

Academic Orientation As A Predictor Of School Adjustment Of In-School Adolescents In Dekina Education Zone Of Kogi State, Nigeria

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Abstract

The general purpose of this study was to determine whether academic orientation predict school adjustment of in-school adolescents in Dekina education zone of Kogi state, Nigeria. A correlational survey design was adopted for the study. The population was made up of 2,480 (SS11) senior secondary school students, in Dekina of Kogi state, Nigeria. The sample consisted of 248 respondents drawn using multi-stage sampling procedure. Academic orientation questionnaire (AOQ) and school adjustment questionnaire (SAQ) were used as the instrument for data collection and was subjected to face validation by three experts. The internal reliabilities were determined using Cronbach Alpha with reliability coefficient of 0.72 and 0.73 respectively. Regression analysis and ANOVA indicated that there exists a positive moderated relationship between academic orientation and school adjustment. Based on the finding of the study, implications were highlighted, and recommendation made, prominent among which is that the school administration should organize academic orientation in-school adolescents. Ministries of Education should endeavour to recruit trained guidance counsellors into public schools to assist the school administrator in organizing academic orientation programmes which will motivate the students to higher achievements.

Keywords: Academic, Orientation, Adolescent, in-school adolescents, school, adjustment.

INTRODUCTION

Globally, in-school adolescents are faced with plethora of school adjustment problems that affect them in school. The school environment has been described as one of the most influential socialization domains in an adolescent's life (Catalano, Haggerty, Oesterle, Fleming, & Hawkins, 2004). Young adolescents face many challenges as they attempt to adjust to new school environments, including adapting to classroom routines, performing increasingly difficult academic tasks, and negotiating the complexities of interpersonal relationships with classmates and teachers. Although adolescents' success at negotiating these challenges may be affected by many factors, most investigators have focused on "internal" and organismic characteristics of the child when attempting to account for early school adjustment outcomes (e.g., gender, mental age, behavioural styles) (Birch & Ladd, 2009). Several decades of research have demonstrated students' experiences at school and adjustment to school can exert both positive and that negative influences on their development. These influences extend beyond school-specific behaviour (e.g., academic performance, attendance at school) to prosocial and antisocial development in general (Charitaki, Marasidi&Soulis, 2018).

Adolescence refers to transitional stage of physical and psychological development that generally occurs during the period from puberty to legal adulthood. Adolescence is usually associated with the teenage years, but its

physical, psychological or cultural expressions may begin earlier and end later. But it is difficult to agree upon a precise definition of Adolescent. A thorough understanding of adolescence in society depends on information from various perspectives, including psychology, biology, history, sociology, education, and anthropology.

Adolescence is a developmental period between childhood and adulthood that is characterised by many physical, psychological and social changes that require adaptation. This can be an opportunity to enhance development, but it can also highlight the vulnerabilities of the adolescent. Although most young people cope adequately with such changes, this developmental period is characterized by an increased presence of externalizing and internalizing problems (Donaldson, Gordon, Melvin, Barton, & Fitzgerald, 2014; Merikangas et al., 2010). It is the time in one's life when one develops from a child into an adult. In addition, during the period of adolescence, there is always a conflict between the parents and their adolescents' children because some adolescents may want to be free from parent's control and they commit serious offences like rape and defilement if not well guarded and guided. It is a period of problems centered on physical appearance, health, relationship with opposite sex, schoolwork and future plan such as choice of vocation, finances and marriage. The adolescents know their right in the family, school and even in the society. They want to get freedom, they do not want to be checked or controlled.

Adolescence is a period of rapid exploration. It is a period of transition between childhood and adulthood, i.e. from puberty, the period during which the generative organs become capable of exercising the functions of reproduction, to maturity (Lew & Barlow, 2005). Adolescence is a time when many biological, psychosocial and emotional changes take place, and during this time, nutritional factors are particularly important for healthy growth and cognitive development (Jenkins & Horner, 2005). Brown (2008) defined adolescence as the period of life between 11 and 21 years of age in which profound and dramatic biological, emotional and cognitive maturity are attained. Adolescence in this study is a period of life between the age of 10 and 19 years, during which the individual develops the secondary sexual characteristics. Individuals who fall within this age bracket are referred to as adolescents. Furthermore, the children between these ages are mostly found in secondary school system. These groups of secondary school adolescents are referred to as in-school adolescents.

