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## Emotional Intelligence, And Self Efficacy As Predictors Of Scholastic Adjustment Of Secondary School Students In Rivers East Senatorial District

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### Abstract

The study investigated emotional intelligence (EI) and self-efficacy (SE) as predictors of scholastic adjustment among secondary school students in the Rivers East Senatorial District. A Correlational Research Design was utilized, guided by two research questions and two hypotheses. The population comprised all public senior secondary school students in the district, totaling 63,808 students. Taro Yemen determined a sample size of 408 senior secondary school students. Instruments, including the Emotional Intelligence Scale (EIS), Academic Self-Efficacy Scale (ASES), and Scholastic Adjustment Techniques (SAT), were developed in a four-point Likert scale format. The instruments were validated by the researcher's supervisor and two experts. To ascertain reliability, 30 copies were administered to non-participating students, and Pearson Product Moment Correlation (PPMC) yielded reliability indices. The researcher, aided by two assistants, personally administered the instruments. Pearson Product Moment Correlation was employed for data analysis, revealing significant positive correlations between both EI and SE with scholastic adjustment (EI:  $r = 0.117$ ,  $p < 0.05$ ; SE:  $r = 0.293$ ,  $p < 0.05$ ). The findings underscored the importance of fostering emotional intelligence and self-efficacy among students to enhance their academic and socio-emotional adjustment in school environments. Recommendations included integrating structured emotional intelligence training into school curricula, providing targeted counseling sessions, and offering professional development for educators to support students' psychological development effectively.

**Keywords:** Emotional Intelligence (EI), Self-Efficacy (SE), Scholastic Adjustment

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### Introduction

In the sphere of education, the process of scholastic adjustment plays a vital role in determining students' overall achievement, well-being, and pleasure within the academic environment. To maximize the educational fit between students' individual traits and the specific nature and needs of the learning environment, scholastic adjustment refers to the degree to which pupils are needed to acculturate or adapt to school. A student's ability to adapt to school life academically is directly related to how well they meet the requirements of their classrooms while also meeting their own unique set of skills and interests. This adjustment may vary among schools and years, or even within the same year, depending on certain domains or classes, and it's impacted by a web of complicated elements. Scholastic adjustment is defined by Van Rooj et al. (2018) as the degree to which students feel comfortable, committed, and accepted by their educational surroundings, and it occurs throughout transition periods between school levels. A person with high emotional intelligence (EQ) is able to read and control their own emotions as well as those of those around them. The ability to empathize with others, as well as to be self-aware, motivated, and self-controlled, are all components of emotional intelligence, according to Salovey and Grewal (2011).

Strong connections, sound decision-making, and handling challenging circumstances are all facilitated by this skill. Because of its bearing on happiness, psychological well-being, and scholastic achievement, emotional intelligence has lately attracted a lot of study. Students' ability to connect with others on an emotional level is critical for building strong connections with faculty, classmates, and school administration as they go through their academic careers. Further, it helps students deal with academic pressures, social dynamics, and failures in a positive way, which greatly affects their ability to succeed in school.

Psychologist Albert Bandura first used the term "self-efficacy" to describe a person's confidence in their own abilities to carry out an activity and reach a goal. How well individuals believe they can plan and carry out the steps necessary to achieve a goal is what this term alludes to. Academic drive, proficiency, and success are all impacted by one's belief in one's own abilities. When students believe in their own abilities, they are more likely to be motivated, persistent, and resilient when faced with academic obstacles. This has a significant impact on their academic performance in the classroom. Students who have high levels of self-efficacy are more likely to thrive academically. This is because students with high levels of self-efficacy are more likely to take initiative in their own learning, which in turn leads to more effective problem-solving and a greater feeling of personal success in the classroom. In a classroom where emotional intelligence and self-efficacy work hand in hand, students are better able to adjust to school, deal with stress, and make friends, all of which contribute to an atmosphere that is good for learning and personal development.

