

Relative and Joint Contribution of Emotional Intelligence, Peer Pressure, Academic Stress and Parental Socio-Economic Status to the Variance in Academic Adjustment among School Children

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Abstract

This study was carried out to investigate the influence of emotional intelligence, peer pressure and academic stress on the academic adjustment among school children. Five research questions and five hypotheses guided the study. The correlational research method of the ex-post facto research design. A sample size of 3,000 secondary school students were randomly selected from schools across the six states of South-South zone of Nigeria. Questionnaire was the instrument used in data collection. The data was analysed using Pearson coefficient of determination and regression statistics for the research questions and hypotheses respectively. The result showed that emotional intelligence, peer pressure and academic stress have significant influence on academic adjustment among secondary school students while parental socio-economic status has no significant influence. The result also showed that all the independent variables joint contributes significantly to the dependent variable. Recommendations were made based on the findings.

Keywords: Emotional Intelligence; Peer Pressure; Academic Stress; Parental Socio-Economic Status; Academic Adjustment; School Students

1. Introduction

Technological, economic and socio-political development is successful in nation that has quality educational system. This implies that education is the umbrella that is covering any national development all over the world. Nevertheless, education can't succeed on its own, its success depends solely on the students who are the final product from the educational system. It is obvious that if the students fail, automatically the education system is bound to fail. In Nigerian educational system, it is a common knowledge that educational standard is falling on a daily basis, despite the effort put in place to remedy the situation. The reason for this may not be far from the fact that student's behaviour is not only controlled by psychological factors (emotional intelligence) which can't be overly expressed but also by environmental factors such as academic stress as a result of pressure. Considering the above problems of students, they need to adjust so as to be able to perform well academically.

Adjustment refers to the process of the individual's efforts to satisfy his physical, social and personality needs. Egbule (2013) stress that adjustment is a process of reaction to the demands and pressures of personal, social and academic environment imposed upon the individual, he went further to express that when we see or observe people eating, resting, striving for social approval, seeking affection, trying to achieve mastery of a vocation as well as the determination to attain independence they are making meaningful adjustment.

Most students in Nigeria are maladjusted, this is to say that individuals in the society are finding it difficult to satisfy their needs and so faces the danger of frustration and disequilibrium in their behaviour pattern and more importantly in their academic. Kyalo and Chumba (2011) opined that adjustment is often used as a synonym for accommodation and adaptation of students in school environment (academic, social, psychological and otherwise), in order to be able to have a good academic performance. This nature of adjust is known as academic adjustment.

It is a difficult task for students to transit from primary school to secondary schools, they are faced with a lot of challenges as entering secondary is an adjustment Adams Ryan and Keating (2000) revealed that, academic demands increase and new social relations are established when students join secondary school from primary schools. They are always uncertain of their abilities to meet these demands. There is need to assist these students to develop coping skills. It has been observed that various factor influenced adjustment of individuals in academic setting. These factors include emotional intelligence, peer influence and academic stress.

Emotional intelligence can be seen as the ability to recognize one's emotions, understanding and realize how such emotions affect people around the individual. It also involves one's perception of others. Emotional intelligence according to Mayer, Salovey, and Caruso, (2004), is a state of being emotional stable in a way that enable individuals to effectively express and use such skills like self-awareness, emotions management, empathy, motivation and interpersonal relationship in everyday activities. They went further to emphasise that an emotionally intelligent person is skilled in four areas, these include; identifying emotions, using emotions, understanding emotions and regulating emotions. Emotion is the feeling from the inside that always exist while intelligence is the ability that also emanate from within, which has impact on student's internal life and external make-up. Hence Plato, stressed that every activity of learning has emotional base.

Emotional intelligence plays a very vital role in the life of students, parents, teachers, government and school authorities. This implies that students who are not emotionally stable cannot enjoy the relevance of emotional intelligence. At school, emotional intelligence cannot be over-emphasized as teachers and students need it to sharpen and bring their emotions under subjection to avoid transfer of aggression in class and unnecessary bullying of junior students. It helps them understand and prepare themselves better for proper learning to take place. Every student needs emotional intelligence. Adjustment problems or in some way is unable to handle effectively school demands, may be associated with behaviour problems which may deviate from social standard and requirement (Oyinloye, 2005). In effect, such students might not be able to attain his/her personal goals which include high academic performance. Emotional intelligence means how intelligently individuals can control their emotions. Emotional intelligence is a self-perceived ability and skilled to identify, assess and regulate the emotions of one and others (Petrides & Furnham, 2006).