In-school adolescents are those adolescents that are enrolled into school. In-school adolescents spend most of their daily time in the school. In-school adolescents according to Efiog and George (2009) are adolescents aged 10-19 years of age who are going to school. Onyekwena (2011) defined in-school adolescents as individuals in the developmental period between childhood and adulthood that are currently enrolled in secondary schools. In-school adolescents in the context of this study refer to young people between the ages of 10 and 19 years, who are enrolled in secondary schools in Dekina education zone of Kogi State.

In-school adolescents' physical development may influence their achievement motivation and school adjustment because they often feel insecure in articulating their obvious needs as a result of on-going physical changes on their body. In-school adolescents are those adolescents that may see schooling as a challenging because some of them may not have the ability to carry out school tasks while some of them may be interested in continuing academic pursuit to institution of higher learning. Ngene (2008) opines that, some of the in-school adolescents are academically intelligent but they will not study hard in order to realize their potential, while some of the in-school adolescents depend wholly on their parent's achievement for them to cope in school and society. Some in-school adolescents who maneuver their way into school may have low achievement motivation and school adjustment problems. This study focused only on adolescents that are in secondary schools.

School is a social environment for teaching and learning. School also provides adolescents with the forum for interaction with peers from different socio-economic backgrounds and teachers of different standing and exposure. It provides arena for personality development, social adjustment and it helps adolescents to realize their potentials. At school, daily schedule is more structured, with more formal rules. Children are faced with large groups of children of different ages and size especially during assembly and playtime, and they may be confronted with the challenges of making new friends. Thus, the child is confronted with a totally new environment as compare to home. Successful adjustment to school largely depends on child's experiences at home and the skills and knowledge. Dockett, Perry & Tracey, 1997; Fabian,(2000). Then again, when children exhibit a range of social skills associated with cooperation, initiating interactions or assertion, and self-control, they are more likely to cope easily in school. Difficulties may likely arise when children are non-compliant; disorganized; distractible; or when they are anti-social and have

difficulties considering the rights of others Margetts, (2002). Adjustment to schooling is influenced by a variety of personal, family and environmental characteristics, including societal trend. It is the interaction of the child's personal characteristics and their experiences that ultimately determines how a child adjusts in school, Margetts, (2002).

In-school adolescents are students that are in secondary school who fall within the school age. Secondary school is a post-primary educational institution. United Nations Educational, Scientific, and Cultural Organization Institute for Statistics (2012) defined secondary school as both an organization that provides secondary education and the building where this takes place. Secondary school could be seen as level of education after primary education through which one can transit to tertiary level of education, join trade or get employed after spending some years (usually not less than six years) of schooling. Operationally, secondary schools refer to all Kogi State government approved secondary level educational institutions in Dekina Education zone.

In Dekina Education Zone of Kogi State, it appears that in-school adolescents hardly adjust in school. This is because as students of their age, they encounter stress and storm and it is at this stage they prefer to associate with their peers who are likely to lead them astray. As a result, they form gangs that torment people in their area. A lot of in-school adolescents loiter the roads, streets, market places and so on when they are supposed to be in school or library studying in order to make them useful for themselves and the society at large. More so, in-school adolescents in Dekina frequently use and abuse electronic media and internet facilities like video games, smart phones and laptops. They rather choose to indulge in online video games and online messaging/chatting with internet friends who they may not have come in physical contact with, than studying and paying attention to their studies. To this effect, they find it difficult to cope with their academics and thereby find it difficult to adjust properly in school. This is a clear indication that in-school adolescents in the study area are maladjusted in some of the schools. Therefore, the researcher is of the view that academic orientation and achievement motivation could go a long way to stop the problem through making some adjustments.

