

**ACHIEVEMENT SYNDROME AND SELF-EFFICIENCY AS PREDICTORS OF ACADEMIC
ADJUSTMENT OF PUBLIC SENIOR SECONDARY SCHOOL STUDENTS IN RIVERS STATE**

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ABSTRACT

This study investigated achievement syndrome and self-efficiency as predictors of academic adjustment of public senior secondary school students in rivers state. Three research questions and three corresponding hypotheses were formulated to guide the study. The study adopted correlational research design. The population of the study comprised all the 19, 749 SSI students in the public senior secondary school in Rivers State. (Rivers State Ministry of Education 2024/2025 students' enrolment figure). A sample of 400 SSI students were drawn from the population through simple random sampling technique. Three instruments titled "Achievement Syndrome Scale" (ASS), "Self-Efficacy Scale" (SES) and "Academic Adjustment Scale (AAS) were used for data collection. The instruments were validated by two experts in measurement and evaluation based on face and content validities. Cronbach Alpha reliability method was used to established the reliability coefficients of the instruments and values obtained were 0.77 for ASS, 0.82 for SES and 0.81 for AAS respectively. The researchers personally administered the copies of the instruments to the sampled students with the help of research assistant (one teacher) in each school who were properly guided about the administration of the instruments and also copies of the administered instruments were collected immediately after administration. The data collected were analyzed using simple regression for the research questions and multiple regression for the hypotheses which were tested at 0.05 alpha level of significance. The findings of the study shows that; achievement syndrome and self-efficacy predicted academic adjustment of senior public secondary schools students in Rivers State both jointly and independently taken. Based on the findings of this study conclusion and recommendations were made.

KEYWORDS: Achievement Syndrome, Self-efficacy, Adjustment and Academic Adjustment.

INTRODUCTION

Education is a powerful tool for effecting positive behavioural change especially among learners in school. However, learners encounters a lot of psychological challenges in

the acquisition of knowledge, skills, attitude and values in school and such includes adjustment to their academic demand. Adjustment as used in psychology has its roots in the biological term adaptation which means how an individual adjusts to changes in his environment (Kinanee, 2010). Weiten and Lioyd (2003) saw adjustment as a psychological process through which people manage or cope with the demands and challenges of everyday life. It is the ability of an individual to adjust appropriately to the psycho-social and other environmental demands in any given place and time (Mark, 2006). He further explained that adjustment is a continuous process in life and takes place in all physical environment.

Agbakwuru (2009) sees adjustment as the process of bringing an individual's behaviour in conformity with the norms of the environment or society where the individual finds himself or herself. He further stated that adjustment is a continuous or ongoing activity which is geared towards adaptation of the individual to the life and culture of the society where he exists. It is a process of continuous harmonious relationship between the individual and his environment, and his ability to adjust and maintain balance in his existence.

However, Jounk (2006) opined that adjustment takes different dimension in different areas but adjustment to one's academic pursuit remains important especially in the teaching and learning processes. Hence, he defined academic adjustment as the ability of a learner to maintain a balance in the academic demands of a school and his behaviour towards achieving it. He also explained that academic adjustment takes different forms such as ability to attend classes, study well, relate well with teachers and peers on academic issues and maintain a high achievement outcome in school subjects.

Sabastine (2014) explained that academic adjustment is the ability of a learner to cope with the educational demands in any learning environment. The academic adjustment demand could be inform of having positive academic motivation, achievement motives and constant academic performance. When this is lacked according to him, the individual becomes academically maladjusted. Stressing on the importance of academic adjustment, Fomier (2001) explained that it helps the learner in good study plan. It helps the learner to develop a good study habit in school and even after schooling, it helps the learner to have positive relationship with his teachers and significant individuals in the society, it helps in protecting positive image of an individual in any life endeavour and it helps the learner in higher academic achievement in school. Meanwhile, if there is a relationship between an individual and the educational demands in his or her learning pursuit, then adjustment is achieved. But, total deviation from the educational demands leads to maladjustment.

However, Agbakwuru (2009) noticed that those who are able to adjust feel relieved happy, fulfilled, comfortable and also manifest great interest in their endeavours and environment. Hence, those who fail to adjust always have maladjustment in a number of ways including stress, restlessness, anxiety etc. Academic adjustment, from the psychological view is the behaviour reactions of an individual towards learning especially his ability to cope with learning anxiety, stress and other associated learning factors that could habit positive learning in school Omuba (2004).