Academic stressors have been identified as one of the factors responsible for student's poor academic adjustment arising from poor academic performance. These are usually school related stressors such as pressure to study hard, less available time at school and at home, test, boring instructors, teachers non-committed attitude to their jobs, teachers' un-ethical practices (sexually abusing female students, demand for money for marks and so on) examinations anxiety, pressure from family, teachers and others to obtain good grades and so on (Rafidah, Aris, Mohd, Chong, Salwani & Noraini, 2009). Academic stress can inhibit learning which can also affect academic performance (Harlina, Salam, Roslain, Hasan, Jin, & Othman, 2014). According to Puma and Gowthami, (2012), students may experience burn-out due to learning conditions that demands excessive high level of efforts; hence Conner, Pope and Galloway (2010) noted that pressure is compromising students' intellectual developments. Academic problems such as poor performance, demands from teachers, too much workload and so on, have been reported to be the most common source of stress for students (Smith & Renk, 2007).

This then justify the reason why so many students are involved in examination malpractice. When a student is stressed up with academic demands, adjustment to academic activities becomes difficult. Being emotionally intelligent and aware of self plays a major role in adjustment. When then a student is lacking in emotional intelligence and self-awareness, adjustment becomes a difficult thing. It is a common knowledge that academic performance is the major criteria for knowing well-adjusted students academically, then the only ready coping option to obtain this, is involvement in examination malpractice.

School students come from different social backgrounds, their socioeconomic status varies in terms of family income, parental level of education and the nature of occupation. Vice Chancellor's report (2000) stressed that social 'clusters' based on socio-economic status of the students create frustration among students as they compare and even ridicule one another on this basis. The students from low-social-economic status tends to isolate themselves from those from higher social-economic status, thus affecting their overall adjustment to secondary school system. Unfortunately, most students spend their money unnecessarily to buy irrelevant items, at the end, they will find it difficult to cope financially, mostly those from low economic background, thereby bring about failure in their academic pursuit, because they cannot buy their material for studies. So, there is need to counsel these adolescents on how to manage their income mostly those from low economic status. This is because it will be difficult for them to adjust with their academic stress in the face of financial predicament. Base on this forgoing, it is therefore imperative to examine emotional intelligence, Academic Stress, socio-economic factors as a predictor of academic adjustment among secondary school students.

2. Statement of the Problems

Arising from the overwhelming evidence gathered from literature, it is clear that students are not aware of their emotion and unable to manage their academic stress, they find it difficult to adjust to the demands of the school, it is obvious that having emotional competencies will enable them to deal with pressure of peers better and academic challenges.

In our contemporary society, the blame of poor academic performance of our students has been on external environmental factors such as inability of the parents to provide learning materials to their ward, lack of qualified teachers, people also considered internal or psychological factors, like lack of motivation, inability to manage their emotions and poor study habit. However, often neglected is the role of emotional intelligence, peer influence and academic stress. The problem of this study therefore, is, to what extent will emotional intelligence, peer influence and academic stress predict academic adjustment of school students?

3. Research Questions

1. What is the nature of the relationship that exist between emotional intelligence and secondary school student's academic adjustment?
2. What is the nature of the relationship that exist between peer pressure and secondary school student's academic adjustment?

3. What is the nature of the relationship that exist between academic stress and secondary school student's academic adjustment?
4. What is the nature of the relationship that exist between parental socio-economic status and secondary school student's academic adjustment?
5. What is the nature of the relationship that exist between emotional intelligence, peer pressure, academic stress, socio-economic status and secondary school student's academic adjustment?

4. Hypotheses

The following null hypotheses were formulated to guide the study:

- Ho1:** The relationship that exist between emotional intelligence and academic adjustment of secondary school students is not significant.
- Ho2:** The relationship that exist between peer pressure and academic adjustment of secondary school students is not significant.
- Ho3:** The relationship that exist between academic stress and academic adjustment of secondary school students is not significant.
- Ho4:** The relationship that exist between parental socio-economic status and academic adjustment of secondary school students is not significant.
- Ho5:** The relationship that exist between emotional intelligence, peer pressure, academic stress, socio economic status and academic adjustment of secondary school students is not significant.