Adjustment is very crucial both in school, environment and the society at large. It is the ability to cope well in any environment is a stepping stone for success. School adjustment is a degree to which adolescents become comfortable and successful in school environment (Colman 2005). In-school adolescents, either at home or in the school, struggle to cope in environment they find themselves. Mangle (2006) sees adjustment as an outcome of the individual's attempt to deal with stress and then meet his needs and make efforts to maintain harmonious relationship with his environment. A change in an environment requires a change in the organism in that particular environment for it to thrive well. Demirtaş-Zorbaz and Ergene (2019) conceptualized school adjustment as children's interest and comfort in the school setting, school engagement, and school achievement. For an individual to be well adjusted in the environment there should be interaction between an individual and the environment. School adjustment in this context means proper adaptability and normal relaxation of adolescents in a conducive atmosphere of learning.

School adjustment is defined as the extent to which children are meeting the academic and behavioural (social) demands of school (Missall, 2003). The extent to which a student likes or enjoys school and is attached to teachers is a very commonly considered aspect of school adjustment (Simons-Morton & Crump, 2003). Libbey (2004) provided a thorough review of the conceptualizations of attachment, bonding, connectedness, and engagement to school utilized in research over the past couple of decades. In an effort to incorporate as much of the existing theory and empirical evidence as possible, this study considers three aspects of school adjustment – the individual's level of school bonding, friend's school bonds, (association with peers who are bonded to school), and avoidance of school-related misbehaviour (e.g., cheating, skipping school).

Academically, well-adjusted in-school adolescents will overcome learning problems and instructional difficulties, and they are likely to make a satisfactory progress in exploratory experiences. Emotionally, well-adjusted in-school adolescents have control over their emotions; have a stable emotion and will not exhibit action like anxiety, fighting, aggression to mention but a few. They have internalized control over their emotion. Psychologically, well-adjusted in-school adolescents have good self-concept about themselves and others. They know how to cope or deal with disappointments and loss; they can also influence their environments positively in order to achieve their goals. Socially, well-adjusted in-school adolescents do not exhibit withdrawal behaviour and other anti-social behaviour, they are also well motivated.

In the context of this work, school adjustment is a situation that plays a vital role in the adolescents' life, and it is like a pillar on which adolescents' entire life is based. It is not only related to the adolescents' progress and achievement, but also their attitudes towards school, anxieties, loneliness, social support and academic motivation. Interpersonal relationship affects adolescent academic motivation. Relationship with students and teachers is a powerful motivator. It was noted that school learning can be promoted by learning contexts that enhance student involvement with others. Friendship supports adolescents in the school environment and help with their adjustment. Again, cordial relationship among teachers, parents, school administration and the peer group could serve as motivators to in-school adolescents for proper adjustment in school.

Orientation is an activity whereby a program is organized for the new students to get them acclimatized with their new environment, places, services, facilities. Orientation is very important due to the fact that students are educated on their new environment. Orientation can be defined as a person's basic attitude, beliefs or feelings in relation to a particular issue. Orientation is action of orienting someone or something relative to the points of a compass or other specified position. It also has to do with familiarization with something. A person who have positive attitude, belief in a relation to a particular issue may also have positive achievement orientation. (Smiths, 2005) opines that, the academic orientation embraces various images of good teaching, ranging from expository instruction to Socratic inquiry. Some supporters advocate the teaching of basic skills; others talk about inducting students into the scholarly disciplines or fostering "meaningful" understanding of academic content. These diverse academic goals imply different views of teaching, knowing and learning. Because teacher educators have had little say about teachers' academic preparation, they have tended to ignore the question of what teachers need to know about their subjects to teach them effectively. Recently researchers have begun to consider what it means to "know" particular subjects and how teachers' subject matter knowledge interacts with other kinds of knowledge to influence classroom teaching and learning.