The relevance of this research resides in its potential to improve the educational experience for students by emphasizing the critical roles of emotional intelligence and self-efficacy in scholastic adjustment. For students, knowing and developing these traits may lead to greater stress management, healthier relationships, and enhanced academic motivation and performance. Teachers may utilize lessons from the research to establish a more inclusive and supportive school climate that fosters emotional and intellectual development. Supporting students' overall well-being and academic achievement, school administrators, academic advisors, and counselors may develop focused programs and interventions that cultivate these qualities. In addition, when kids' emotional and intellectual needs are understood and supported by their significant others, it promotes a partnership between home and school.

### **Statement of Problem**

There are many obstacles in the academic world, and it is essential for students' health and academic performance that they be able to overcome these obstacles. Emotional intelligence and self-efficacy, two concepts in psychology, have garnered a lot of interest due to the impact they may have on pupils. Graduation preparation. Few studies have examined how kids' mental and emotional health affect their capacity to adjust to and succeed in school settings, despite the wealth of literature on academic achievement. Despite their growing importance in the classroom, little is known about the relationship between students' emotional intelligence and their ability to adapt. Research on the dynamic relationship between emotional intelligence and self-efficacy in predicting academic adjustment is scarce.

Recognizing these factors and their effects allows for the development of individualized treatments and support systems that may improve kids' academic adjustment. Although studies have examined the connections between emotional intelligence, self-efficacy, and academic performance and social welfare, there is a lack of comprehensive research on the effects of these factors on the academic adjustment of secondary school students. There has to be more research on the effects of EQ and self-efficacy on students' relationships, emotions, and academic performance. This research delves into the intricate web of relationships between EQ, self-efficacy, and academic adjustment in an effort to develop better strategies for academic achievement. This research seeks to fill that void by exploring the interplay between EQ, self-efficacy, and other aspects of academic adjustment such as wellbeing, social awareness, self-awareness, self-regulation, self-motivation, and academic success.

### **Aim and Objectives of the Study**

The aim of this study was to investigate emotional intelligence, and self-efficacy as predictors of scholastic adjustment among secondary school students in Rivers East Senatorial District. By examining these internal psychological factors, the study aims to contribute to a deeper understanding of how students adapt, thrive and succeed within the school environment. The objectives of the study include;

- 1) To ascertain the extent to which self-awareness relates to scholastic adjustment of senior secondary school students in Rivers East Senatorial District.
- 2) To ascertain the extent to which self-motivation relates to scholastic adjustment of senior secondary school students in Rivers East Senatorial District.

### **Research Questions**

Based on the above objectives, the following research questions were used to direct the study.

- 1) To what extent does self-awareness relate to scholastic adjustment of senior secondary school students in Rivers East Senatorial District?
- 2) To what extent does self-motivation relate to scholastic adjustment of senior secondary school students in Rivers East Senatorial District?

### **Hypotheses**

The following null hypotheses guided the study at 0.05 level of significance

- H<sub>01</sub>: There is no significant relationship between self-awareness and scholastic adjustment of secondary school students in Rivers East Senatorial District.

H<sub>02</sub>: There is no significant difference between self-motivation and scholastic adjustment of senior secondary school students in Rivers East Senatorial District.

## **Conceptual Review**

### **Emotional Intelligence**

Emotional intelligence (EI) refers to the capacity to detect, comprehend, regulate, and use one's own emotions successfully, as well as to sense and react to the emotions of others in a constructive way. According to Salovey and Grewal (2011), EI comprises a spectrum of human qualities including empathy, self-awareness, motivation, and self-control. Having these abilities helps people in many areas of their life, including navigating social situations, dealing with stress, and making choices that benefit themselves and their careers. Because it places more weight on the significance of being self-aware and controlling one's emotions in attaining success and happiness, EI goes beyond conventional IQ tests. Academic achievement and social functioning are only two areas where EI has been shown to have an increasingly important role, according to researchers. People who score higher on the EI scale are more likely to be happy, have stronger leadership qualities, and have superior interpersonal skills (Goleman and Boyatzis, 2012). Students' capacity to build meaningful connections with instructors and classmates, successfully handle academic pressures, and continue studying in the face of obstacles is greatly impacted by EI in educational contexts (Mo & Singh, 2012). Possessing this skill has several positive effects on students' mental health, including improving their emotional resilience and academic adjustment.