5. Methods

5.1 Research Design

The research method adopted in this study is the correlational research method, ex-post facto research design. This method involves a correlational analysis between emotional intelligence, peer influence, academic stress and academic adjustment among school children.

5.2 Population and Sample

The population of this study comprised all secondary school students in South-South geopolitical zone of Nigeria, comprising six states; Delta, Edo, Bayelsa, Rivers, Cross-River and Akwa-Ibom States. The stratified and simple random sampling technique was employed to 500 students from each state making a total sample size of 3,000 secondary school students.

5.3 Research Instrument

The instruments used for the collection of data in the study is questionnaire comprising 4 measures.

5.3.1 *Emotional Intelligence Questionnaire*

The Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF), developed by Petrides and Furnham (2006), was adopted in the study. This instrument includes traits that can be used to measure emotional intelligence of individuals. It is derived from the long form of TEIQue where thirty items, which contains 4 constructs with fifteen subscales are formed as stated by Petrides and Furnham (2006). The 30-items questionnaire were structured based on a Likert-scale, ranging from 1 (Completely Disagree) to 7 (Completely Agree). In estimating the reliability of the instrument, Petrides and Furnham (2006) reported a coefficient of 0.84 for males and 0.89 for females, using measures of internal consistency. The researcher did not do reliability as the instrument was used as it is without further modification.

5.3.2 *Peer Pressure Questionnaire*

The peer pressure questionnaire was constructed by the researcher. It measures the tendency of the individual to be pressured by his/her peers. It contained 20 items structured based on a 7-point Likert scale ranging from 1 (Completely Disagree) to 7 (Completely Agree). The reliability of the peer influence questionnaire was estimated using Cronbach alpha reliability coefficient as a measure of internal consistency and a coefficient of 0.85 was obtained.

5.3.3 *Academic Stress Questionnaire*

The Academic Stress Questionnaire, originally developed by Kim (1970) and adapted by Ramakrishna (2013), was adopted for the study. The purpose of the measure is to assess the academic stress faced by individuals in academic settings, and it contains 40-items, structured on a 5-point scale, ranging from 0 for no stress to 4 for extreme stress. The items were derived from 5 sub-scales, which include personal inadequacy, fear of failure, interpersonal difficulties with teachers, teacher-pupil relationship/teaching methods and inadequate study facilities. In order to estimate the reliability of the instrument, Ramakrishna (2013) used the test-retest method and obtain coefficient of 0.82. There was no need for the researcher to estimate the reliability as the instrument was adopted and used at it is without modification.

5.3.4 Academic Adjustment Questionnaire

The Academic Adjustment Questionnaire was developed by Ohuakanwa, Omeje and Eskay (2012) and used for the study. It contained 21 items, which was used to measure the academic adjustment of secondary school students. The items were structured based on a 5-point scale, ranging from 1 for never to 5 for always. The originators of this measure obtained a reliability coefficient of 0.90, using Cronbach alpha reliability coefficient, which is a measure of internal consistency. No further reliability was done as the instrument was adopted.

5.4 Procedure

The instruments were administered by the researcher with the help of 6 research assistants, 1 for each state. The researcher visited each school and administer the questionnaire to the students. This was done after the permission was obtained from the principal of the various schools. A total of 6 months was used to administer the instrument. The questionnaire was retrieved immediately. At the end of the exercise, a total of 3,000 copies of questionnaire were administered while 2,773 copies were retrieved, indicating 92.43% retrieval rate. The analysis of was therefore, based on this figure.

5.5 Data Analysis

In analysis the data obtained, Pearson coefficient of determination was used to answer the research questions. Cohen's (1988) suggestions regarding the strength of correlation was adopted in interpreting the research questions. The suggestions is as follows:

- r = .10 to .29 - Small Positive Relationship
- r = -.10 to -.29 - Small Negative Relationship
- r = .30 to .49 - Medium Positive Relationship
- r = -.30 to -.49 - Medium Negative Relationship
- r = .50 to 1.0 - Large Positive Relationship
- r = -.50 to -1.0 - Large Negative Relationship

The hypotheses were tested using simple and multiple regression at 0.05 alpha level.

6. Results

Research Question 1: What is the nature of the relationship that exist between emotional intelligence and secondary school student's academic adjustment?