The experts in learning psychology have introduced the individual goals and motivations as one of the specifying areas of learning and academic achievement entitled goal-orientation approach (Fang, 2014). It points to a model of recognition and action whose outcomes have come true because of pursuing the goals of success (DeShon & Gillespie, 2005); also, there is a positive effect between meta-cognitive skills and its components and academic achievement and causes enhancement in academic performance. The skill known as self-control has been recognized as the only variable predicting the students' academic achievement (Mirzakhani, Bagheri, Sadeghi, Mirzakhani, & Modanloo, 2014), being associated with some concepts such as meta-cognitive activities, intrinsic motivation, and learning strategies (Nasiri, Pour-Safar, Taheri, Pashaky, & Louyeh, 2017). In fact, goal-orientation is the basis of individual differences in academic situations, based on which it is possible to predict an individual's success in such situations (Pintrich, 2009). This orientation in academic situations indicates the motivation of a person for education; that is why it affects their inclinations, actions and responses in learning situations. In Zhang and Sternberg's perspective, this motivation is believed to be the idea behind why one decides to learn (Zhang & Sternberg, 2000).

Academic orientation can be defined as the attitudes or behaviour individuals put up in pursuing a set goal in school. What attitudes defined peoples' action toward goal attainment? Goal here means purpose that direct and regulate the individual behaviour. Atkinson in Ngwoke (2010) maintains that, level of aspiration is a standard an individual set to conquer and this aspiration is what a person wants to accomplish in his academic pursuit. Simons, Neola and Beavis, (2005) opines that, aspirations are set of future plan and expectation that individual has about him or herself. This standard may be an individual's pass performance or standard which he wants to put up in pursuing a set goal in the academic world. Goal setting is a powerful process for thinking one's ideal future and for motivating one to turn this vision into reality, (Graham, 2008). Graham opines that proper goal setting can be credibly motivating as one set sharp, clearly defined goals. And by so doing this, one can be able to measure sources of his or her achievement. Goal in this context is the picture an individual creates that show what the individual want to do or what he wants to achieve in life. For an individual to be academic oriented, he has to be capable of facing the consequences of his actions or behaviour towards academic demands.

Academic orientation is a concern for working well or for surpassing a standard of excellence in academics. The standard may be one's own past performance in which one is striving for an improvement. The standard may be as a result of oriented objective measure on which he is striving to outperform others. This means that some elements

of competitiveness are involved. Lastly, standard may involve a challenging goal one has set such as trying something new that may improve organizational results. Academic orientation describes what makes an individual work for academic achievement (Akaneme & Ngwoke, 2010). Akaneme and Ngwoke (2010) opine that, academic orientation of people is influenced by the beliefs, values, knowledge, attitude, and practices prevalent in the contemporary society. Academic orientation is a specific orientation representing the desire to develop, achieve, or demonstrate competence. This can affect the way students approach learning and show results, and can affect the performance of students in the class. Operationally, academic orientation is the value or worth one places on academic success or failure. It relates to positive or negative outcomes of one's effort to succeed in academic life which could be negative or positive.

Research records have shown the roles of academic orientation on academic achievement as behavioural outcome that may be seen in both male and female (Gender). Regarding the avoidance performance goal, the studies have indicated that the students (Gender) who are not coordinated with such orientation are more inclined to this direction acquiring lower scores and, consequently, have lower academic achievement.

Gender refers to the socially constructed characteristics of men or women as it concerns culture, norms, roles, relationship between groups of men and women. It varies from one society to the other and can be changed. Gender roles differ from one society to the other. Gender can also be seen as a classification of noun or pronoun as feminine, masculine or neuter. It goes with socially constructed roles and behaviours that a society typically associates with males and females. Gender is culturally and socially constructed roles, responsibilities, privileges, relations and expectations of men and women, boys and girls. It is different from biological sex which has to do with genetically acquired differences between male and female according to their physiological and reproductive capabilities or potentialities (Serna & Martínez, 2019). Gender is used to refer to a set of roles, responsibilities, rights, expectations and obligation that are socially and culturally associated with male or female. In general, studies indicate a more unfavorable trend among male students in most indicators of school adjustment (Fernández-Lasarte, Goñi, Camino, & Zubeldia, 2019; Logan & Johnston, 2009), such as retentions, qualifications, premature dropout, age appropriateness, commitment, academic expectations, expectations, and self-efficacy. Other differences related to social life have also been found, with better scores of girls in social competence, prosocial behaviour, school belonging, and more positive relationships with teachers and peers (Rothon, Arephin, Klineberg, Cattell & Stansfeld, 2011).

