental involvement is (r= 0. 97; P<0. 05). This indicates a relationship between school adjustment of High Achieving secondary school students and parental involvement. The null hypothesis is therefore rejected.

Discussion

This finding also showed that there was a significant relationship between self-efficacy and school adjustment of H.A.S. This points to the fact that the stronger the self-efficacy the easier it is for the H.A.S to adjust to the school environment. However, H.A.S with low self-efficacy experience depression and inability to cope in the school environment. Furthermore, H.A.S who has high self-efficacy performs better in their academic activities and has adaptive behaviour. High Achieving students that have potent poor self-efficacy would see school challenges as frustrating will not be committed and not satisfied in the school. This implies that when a student has high self-efficacy, he or she would be able to cope with the school challenges and achieve academically. The reason for this development could be that any High Achieving student with self-efficacy tends to be more active in whatever he/she is doing.

This finding corroborates the finding of Gross (2004) who discovered that exceptionally H.A.S are aware that they are quite an adjustment than those who have moderate-high ability, the key is that those with moderate are exciting low self-efficacy while those with a high level of adjustment are operative with the high level of self-efficacy. Also Coleman and Gross (2005) contend that while there may be a lower incidence of several emotional problems among High Achieving students than the general population, there are particular and unique problems that they encounter due to their developing abilities and this could be only assisted when they develop high self-efficacy.

Delisle (1992) in a contrary view submited that perfection is attainable and the expected becomes the point at which self-efficacy suffers when the High Achieving student cannot be satisfied with the lesser achievement. Since school is such a necessary piece of High Achieving of every day's life, understanding the unpredictable transaction of exertion, challenge, explicit and merit acclaim and the solace of a strong situation is basic to the High Achieving understudy's feeling of worth. Also, Plucker and Stocking's (2001) study of a student of the latent result showed that the disparity that can exist between High Achieving and self-efficacy. They used the internal/external frame of reference model (1/E model) proposed by Marsh (1986) to explain how to base their self-efficacy on a personal (internal) appraisal of their ability simultaneously with an evaluation of their peer's (external) ability. The comparison can be made them feel less positive about their abilities.

The results revealed that parental involvement has a relationship with school adjustment of H.A.S. The findings corroborate, Gagnier and Rogers (2004) who report that many schools are reluctant or have policies against the early entrance, and parents must work vigorously to gain early entrance or other accommodation for their students. They further stated that parents who choose to stand in the gap for their students, providing instruction for them in those early years, later in the school hours, and even in the school environment and helping the student to adjust properly to the school environment.

Melhinsh, (2010) says that parental involvement in High Achieving understudies prompts legitimate adjustment to the school condition. This suggests for High Achieving understudy to be appropriately changed, following the school condition the job of their parent can't be over-assessed. This could be that the guardians are in a situation to give social necessities to the High Achieving understudy. Additionally, there are many things that High Achieving understudies can't understand for themselves which would be required from the help of their folks like an exhortation, advising, school fess inspiration, and school materials. All these should be given by their folks. Parental involvement is additionally critical as far as this flow research is concerned. Most guardians converse with instructors somewhat, about their children's advancement, and this appropriately is a list of parental involvement. It demonstrates that the connection between parental involvement and school adjustment is likely not direct and that, it is proactive just as responsive. Guardians take the degree of intrigue and involvements proper to the scene through their eyes. A few parts of involvement have happened in the home well before the children start school while others are in the light of issues or openings created in the school, (Sacker, 2002).

Meanwhile, Coleman and Cross (2005) affirm the unequaled impact of parental involvement on scholarly and school adjustment, they demand that not in all cases, understudies profit by having their parent's involvement in their instruction by being keen on their schoolwork, examining points of intrigue together, discuss normally with instructors and directors and advocating their understudy in academic fields yet there are a few understudies who have highly High Achieving and the school's assets can't address their issues. These set understudies would think that it's hard to coordinate the involvement of their folks and their school adjustment together.

Implications of the Findings

The findings of this research provide information that is germane and could be applied in the field of special education and psychology that would ensure the development of H.A.S and the education sector. This is because education is regarded as an instrument of excellence geared towards national development. However, the importance of school adjustment in the context of academic achievement its impact can be felt with proper adjustment of H.A.S to the school environment. This means that proper adjustment of H.A.S cannot be overemphasized especially during teaching and learning processes because this is the time for them to acquire relevant knowledge and skills which in turn make them useful to the society.

Conclusion

The study revealed that self-efficacy, and parental involvement had significant relationships with school adjustment of high achieving secondary school students in Oyo State, Nigeria. The findings of this study indicated that all these two predictor variables had a relative contribution to school adjustment. This is a major pointer to the fact that self-efficacy is an important factor in the education sector as a whole and the secondary school in particular. The parental involvement factor also came up significantly in the findings of this study as being crucial in determining school adjustment of H.A.S.

Recommendations

Based on the findings of this study, the researchers wish to make the following recommendations;

(1) High ability students should be motivated to develop their self-efficacy to properly adjust to the school.

(2) Teachers should be fully updated on the influence of self-efficacy and parental involvement factors on school adjustment of high achieving students

(3) The school administrators should be made to understand that, high achieving students should not be unnecessarily stressed in the school.

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