However, there are a lot of factors that can influence academic adjustment of students either positively or negatively such include achievement syndrome and self-efficacy. Achievement syndrome is a psychological construct which refers to a pattern of behaviour or attitude related to a strong desire to achieve a goal Okon (2020) defined achievement syndrome as a strong will of an individual to achieve a particular goal at a given time. However, Omarioha (2019) explain that there is a significant relationship between achievement syndrome and academic achievement of secondary school students. Cypril (2019) stated that components of achievement syndrome include achievement motivation, value orientation, educational and occupational aspiration. Uhia (2018) stressed that types of achievement syndrome include perfectionist achievement syndrome, workaholic achievement syndrome and people pleasing achievement syndrome. Meanwhile, achievement syndrome varies from individual to individual based on goals to be achieved. Self-efficacy means persons believe in their ability to successfully complete task, overcome challenges and achieve a goal. Omarioha (2019) explain that self-efficacy is the believe of an individual in his or her ability to achieve a particular goal despite associated challenges. Self-efficacy varies over time and activity. Albert Bandura in Ifechukwu (2021) stated that an individuals' ability to achieve a goal would take different forms such as mastering experience, vicarious learning process, social persuasion and emotional and physical state. Individuals with high self-efficacy perform better than those with low self-efficacy. It is against this background that the researchers conceived the idea to investigate the extent achievement syndrome, self-efficacy predict academic adjustment of secondary school students in senior public school in Rivers State

STATEMENT OF THE PROBLEM

The essence of education is to provide learners with better opportunity of positive growth and development through adequate teaching and learning in a well structured environment. However, the researchers have noticed with dismay over a period of ten years as teachers and also guidance counsellors that students are having adjustment problem in their studies especially, those at the public senior secondary schools in Rivers State. While some learners in the area are having problem in area of reading, writing, inadequate study habit and poor attitude towards asking and answering questions during teaching and learning process some others are having problem in the area of lack of study materials, poor concentration during study and poor attitude towards teaching and learning. This situation is on the increase in the area on a regular basis and it is affecting the affected students in the academic performance and even school dropout. However, achievement syndrome and self-efficacy of learners could be contributing negatively to the academic adjustment in school. If Nigeria education must achieve its goal of human development through education as stated in the National Policy on Education, then academic adjustment of learners must be taken seriously. The problem of this study therefore was to investigate achievement syndrome and self-efficacy as predictor of academic adjustment of public senior secondary school students in Rivers State.

AIM AND OBJECTIVES OF THE STUDY

The aim of this study was to investigate the extent to which achievement syndrome and self-efficacy predict academic adjustment of secondary school students in Rivers State. the objectives are to:

- (1) examine the extent to which achievement syndrome predict academic adjustment of secondary school students in Rivers State.
- (2) determine the extent to which self-efficacy predict academic adjustment of secondary school students in Rivers State.
- (3) find out the extent to which achievement syndrome and self-efficacy predict academic adjustment of secondary school students in Rivers State jointly taken.

RESEARCH QUESTION

The following research questions were used to guide the study.

- (1) To what extent does achievement syndrome predict academic adjustment of secondary school students in Rivers State?
- (2) To what extent does self-efficacy predict academic adjustment of secondary school students in Rivers State?
- (3) To what extent does achievement syndrome and self-efficacy predict academic adjustment of secondary school students in Rivers State jointly taken?

HYPOTHESES

The following hypotheses which were tested at 0.05 alpha level of significance were used to guide the study

- (1) Achievement syndrome dose not significantly predict academic adjustment of secondary school students in Rivers State.
- (2) Self-efficacy dose not significantly predict academic adjustment of secondary school students in Rivers State.
- (3) Achievement syndrome and self-efficacy dose not significantly predict academic adjustment of secondary school students in Rivers State jointly taken.

METHODOLOGY

This study adopted correlational research design. The population of the study comprised all the 19, 749 SSI students in the public senior secondary school in Rivers State. (Rivers State Ministry of Education 2024/2025 students enrolment figure). A sample of 400 SSI students were drawn from the population through simple random sampling technique. Three instruments titled "Achievement Syndrome Scale" (ASS), "Self-Efficacy Scale" (SES) and "Academic Adjustment Scale (AAS) were used for data collection. The instruments were validated by two experts in measurement and evaluation based on face and content validities. Cronbach Alpha reliability method was used to established the reliability

coefficients of the instruments and values obtained were 0.77 for ASS, 0.82 for SES and 0.81 for AAS respectively. The researchers personally administered the copies of the instruments to the sampled students with the help of research assistant (one teacher) in each school who were properly guided about the administration of the instruments and also copies of the administered instruments were collected immediately after administration. The data collected were analyzed using simple regression for the research questions and multiple regression for the hypotheses which were tested at 0.05 alpha level of significance.