Table 1: Descriptive Statistics and Correlation between emotional intelligence and secondary school student's academic adjustment

Variables	N	Mean	SD	r	r ²	Decision
Emotional Intelligence		2.54	0.48			
Academic Adjustment	2773	2.73	0.60	0.76	0.58	Large Positive Relationship

As indicated in table 1, the relationship that exist between emotional intelligence and secondary school students academic adjustment is a large positive relationship. This is because, emotional intelligence accounted for 76% of the variance in academic adjustment among secondary school students.

Research Question 2: What is the nature of the relationship that exist between peer pressure and secondary school student's academic adjustment?

Table 2: Descriptive Statistics and Correlation between peer pressure and secondary school student's academic adjustment

Variables	N	Mean	SD	r	r ²	Decision
Peer Pressure		2.27	0.39			
Academic Adjustment	2773	2.73	0.60	-0.69	0.48	Large Negative Relationship

Table 2 shows that the relationship that exist between peer pressure and secondary school student's academic adjustment is a large negative relationship. Peer pressure therefore, accounted for 69% of the variance in academic adjustment among secondary school students.

Research Question 3: What is the nature of the relationship that exist between academic stress and secondary school student's academic adjustment?

Table 3: Descriptive Statistics and Correlation between academic stress and secondary school student's academic adjustment

Variables	N	Mean	SD	r	r ²	Decision
Academic Stress		2.08	0.35			
Academic Adjustment	2773	2.73	0.60	-0.09	0.01	Small Negative Relationship

As shown in table 3, academic stress accounted for 9% of the variance in academic adjustment among secondary school students. The relationship that exist between the two variables is therefore a small negative relationship.

Research Question 4: What is the nature of the relationship that exist between parental socio-economic status

and secondary school student's academic adjustment?

Table 4: Descriptive Statistics and Correlation between parental socio-economic status and secondary school student's academic adjustment

Variables	N	Mean	SD	r	r ²	Decision
Parental Socio-Economic Status		1.58	0.49			
Academic Adjustment	2773	2.73	0.60	0.03	0.0009	Small Positive Relationship

From the result of table 4, the relationship that exist between parental socio-economic status and academic adjustment among secondary school students is a small positive relationship. This is because, parental socio-economic status only accounted for 3% of the variance in academic adjustment among secondary school students.

Research Question 5: What is the nature of the relationship that exist between emotional intelligence, peer pressure, academic stress, socio-economic status and secondary school student's academic adjustment?

Table 5: Descriptive Statistics and Correlation among emotional intelligence, peer pressure, academic stress, socio-economic status and secondary school student's academic adjustment

Variables	N	Mean	SD	R	R ²	Decision
Emotional Intelligence		2.54	0.48			
Peer Pressure		2.27	0.39			
Academic Stress		2.08	0.35	0.94	0.89	Large Positive Relationship
Parental Socio-Economic Status	2773	1.58	0.49			
Academic Adjustment		2.73	0.60			

Table 5 shows the joint relationship among emotional intelligence, peer pressure, academic stress, socio-economic status and secondary school student's academic adjustment. The result shows the nature of the relationship among the variables is large positive relationship. This is because, the independent variables jointly accounted for 94% of the variance in academic adjustment among secondary school students.

Hypothesis 1: The relationship that exist between emotional intelligence and academic adjustment of secondary school students is not significant

Table 6: Summary of regression analysis between emotional intelligence and academic adjustment of secondary school students

Model	Sum of Square	df	Mean Square	F	P
Regression	586.836	1	586.836	3813.628	.000 ^b
Residual	426.398	2771	.154		
Total	1013.233	2772			

Variables in Equation

Model	Unstandardized Coefficient		Standardised Coefficient	t	P
	B	Std. Error			
Constant	.293	.040		7.275	.000
Emotional Intelligence	.962	.016	.761	61.755	.000

a. Dependent Variable: Academic Adjustment

b. Predictors (Constant): Emotional Intelligence

The result of table 6 shows that $F(1, 2772) = 3813.628, p < 0.05$. Hence, the null hypothesis is rejected. This means that the relationship that exist between emotional intelligence and academic adjustment of secondary school students is significant. Emotional intelligence accounted for 76% of the variance in academic adjustment, as indicated in the Beta value of 0.76.