Statement of the Problem

Adjustment of in-school adolescents in the school environment has to do with ability of the students to become comfortable, relaxed and ready to participate in the normal school activities, being successful in their academic pursuit while in school. The state of school adjustment among in-school adolescents in Dekina Education Zone of Kogi State seems to be deteriorating drastically. Most of the in-school adolescents in this area find it difficult to adjust in schools. Some of them are seen during school hour as they loiter the streets, jumping from one tree to the other, hiding in the bush, smoking, carrying weapons, bullying others, stealing and roasting peoples' crops like yams, corn and are very ready to fight the owners at any point in time. These made them constitute nuisance and create unnecessary tension in their society. The great fear here is that these are future leaders of this great nation. Consequently, if their urge and motivation for academic excellence looks bleak and it is evidence that the in-school adolescents are the ones at the losing end because most of them seemed maladjusted in their various school environments, it calls for serious attention and investigation. It could be that they were not exposed to proper academic orientations that may lead them to develop interest and attain high academic achievement. Since adolescence is a period of rapid exploration, moving from the immaturity of childhood to the period of maturity of adulthood, much developmental changes take place at this period thereby leaving the in-school adolescence restive. The researcher therefore is of the opinion that if the students have an adequate academic orientation, the students would be well adjusted both in their studies and the school environment. The researcher is therefore worried about the level of maladjustment in senior secondary school of the study area and whether such level of maladjustment could be as a result of lack of academic orientation. It is in view of these concerns that this study asks about the relationship between academic orientation and school adjustment of in-school adolescent in Dekina Education Zone of Kogi state Nigeria.

Purpose of the Study

The general purpose of this study is to investigate the relationship between academic orientation, and school adjustment of in-school adolescents in Dekina Education Zone of Kogi State, Nigeria.

1. Relationship between academic orientation and school adjustment of in-school adolescents.
2. Relationship among academic orientation, and school adjustment of in-school adolescents as moderated by gender

Research Questions

The following research questions guided the study:

1. What is the relationship between academic orientation and school adjustment of in-school adolescents?
2. What is the relationship between academic orientation, and school adjustment of in-school adolescents as moderated by gender?

Hypotheses

The following null hypotheses were formulated to guide the study and were tested at ($\alpha = 0.05$) probability level.

H₀₁: There is no significant relationship between academic orientation and school adjustment of in-school adolescents in Dekina Education zone of Kogi State.

H₀₂: There is no significant relationship between academic orientation, and school adjustment of in-school adolescents as moderated by gender.

METHOD

Design of the Study

The study adopted correlation survey research design. Correlation research design indicates the direction and magnitude of relationship between variables (Nworgu, 2015). The studies indicate the directions and magnitude of the relationship between variables of the study. Correlation survey research design was used in this study to examine and establish the relationship which academic orientation, and gender have with school adjustment of in-school adolescents. Here an attempt was made to establish relationship between academic orientation and to ascertain in-school adolescent's proper adjustment in school. This design has been used recently by Ezema et al. (2019), Gana et al. (2019), Okenyi et al. (2019), Ugwuanyi et al. (2020), Ugwuanyi, Okeke et al. (2020), Achagh et al. (2020), Ugwuanyi, Okeke and Ageda (2020), Ugwuanyi, Okeke and Njeze (2020), Ugwuanyi, Okeke and Asomugha (2020) and Okenyi et al. (2021) in similar studies.

Population of the Study

The population of the study consisted of 2,480 senior secondary II students in 2019/2020 session in 28 public secondary schools in Dekina Education Zone. Senior Secondary II students were used because the students are in the middle class of senior secondary and they are at the peak of adolescence process. Senior secondary II students are in-school adolescents that are in their penultimate year in school, they are faced with many decisions and career choices as well as distractions and peer pressure.