The ability to recognize, understand, and control one's own and other people's emotions is what Cherry (2023) calls emotional intelligence. With this skill, people can adjust to shifting social dynamics, communicate with more empathy, and settle problems in a positive way. Teachers and educators in the field of education understand the need of helping children develop EI skills in order to provide safe and encouraging classroom settings. Educators may aid kids in developing coping mechanisms for academic stress and healthy peer interactions by encouraging emotional awareness and regulation. Furthermore, EI has been associated with success in the classroom and in life beyond formal education. People who score higher on the EI scale are more likely to be resilient in the face of adversity, to develop robust professional networks, and to adjust to changes in their organizations, according to research by Daus and Ashkanasy (2010). It is evident that developing EI from a young age has long-term advantages. Schools may provide students with lifelong skills for personal growth, leadership, and job success by incorporating EI development into school curriculum and extracurricular activities.

### **Scholastic Adjustment**

Adapting one's skills and knowledge to meet the requirements of one's classroom is only one part of the complex process known as scholastic adjustment. If children want to thrive academically and enjoy their time in school, this process is essential. Scholastic adjustment is defined by Van Rooj et al. (2018) as the extent to which students, especially those making the move from one grade to another, are at ease, invested in, and accepted by their learning settings. The elements that impact this adjustment are many and intricate, and they may vary among schools, years, and even classes within the same year. Students' self-efficacy and emotional intelligence greatly impact the process of academic adjustment. Perceiving, understanding, and controlling one's own and other

people's emotions is what Cherry (2023) means when she talks about emotional intelligence. Students who lack this competence will struggle to form meaningful connections, cope with stress, and find positive solutions to academic problems. As a whole, students' academic adjustment benefits from emotional intelligence since it aids them in navigating social dynamics and managing academic expectations. Emotionally intelligent adolescents do better in school and fit in better with their peers, according to research (Goleman & Boyatzis, 2012).

### **Self Efficacy**

One's confidence in one's own abilities to carry out activities and attain one's goals is known as self-efficacy, a term first proposed by Bandura (1997). To a large extent, this view determines how students approach their studies. When faced with scholastic obstacles, students who have a high sense of self-efficacy are more motivated, persistent, and resilient. In particular, when confronted with challenges, students' levels of self-efficacy impact their activity choices, effort levels, and perseverance (Waddington, 2023). A foundational notion for effective academic adjustment is self-efficacy, as it increases the likelihood that students will actively participate in their learning and triumph over challenges.

Students' academic adjustment is enhanced by the combined effects of emotional intelligence and self-efficacy. Students are better able to manage the challenges of school when they have self-efficacy, which gives them confidence and drive, and emotional intelligence, which helps them develop social and emotional abilities. Together, these factors create an atmosphere that is good for kids' academic performance and overall development since they improve their social integration and stress management skills. The capacity to succeed in school necessitates not only academic success but also social competence and stress management skills (Mo and Singh, 2012).

Many psychological aspects, such as self-efficacy and emotional intelligence, impact the dynamic process of scholastic adjustment. Because of these elements, students are able to better match their academic abilities with the requirements of their classroom, leading to a more positive and fruitful learning experience overall. Gaining insight into and cultivating these qualities in students may greatly improve their capacity to adapt to and thrive in their academic pursuits.

### **Self-Awareness**

Being self-aware is being cognizant of one's own feelings, wants, abilities, and gut feelings. Recognizing one's emotions and how they impact one's life, accurately assessing one's own emotional state and its impact on one's life, and having a strong understanding of one's own strength and limits are all components of emotional intelligence (Eriega, 2013). Perception and understanding of one's own identity include one's behavior, values, beliefs, emotions, and ideas, among other things. At its core, it's a mental condition characterized by an inward gaze. Although it is fundamental to your identity, self-awareness is not something you dwell on constantly. On the contrary, self-awareness develops gradually throughout time, incorporating into your identity at various stages based on your circumstances and character (Cherry, 2023).