Hypothesis 2: The relationship that exist between peer pressure and academic adjustment of secondary school students is not significant

Table 7: Summary of regression analysis between peer pressure and academic adjustment of secondary school students

Model	Sum of Square	df	Mean Square	F	P
Regression	478.621	1	478.621	2480.784	.000 ^b
Residual	534.613	2771	.193		
Total	1013.233	2772			

Variables in Equation

Model	Unstandardized Coefficient		Standardised Coefficient	t	P
	B	Std. Error			
Constant	.302	.050		6.110	.000
Peer Pressure	1.070	.021	.687	49.807	.000

a. Dependent Variable: Academic Adjustment

b. Predictors (Constant): Peer Pressure

As shown in table 7, $F(1, 2772) = 2480.784, p < 0.05$. The null hypothesis is therefore rejected, an indication

that relationship that exist between peer pressure and academic adjustment of secondary school students is significant. Based on the Beta value of 0.69, peer pressure accounted for 69% of the variance in academic adjustment.

Hypothesis 3: The relationship that exist between academic stress and academic adjustment of secondary school students is not significant

Table 8: Summary of regression analysis between academic stress and academic adjustment of secondary school students

Model	Sum of Square	df	Mean Square	F	P
Regression	7.645	1	7.645	21.066	.000 ^b
Residual	1005.588	2771	.363		
Total	1013.233	2772			

Variables in Equation

Model	Unstandardized Coefficient		Standardised Coefficient	t	P
	B	Std. Error	Beta		
Constant	2.418	.070		34.755	.000
Academic Stress	.151	.033	.087	4.590	.000

a. Dependent Variable: Academic Adjustment

b. Predictors (Constant): Academic Stress

Table 8 shows that $F(1, 2772) = 21.066, p < 0.05$. Based on the fact that the p-value is less than 0.05 alpha level, the null hypothesis is therefore rejected, implying that the relationship that exist between academic stress and academic adjustment of secondary school students is significant. Academic stress accounted for 9% of the variance in academic adjustment, as indicated in the Beta value of 0.09.

Hypothesis 4: The relationship that exist between parental socio-economic status and academic adjustment of secondary school students is not significant

Table 9: Summary of regression analysis between parental socio-economic status and academic adjustment of secondary school students

Model	Sum of Square	df	Mean Square	F	P
Regression	1.104	1	1.104	3.023	.082 ^b
Residual	1012.129	2771	.365		
Total	1013.233	2772			

Variables in Equation

Model	Unstandardized Coefficient		Standardised Coefficient	t	P
	B	Std. Error	Beta		
Constant	2.669	.038		69.611	.000
Parental Socio-Economic Status	.040	.023	.033	1.739	.082

a. Dependent Variable: Academic Adjustment

b. Predictors (Constant): Parental Socio-Economic Status

The result of table 9 shows that $F(1, 2772) = 3.023, p > 0.05$. Because the p-value of 0.08 is greater than 0.05 alpha level, the null hypothesis is therefore accepted. By implication, the relationship that exist between parental socio-economic status and academic adjustment of secondary school students is not significant. This is because, parental socio-economic status accounted for only 3% of the variance in academic adjustment among secondary school students, as indicated by the Beta value of 0.03.

Hypothesis 5: The relationship that exist between emotional intelligence, peer pressure, academic stress, socio economic status and academic adjustment of secondary school students is not significant

Table 10: Summary of regression analysis among emotional intelligence, peer pressure, academic stress, socio economic status and academic adjustment of secondary school students is not significant

Model	Sum of Square	Df	Mean Square	F	P
Regression	896.427	4	224.107	5310.744	.000 ^b
Residual	116.806	2768	.042		
Total	1013.233	2772			

Model	Variables in Equation			t	P
	Unstandardized Coefficient	Standardised Coefficient			
	B	Beta	Std. Error		
Constant	-.099		.033	-3.033	.002
Emotional Intelligence	.961	.760	.010	99.115	.000
Peer Pressure	.766	.492	.011	71.298	.000
Academic Stress	-.640	-.367	.013	-50.173	.000
Parental Socio-Economic Status	-.010	-.008	.008	-1.254	.210

a. Dependent Variable: Academic Adjustment

b. Predictors (Constant): Emotional Intelligence, Peer Pressure, Academic Stress, Parental Socio-Economic Status

Table 10 shows the joint and relative contribution of emotional intelligence, peer pressure, academic stress and parental socio-economic status to academic adjustment among secondary school students. From the result, $F(4, 2772) = 5310.744$, $p < 0.05$. Hence, the null hypothesis is rejected, an indication that the relationship that exist between emotional intelligence, peer pressure, academic stress, socio economic status and academic adjustment of secondary school students is significant. As shown in the Beta value, emotional intelligence makes the strongest unique contribution to academic adjustment among secondary school students, with a Beta value of 0.76. This is followed by peer pressure ($\beta = 0.49$), academic stress ($\beta = 0.38$) and Parental Socio-Economic Status ($\beta = 0.01$).