Sample and Sampling Techniques

The sample size of the study consists of 248 SS II students (130 males & 118 females) drawn from public secondary school in Dekina Education zone of Kogi State. This number represents 10 percent of the total number of SS II students in Dekina Education Zone Kogi State. This was done with regards to the recommendations of Ali, (2006) who opined that when the population is large, the sample of the study will be between the ranges of 5 to 20 per cent. Multistage sampling procedure was used to draw the sample size. Multistage sampling procedure according to Ali, (2006) requires

several stages of sampling elements of a population. In the first stage, simple random sampling was used to draw a sample of 8 secondary schools out of the 28 secondary schools. Stratified random sampling was used to select 31 students from each of the 8 schools that emerged. The 31 students from the 8 different schools form the sample of 248 (130 male and 118 female) students.

Instrument for Data Collection

Two instruments were used for data collection. The researcher structured questionnaire titled ‘Academic Orientation Questionnaire (AOQ), and School Adjustment Questionnaire (SAQ). The instrument has four sections A-C. Section A contains one demographic information of the respondents (gender) while the Sections B and C covered two sets of questionnaire titled Academic Orientation Questionnaire (AOQ), and School Adjustment Questionnaire (SAQ) respectively. The instruments contained 30 items in all: one item in Section A and 15 items in Sections B and C each. Four-point rating scale of Strongly Agree, Agree, Disagree and Strongly Disagree with associated weighing of 4, 3, 2 and 1 respectively was used.

Method of Data Collection

The data collected through Direct Delivery Technique (DDT). Two hundred and forty-eight copies of the questionnaire were administered on the spot to the respondents by the researcher with the help of two research assistants. This was to make sure that all the copies of the questionnaire were retrieved accordingly. The research assistants were briefed on the modalities and procedures on how to administer the instruments which help to facilitate high rate of return of the instruments and proper monitoring.

Method of Data Analysis

The data collected was analyzed using SPSS, version 20. Regression analysis was used to answer the research questions. Questions 1 and 2 were answered using Simple linear regression. The hypotheses were tested using regression ANOVA.

RESULTS

Research Question One

What is the relationship between academic orientation and school adjustment of in-school adolescents?

Table 1: Regression analysis of the relationship between academic orientation and school adjustment of in-school adolescents

Model	r	R ²
1	.524 ^a	.275

a. Predictors: (constant), AOQ

Table 1 shows that the correlation between academic orientation and school adjustment of in-school adolescents is 0.524 with a coefficient of determination of 0.275. This means that there is a moderate positive relationship between academic orientation and school adjustment of in-school adolescents. The coefficient of determination of 0.275 gives an indication that only 27.5% of students’ school adjustment can be attributed to academic orientation.

Hypothesis one

There is no significant relationship between academic orientation and school adjustment of in-school adolescents in Dekina Education Zone of Kogi State.

Table 2: Regression analysis of significance relationship between academic orientation and school adjustment of in-school adolescents.

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2387.918	1	2387.918	93.207	.000 ^b
Residual	6302.400	246	25.620		
Total	8690.319	247			

a. Dependent Variable: SAQ
 b. Predictors: (Constant), AOQ

Result in Table 2 shows that the associated probability value for the calculated F(93.207) for the relationship between academic orientation and school adjustment of in-school adolescents is 0.000. The associated probability value of 0.00 when compared with 0.05 set as the level of significance for testing the hypothesis was found to be significant because 0.00 is less than 0.05. Therefore, the null hypothesis which states that there is no significant relationship between academic orientation and school adjustment was rejected. So, inference drawn was that, there is a significant relationship between academic orientation and school adjustment of in-school adolescents.

Research Question Two

What is the relationship between academic orientation, and school adjustment of in-school adolescents as moderated by gender?

Table 3: Regression Analysis of the relationship between academic orientation, and school adjustment of in-school adolescents as moderated by gender

Gender	N	R	R ²
Male	130	.631 ^a	.399
Female	118	.513 ^a	.263

Table 3 shows that the relationship between academic orientation, and school adjustment of male students is 0.631 with a coefficient of determination of 0.399. This means that the relationship between academic orientation, and male students' adjustment is high. The coefficient of determination implies that 39.9% variation in school adjustment of male students can be attributed to their academic orientation. Similarly, the correlation between academic orientation, and school adjustment of female students is 0.513 with a coefficient of determination of 0.263. This means that the relationship between academic orientation of female students' adjustment is moderate. The coefficient of determination implies that 26.3% variation in school adjustment of female students can be attributed to their academic orientation.