Recognizing one's own sentiments and ideals, as well as being able to accurately appraise oneself, are all components of self-awareness, according to Iwundu (2022).

The capacity to see and accept one's own strengths and weaknesses, as well as one's own potential, is known as self-awareness. Being self-aware means thinking about

how you feel or what you need. Knowing one's own identity and how it differs from other people is the most fundamental aspect of self-awareness. A person has to be self-aware if they can identify and categorize their own emotions, ideas, and actions. A self-aware person is able to take stock of their emotional, mental, and physical well-being, as well as recognize the many facets of their character that enable them to engage with the world around them (Carnevale & Collins., 2023). One definition of self-awareness is the capacity to reflect on one's own behavior and determine whether or not it complies with one's own personal standards. A person with a high level of self-awareness is able to take an impartial look at himself, control his emotions, act in accordance with his principles, and accurately gauge how others see him (Perry 2022). Individuals with a high level of self-awareness are able to rationally evaluate their own emotions, ideas, and behaviors.

Being self-aware means living by the ancient Greek saying "know thyself," the first of the Delphic maxims. Students benefit from increased emotional and self-esteem health, better understanding of their identities and the reasons behind their reactions, and guidance toward personal growth when they cultivate a healthy sense of self-awareness. Students must have self-awareness if they want to succeed. Students benefit greatly from having the quality of self-awareness, which is characterized by a deep-seated faith in one's own abilities to succeed. Students who are self-aware have a well-rounded and complex grasp of their own mental processes, including their emotions, strengths, and shortcomings. It entails cultivating a healthy self-concept by introspection and the capacity to identify favorable traits in oneself without passing judgment. Students who have a good sense of self-awareness are in touch with their feelings, know how to control them, and have an accurate view of their own talents. Being self-aware lays the groundwork for having healthy relationships, being flexible in the face of adversity, and taking the initiative to improve oneself academically and personally. Having a healthy sense of self-awareness is important for several reasons;

1. Emotional regulation: It enables students to recognize and manage their emotions, fostering emotional intelligence and resilience in dealing with stress and challenges.
2. Positive interpersonal relationships: Understanding oneself contributes to understanding others. Students with healthy self-awareness can empathize with their peers and teachers, leading to a more positive and constructive relationships
3. Effective communication: Self-aware students are better able to articulate their thoughts, feelings, and needs. They understand how their communication style may impart others. This reduces misunderstanding, enhances teamwork, and facilitates a conducive learning environment.
4. Academic performance: Self-awareness in terms of learning styles, strengths and weaknesses allow students to tailor their individual needs. This customization leads to improved study habits, increased engagements, and ultimately enhances academic performance. Students can optimize their learning potentials.
5. Motivation and goal setting: Healthy self-awareness enable students to identify their interests, values, and intrinsic motivation; aligned with personal values, goals become more meaningful. Students with a clear sense of purpose are more motivated, persistent and focused on achieving academic milestones.
6. Decision making skills: Self-aware students have a deeper understanding of their values and priorities, influencing their decision making process. In academic and personal contexts, good decision making is vital. Students can make choices that align with their long term goals and wellbeing.
7. Resilience and adaptability: Self-awareness contributes to recognizing personal strengths, weaknesses and areas of growth. This awareness enhances adaptability and

resilience in the face of challenges. Resilient students bounce back from setbacks, navigate challenges, and view challenges as opportunities for growth, fostering a positive and proactive mindset.

8. Stress reduction: Being attuned to one's emotions and stress triggers allows students to implement effective coping mechanisms. Healthy self-awareness equips students to manage their stress, maintain mental health, and approach challenges with a calm and focused mindset.