RESULTS

The result of the study were presented in the tables below

Research Question 1: To what extent does achievement syndrome predict academic adjustment of secondary school students in Rivers State?

Table 1: Simple regression on the extent achievement syndrome predict academic adjustment of secondary school students.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.146 ^a	.021	.019	6.60654

a. Predictors: (Constant), Achievement Syndrome

Table 1 shows that there is a very low relationship between achievement syndrome and academic adjustment (R= 0.15) The Adjusted R square value=0.019 shows that only 19% of the variation in the students' academic adjustment can be explained by achievement syndrome. The remaining 81% in the variation in their academic adjustment in the test can be attributed to other factors not included in the model.

Research Question 2: To what extent does self-efficacy predict academic adjustment of secondary school students in Rivers State?

Table 2: Simple regression on the extent self-efficacy predict academic adjustment of secondary school students.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.153 ^a	.023	.021	6.59928

a. Predictors: (Constant), self-efficacy

Table 2 shows that there is a low positive relation between self-efficacy and students' academic adjustment R=0.153. The adjusted R square value=0.021. This implies that 2.1% of the variation in the students' academic adjustment can be explained by the self-efficacy of

the students while the remaining 97.7 % can be due to other factors not included in this model

Research Question 3: To what extent does achievement syndrome and self-efficacy, jointly taken predict academic adjustment of secondary school students in Rivers State?

Table 3: Multiple regression on the extent achievement syndrome and self-efficacy, jointly taken predict academic adjustment of secondary school students in Rivers State.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.669 ^a	.447	.440	4.99145	.447	63.688	5	388	.000

a. Predictors: (Constant), Achievement Syndrome and Self-efficacy

b. Dependent Variable: Academic adjustment score

Table 3 shows that all the five predictor variables (Achievement Syndrome and Self-efficacy) put together are positively correlated with the dependent variable academic adjustment score $R=0.67$. The adjusted R square value = 0.44. This implies 44% of the variations in the academic adjustment can be explained by the predictor variables collectively while the remaining 56% can be due to other variable not included in the model.

Testing of Hypotheses

Hypothesis 1: Achievement syndrome does not significantly predict academic adjustment of secondary school students in Rivers State.

Table 4: ANOVA associated with simple regression on the prediction of achievement syndrome on academic adjustment of secondary school students.

Table 4a

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	378.825	1	378.825	8.679	.003 ^b
	Residual	17371.267	418	43.646		
	Total	17750.093	419			

a. Dependent Variable: Academic adjustment scores

b. Predictors: (Constant), Achievement syndrome

The ANOVA table shows that the prediction is significant ($F=8.68$, $DF=1$, 388 , $p<0.05$). Therefore H_0 is rejected, implying that achievement syndrome significantly predicts students' academic adjustment in Rivers State.

Table 4b

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	54.101	3.069		17.631	.000
	Achievement syndrome	.273	.093	.146	2.946	.003

a. Dependent Variable: Academic adjustment scores

Table 4b shows that for every increase by 1 SD in the achievement syndrome scores of the students, there will be an increase of 0.15 SD in the academic adjustment score of the students.

Hypothesis 2:

Self-efficacy does not significantly predict academic adjustment in public secondary school students in Rivers State.

Table 5 ANOVA associated with simple regression on the prediction of self-efficacy on academic adjustment

Table 5a

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	416.979	1	416.979	9.575	.002 ^b
	Residual	17333.113	388	43.551		
	Total	17750.093	389			

a. Dependent Variable: Academic adjustment scores

b. Predictors: (Constant), Self-efficacy

Table 5a shows that the prediction is significant (F=9.56, DF=1, 388, p<0.05), hence H02 which state that self-efficacy does not significantly predict academic adjustment is rejected.

Table 5b

Model		Coefficients ^a			T	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	56.234	2.240		25.107	.000
	Self-efficacy	.266	.086	.153	3.094	.002

a. Dependent Variable: academic adjustment scores

Table 5b shows that for every increase by 1SD in the self-efficacy score of the students, there will be a increase of 0.15 SD in the academic adjustment score of the students.

Hypothesis 6:

Achievement syndrome and self-efficacy jointly taken does not significantly predict academic adjustment of secondary school students in Rivers State.