7. Discussion

The analysis of the relationship between emotional intelligence and secondary school students' academic adjustment, as shown in tables 1 and 6 shows that the relationship between the two variables is a large positive relationship and that it is significant. The result revealed that emotional intelligence contributes 76% of the total variance in academic adjustment among secondary school students. The implication of this finding is that emotional intelligence, which is the ability of students to control his/her emotions as well as the emotions of others is an important predictor of academic adjustment. Therefore, if students are able to control their emotions as well as their environment, they are likely to be able to make successful adjustment in their academic life, no matter the odds. This finding is in line with the finding is consistent with the study carried out by Opara and Onyekuru (2013). In their finding, emotional intelligence was a factor in the adjustment of school students to school. In other studies, Adeyemo (2005) and Salami (2011) also found that emotional intelligence can significantly influence adjustment of secondary school students to school.

The result of tables 2 and 7 revealed that the relationship that exist between peer pressure and academic adjustment of secondary school students is a large negative one and that it is significant. As revealed in the tables, 69% of the variance in academic adjustment among secondary school students can be attributed to peer pressure. This is not surprising, owing to the fact that at the adolescent stage of development, there seems to be some kind of disconnection between the adolescent child and their family members, to be replaced with relationship with peers. It is natural therefore, that students at the stage of development will be influenced by their peers, with whom they identify. This finding has shown that students who submit to pressures from their pressure will find it difficult to adjust to academic pressures. Interestingly, the relationship between the two variables is a negative one, meaning individuals who are not easily influenced by peer and that can withstand pressures from their peers are likely going to be able to adjust academically. This result is an agreement with the study of Oni (2010), which showed that peer pressure is a significant predictor to social adjustment of school children. The finding is also in line with the finding of Duckle (1995) who found that peer group pressure can significantly influence the future adjustment of adolescents.

As shown in tables 3 and 8, the relationship that exist between academic stress and academic adjustment, although is a small negative relationship, it is significant. This means that academic stress has a significant influence on academic adjustment among secondary school students. This result is obvious, as the ability to cope with academic stress is fundamental to academic adjustment. Students who can withstand academic stress can be said to be academically adjusted. This finding is consistent with the finding of Hussain, Kumar and Husain

(2008), who in their study, revealed a significant inverse relationship between academic stress and adjustment in schools.

Tables 4 and 9 revealed that the relationship that exist between parental socio-economic status and academic adjustment among secondary school students is not significant. Therefore, parental socio-economic status has no significant influence on the academic adjustment of students in school. This result has shown that academic adjustment cut across social strata, that social class is independent of academic adjustment among secondary school students.

Analysis of the joint and relative contribution of emotional intelligence, peer pressure, academic stress and parental socio-economic status to academic adjustment among secondary school students, as shown in tables 5 and 10 shows that the independent variables jointly significantly influence academic adjustment among secondary school students. Emotional intelligence however, makes the strongest unique contribution to the variance in academic adjustment, while parental socio-economic status makes no unique contribution.

8. Conclusion and Recommendations

Arising from the findings emanated from the study, it can be concluded that emotional intelligence has a strong influence on the academic adjustment of secondary school students. By implication, therefore students should try as much as possible to recognise and manage their emotions effectively. School counsellors should by the implication of this finding, *laissez* with significant others such as teachers, parents and school authorities, to develop appropriate strategies for helping the students improve their emotional intelligence. Peer pressure was also shown to be a strong predictor of academic adjustment of secondary school students. students should therefore, be mindful of the type of friends they keep, especially when these friends may wield bad influence on them. Education stakeholders should also guide the students appropriately, on the need to keep the right friends. This finding also conclude that academic stress has a significant influence on the academic adjustment of secondary school students. school authority should therefore, minimize as much as possible, the stress that comes with academic activities. The activities should be arranged in such a way that the students will be not be stressed out. Counsellors should also organise seminars for the students on periodic basis to train the students on appropriate time management and adjustment mechanism. This will go a long way in helping them to cope with the stress that comes with academic stress, especially adjusting to changes in school level.

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