Hypothesis Two

There is no significance relationship between academic orientation, and school adjustment of in-school adolescents as moderated by gender.

Table 4: t-test for the significance relationship of the samples correlation coefficient of academic orientation, and school adjustment of in-school adolescents as moderated by gender

Gender	N	r	R ²	z-score	p-value
Male	130	.631 ^a	.399	1.369	0.171
Female	118	.513 ^a	.263		

Table 4 shows that the moderating influence of gender on the relationship between academic orientation, and school adjustment of in-school adolescents is 1.369. Since the probability value of 0.171 is greater than the 0.05 level of significance, the null hypothesis was not rejected meaning that gender does not significantly moderate the relationship between academic orientation, and school adjustment.

DISCUSSION

Relationship between academic orientation and school adjustment of in-school adolescents

This study revealed that there was a moderate positive relationship between academic orientation and school adjustment. However, variation in students' school adjustment was attributable to their academic orientation. The finding of this study is in disagreement with the findings of Ugwuezuonu, (2011) who revealed that there was no significant influence between academic orientation and school adjustment of students. The findings was also in disagreement with Bong, (2006) who asserts that the influence of academic orientation, parents, teachers and peers is not significant to the secular needs of adolescents. Chei and Wong (2015) examined the relationship between theories of intelligence and academic orientations, and their joint connections to students' academic achievement in the Chinese cultural context. The survey was administered to collect information on students' beliefs about their academic orientations, theories of intelligence and their college grade point averages. The data were analyzed using structural equation modelling. The results suggest that beliefs in the incremental theory of intelligence contribute to students' academic achievements by facilitating their endorsement of mastery goals and performance-approach goals. Students' performance-avoidance goals have a negative association with academic success.

Relationship between academic orientation, and school adjustment of in-school adolescents as moderated by gender

The study found that there was moderate positive relationship among academic orientation, and school adjustment of in-school adolescents as moderated by gender. Further analysis showed that there was a significance positive relationship in the male and female responses on relationship between academic orientation, and school adjustment of in-school adolescent. In other words, there was moderate and positive relationship between male and female students' responses on academic orientation, and school adjustment of in-school adolescents. This present study disagrees with the findings of Adhiombo, Odwar and Mildred, (2011) which revealed that there is no significant difference between girls and boys in school adjustment. While the study agrees with the findings of Ezeudu, (2009) which revealed that academic achievement of students in organic chemistry was influenced by gender.

Limitation of the Study

Although the study was completed, it had limitations. The study sought to get information from the respondents on the relationship between academic orientation, and school adjustment of in-school adolescents, chances are that accurate response may not have come from the respondents using questionnaire. Some of the students faked their

responses to protect their image which limited the finding of the study. Another limitation of the study that some student did not experience some of the items listed in the questionnaire of the study. Thus, additional research that will improve upon the limitations of this present study is necessary.

Recommendations

- Ministries of Education should endeavour to recruit trained guidance counsellors into public schools to assist the school administrators in organizing academic orientation programmes which will motivate the students to school adjustment.
- The school administration should organize workshop, conferences and seminars on the important of academic orientation, on school adjustment of in-school adolescents.

CONCLUSION AND EDUCATIONAL IMPLICATION

Based on the findings of this study, it was concluded that academic orientation significantly predicts school adjustment of in-school adolescents. The study revealed among others that there were significant moderate positive relationship between academic orientation, and school adjustment of in-school adolescents. Similarly, there were also moderate positive relationship between academic orientation, and school adjustment of in-school adolescents as moderated by gender. Therefore, academic orientations are variable that have significant relationship with school adjustment of in-school adolescents. By implication, school administration should not take students' academic orientation lightly as it has a positive relationship with school adjustment of in-school adolescents.

This study also revealed that there were moderate positive relationship between academic orientation, and school adjustment of in-school adolescents as moderated by gender. This implies that both the male and female students are being energized to work harder when given academic orientation, since academic orientation have a significant relationship with school adjustment of in-school adolescents.

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