Having a strong sense of self-awareness is essential for students to successfully navigate academic challenges. As a result, one is better able to control their emotions, establish reasonable academic objectives, cultivate supportive connections, and adjust to their new educational situation. Students that are self-aware are better able to interact with their educational environment, learn from their mistakes, and make wise choices.

There was a strong positive association between self-awareness and behavioral difficulties among Kenyan secondary school pupils, according to research by Zachary et al. (2019). The significance of regularly evaluating kids' self-consciousness cannot be overstated. By doing so, we may identify children with lower levels of awareness and provide them with solutions to help them grow psychologically. Similarly, Onyekudu and Lazarus (2016) investigated the connection between self-awareness and students' capacity to adapt to school life in Nigeria. They found that students' social and academic self-awareness greatly impact this ability. The importance of school counselors in helping kids believe in themselves and overcome personal and academic obstacles is highlighted by their results.

### **Self-Motivation**

The idea of self-motivation was first put out by psychologist Albert Bandura. It has to do with a person's confidence in their own abilities to carry out activities and attain goals. How well individuals believe they can plan and carry out the steps necessary to achieve certain performance goals is what this term is alluding to. Academic motivation, learning, and accomplishment are just a few areas where research has shown that self-motivation has a role. According to Williams and Williams (2010), people who have a high degree of self-efficacy are more likely to establish ambitious goals, stay dedicated to their aims, and keep going even when things become tough. According to Bandura, one's self-motivation beliefs impact one's thoughts, emotions, motivation, and actions; they are not only evaluations of one's talents. This concept plays a key role in determining how people react to difficulties, which in turn influences their confidence and ability to bounce back from losses. Research has shown that a variety of strategies may be used to boost motivation and performance in various activities. These include physiological feedback, social modeling, social persuasion, and mastery experiences (Mills, et. al., 2017).

Furthermore, students' academic habits and achievements are greatly affected by their level of self-motivation, making it an essential factor in educational settings. It is well acknowledged by educators that students' self-confidence greatly influences their involvement in learning, ability to persevere through challenges, and academic performance (Wyate, 2018). In their study on the factors influencing academic performance in Nyeri County, Mwangi et. al. (2023) found a strong positive correlation between self-motivation and academic achievement. Teachers can help students develop a more positive self-image by creating a safe classroom that promotes mastery learning and offers helpful criticism. Findings from this research highlight the importance of educators and other stakeholders making student self-

motivation a top priority, as it has a direct bearing on students' performance in the classroom. On the other hand, Ogundokun and Adeyemo (2010) looked at secondary school pupils in Oyo State, Nigeria, and how factors like age, academic motivation, and emotional intelligence affect their academic performance. Their research shows that emotional intelligence, along with elements like intrinsic and extrinsic drive, is a strong predictor of academic achievement. Taken together, these factors likely impact students' academic performance. Independent of IQ, Steinmayr and Spinath (2010) dug more into the relationship between motivating ideas and academic success in high school. The importance of self-motivating elements, such goal orientations and domain-specific achievement motivations, in predicting academic success was highlighted by their research. Beyond IQ tests, this highlights the intricate relationship between intrinsic desire and academic achievement.

## **METHODOLOGY**

The purpose of this study was to examine the relationship between emotional intelligence (EI), self-efficacy (SE), and academic adjustment among secondary school students in the Rivers East Senatorial District. A correlational research methodology was used for this purpose. By using this layout, we were able to probe the strength and character of the correlations between these variables. The purpose of the research was to investigate the potential impact of changes in EI and SE on scholastic adjustment by classifying the correlations between the two variables. According to the Rivers State Senior Secondary School Board in Port Harcourt (2023), 63,808 pupils from public high schools in the Rivers East Senatorial District made up the study's population. Stratified random sampling was used to pick 408 individuals from the senior class of high school for this research. For the Rivers East Senatorial District, the researcher picked 51 pupils at random from each of the LGAs. A random selection of the population was supposed to be the goal of this method. A questionnaire that the researcher had created with three parts named A, B, and C was used to gather data. A variety of academic adjustment strategies were covered in Section C, the Academic Self-Efficacy Scale (ASEA) was included in Section B, and the Emotional Intelligence Scale (EIS) was included in Section A. In order to quantify respondents' views, the questionnaire used a 4-point Likert scale where they could indicate whether they agreed or disagreed with statements.