Table 6: ANOVA associated with multiple regression on the joint prediction of achievement syndrome and self-efficacy on academic adjustment

Table 6a:

		Correlations		
		ASSES	Achievement syndrome	Self-efficacy
Pearson Correlation	ELT score	1.000	.153	.327
	Achievement syndrome	.153	1.000	.291
	Self-Efficacy	.327	.291	1.000
	Achievement syndrome	.000	.000	.
	Self-efficacy	.000	.000	.000
	Achievement syndrome	.400	.400	.400
	Self-efficacy	.400	.400	.400

Table 6a shows that all the five predictor variables are positively correlated with the predictor variable Academic adjustment scores in the order achievement syndrome $r = 0.625$, self-efficacy $r = 0.547$ and all the correlations are significant.

Table 6b

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7933.753	2	1586.751	63.688	.000 ^b
	Residual	9816.339	388	24.915		
	Total	17750.093	389			

a. Dependent Variable: Academic adjustment scores

b. Predictors: (Constant), Achievement syndrome and self-efficacy

Table 6b shows that the collective predictive value is significant (F=63.688, DF=1,414, p<0.05).

This implies that the predictor variables can collectively predict students' academic adjustment hence H03 is rejected.

Table 6c

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	35.614	2.885		12.344	.000	29.942	41.286		
	Achievement syndrome	.069	.068	.040	1.009	.314	-.065	.203	.903	1.107
	Self-efficacy	.033	.059	.024	.564	.573	-.083	.150	.748	1.338

a. Dependent Variable: Academic adjustment scores

Table 6c shows that when all the five predictor variables are combined, for every 1 SD increase in achievement syndrome, academic adjustment score will increase by 0.04 SD. For every 1 SD increase in self-efficacy, Academic adjustment score will increase by 0.024 SD.

SUMMARY OF FINDINGS

The findings of the study are summarized as shown below:

1. It was shown that achievement syndrome significantly independently predicted of academic adjustment of secondary school students.
2. It was found that self-efficacy significantly independently predicted of academic adjustment of secondary school students.
3. The study showed that achievement syndrome and self-efficacy jointly significantly predicted of academic adjustment.

DISCUSSION OF FINDINGS

The discussion of findings were based on the summary of the findings of the study.

The findings of research question one and hypothesis one shows that, achievement syndrome positively predict academic adjustment of public senior secondary school students in school in Rivers State. This finding also implies that as the scores of achievement syndrome were increasing the scores academic adjustment of students were also increasing. This means that learners who have positive achievement quest for learning and achievement also overcome various adjustment problem in school. This finding is in agreement with that of Omarioha (2019) who found that there is significant relationship between achievement syndrome and academic achievement of secondary school students. However, this finding is not in agreement with that of Owhorndah (2017) who found that there is no significant relationship between achievement syndrome and academic performance of secondary school students. The difference between this finding and the present study is due to area of study and sample size used. The finding of research question two and hypothesis two indicates that self-efficacy significantly predict academic adjustment of public senior secondary school students in Rivers State. This also means that as the scores of self-efficacy were increasing the scores of academic adjustment of learners were also increasing. This finding also implies that high determination of a learner towards his / her study leads to high academic adjustment in school. This finding is in agreement with that of Uhia (2018) who found that there is significant relationship between self-efficacy and academic performance of secondary school students in school. But, was not supported by that of Eziokwu (2020) who found that there is no significant relationship between self-efficacy and social adjustment of students in school. This difference in the findings is due to different sample size and area of study. The findings of research question three and hypothesis three reveals that achievement syndrome and self-efficacy jointly taken significantly predict academic adjustment of public senior secondary school students in Rivers State. This implies that as the joint scores of achievement syndrome and self-efficacy were increasing the scores of academic adjustment of student were also increasing. This means that the positive disposition and personal zeal of learners towards their study increase their adjustment ability to their study. This finding is in agreement with that of Ifechukwu (2021) who found that there is significant joint relationship between self-efficacy, achievement motive and academic performance of students.

CONCLUSION

Based on the findings of this study, it was concluded that achievement syndrome, self-efficacy predict academic adjustment of secondary school students. Therefore, achievement syndrome and self-efficacy play a vital role in the academic adjustment of learners in school.

RECOMMENDATIONS

The following recommendations were made based on the findings of this study:

- Government should provide adequate infrastructural facilities in schools that will enhance effective teaching and learning and also adequate academic adjustment of learners for their optimal academic performance
- Learners should always develop and sustain positive achievement habit that will always proper the adjustment to their study in school.

- Learners should build constant self-confidence in their ability to over come all obstacles in their adjustment in school.
- Parents and guardians should always provide adequate study materials that enhance the academic adjustment of their children and wards in school.

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