This study's instrument's face and content validation were established. Two specialists from the Department of Educational Psychology, Guidance and Counseling—one in Measurement and Evaluation and the other in Educational Psychology, Guidance and Counseling—as well as the researcher's supervisor were given copies of the instrument to validate it. We took notice of the suggestions made by the experts and put them into action. Using the test-retest approach to examine stability, the instrument's dependability was established. Here, reliability is how well different measurements of the same construct match up with one another. A total of thirty students from outside the research region were asked to fill out the survey. Two weeks later, the same survey was presented to the same set of students. Pearson Product Moment Correlation Statistics was used to compare the results of the first and second administrations. Using a combination of direct delivery and retrieval, the researcher gave the respondents the questionnaire. Before interacting with the youngsters, the researcher made sure to get permission from the school administrators in the sample. After giving the responders a thorough description of the form's structure, we gave them copies of the instrument to complete out. In order to achieve

a 100% retrieval rate and prevent instrument mortality, the instrument was administered and collected on the spot. The researcher used 400 of the 408 instruments that were given for the study. Using SPSS version 25, the research questions were answered and the null hypotheses were tested using Pearson Product Moment Correlation at the 0.05 level of significance

### Results

**Research Question one:** To what extent does self-awareness relate to scholastic adjustment of senior secondary school students in Rivers East Senatorial District?

**H0<sub>1</sub>:** There is no significant relationship between self-awareness and scholastic adjustment of secondary school students in Rivers East Senatorial District

**Table 1: Correlation between self-awareness and school adjustment of secondary school students in Rivers East Senatorial District**

		Correlations	
		Self-awareness	school adjustment
<b>Self-awareness</b>	Pearson Correlation	1	.117**
	Sig. (2-tailed)		.010
	N	400	400
<b>school adjustment</b>	Pearson Correlation	.117**	1
	Sig. (2-tailed)	.010	
	N	400	400

\*\* . Correlation is significant at the 0.05 level (2-tailed).

The study investigating the relationship between self-awareness and scholastic adjustment among senior secondary school pupils in Rivers East Senatorial District yielded significant findings. A Pearson correlation coefficient of 0.117, statistically significant at 0.05 (2-tailed), indicated a positive association between self-awareness and scholastic adjustment. This suggests that higher levels of self-awareness correspond to better scholastic adjustment among the students surveyed. The results strongly support rejecting the null hypothesis (H0<sub>1</sub>) that self-awareness has no impact on school adjustment. However, while self-awareness appears to play a role, other unexamined factors may also influence students' scholastic adjustment in this district.

**Research Question Two:** To what extent does self-motivation relate to scholastic adjustment of senior secondary school students in Rivers East Senatorial District?

**H0<sub>2</sub>:** There is no significant difference between self-motivation and scholastic adjustment of senior secondary school students in Rivers East Senatorial District.

**Table 2: Correlation between self-motivation and scholastic adjustment of senior secondary school students in Rivers East Senatorial District**

		Correlations	
		self-motivation	school adjustment
<b>self-motivation</b>	Pearson Correlation	1	.293**
	Sig. (2-tailed)		.000
	N	400	400
<b>school adjustment</b>	Pearson Correlation	.293**	1
	Sig. (2-tailed)	.000	
	N	400	400

\*\* . Correlation is significant at the 0.05 level (2-tailed).

The study examining self-motivation and scholastic adjustment among senior secondary school students in Rivers East Senatorial District yielded significant findings. A Pearson correlation coefficient of 0.293, highly statistically significant at the 0.05 level (2-tailed), indicated a positive relationship between self-motivation and scholastic adjustment. This suggests that higher levels of self-motivation correspond to better school adjustment among the students surveyed. The p-value of less than 0.000 strongly supports rejecting the null hypothesis (H02) that there is no significant association between self-motivation and scholastic adjustment. While the correlation coefficient of 0.293 indicates a weak positive relationship, the findings highlight the importance of nurturing self-motivational skills to potentially enhance students' overall school adjustment.

## **Discussion of Findings**

### **Self-Awareness and Scholastic Adjustment**

The study question one examined how self-awareness affects scholastic adjustment in this cohort. Under the null hypothesis (H01), the variables are not significantly different. The research found a slight positive and statistically significant link between self-awareness and scholastic adjustment. This shows that self-awareness improves children' Scholastic adjustment.

Self-awareness's modest positive and statistically significant link with scholastic adjustment matches emotional intelligence research on academic and scholastic adjustment. Self-awareness—recognizing and comprehending one's emotions—is essential to Goleman's (2019) emotional intelligence paradigm. Effective emotional management and interpersonal connections need this capacity.

According to Onyekudu and Lazarus (2016), self-awareness is crucial to a healthy school atmosphere. Self-aware students may handle stress, social relationships, and academic problems better. Self-awareness improves kids' scholastic adjustment, which is congruent with research on emotional intelligence's benefits to well-being and academic achievement (Onyekudu and Lazarus, 2016). The study's findings support Bandura's (1997) social cognitive theory of self-efficacy. Adaptive behaviors and academic success are connected to self-efficacy, or confidence in one's abilities. Students may gain self-efficacy by identifying their strengths and flaws as they grow more self-aware. They can then better handle school transition issues.

However, the study's "very weak" link must be noted. This shows that self-awareness affects scholastic adjustment, but not alone. Social support, classroom environment, and individual characteristics may also affect children' school adaptation.

### **Self-motivation and Scholastic Adjustment**

The second study examined whether self-motivation affects scholastic adjustment, with the null hypothesis (H02) predicting no significant change. The study found a small but substantial positive association between self-motivation and school adjustment. Higher self-motivation closely correlates with better scholastic adjustment.

The positive association matches motivation and academic performance literature. Ogundokun and Adeyemo (2010) believe psychological requirements for autonomy, competence, and relatedness drive people. The research portrays self-motivation as intrinsic motivation, where pupils are pushed by a genuine desire in learning and personal progress. Ogundokun and Adeyemo (2010) found that genuinely driven people do better in academics and mental health. The research also supports academic self-efficacy. Bandura's (1997) social cognitive theory highlights self-efficacy beliefs'

influence on motivation and behavior. Self-motivated students may believe they can handle academic obstacles, which may help them acclimate to school. According to Mwangi et al. (2023), self-motivated pupils are more likely to use effective learning techniques and persevere through challenges.

The association is small but substantial, highlighting the complex relationship between self-motivation and scholastic adjustment. Self-motivation is important, but not the only component in scholastic adjustment. Teaching quality, peer interactions, and family support may also affect children's school transition.

### **Conclusion**

This research focused on investigating how self-efficacy (SE) and emotional intelligence (EI) can influence the scholastic adjustment of secondary school pupils in the Rivers East Senatorial District. Using strong statistical analyses and a correlational research approach, the study produced notable results highlighting the need of emotional intelligence and SE in students' social and academic adaptation.

### **Recommendations**

Based on the findings of this study and the conclusions drawn, the following recommendations were made:

1. Educators and school administrators should introduce structured emotional intelligence training programs within the school curriculum to enhance students' emotional awareness and management skills.
2. School counselors and psychologists should offer individual counseling sessions focusing on enhancing students' emotional intelligence and self-efficacy, tailored to their specific needs and challenges.
3. Educators play a pivotal role in fostering a positive and supportive learning environment. Providing teachers with training and professional development opportunities focused on understanding and promoting emotional intelligence, self-efficacy, and effective interpersonal skills can enhance their ability to support students in their psychological growth.

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