Self-esteem, Parental Involvement and Perceived Teacher Effectiveness as Determinants of Social-Emotional Competence among High-achieving Students in Oyo State

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Being a PHD Thesis Submitted to the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria

In Partial Fulfilment of the Requirements for the Award of the Doctor of Philosophy Degree (PhD) in Guidance and Counselling

2025

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Certification

This is to certify that Mutiu Owolabi ADESOLA with matriculation number LCU/PG/003149 carried out this thesis titled "self-esteem, parental involvement, and perceived teacher effectiveness as determinants of social-emotional competence among high-achieving students in Oyo State" in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, for the award of Doctor of Philosophy Degree (PhD) in Guidance and Counselling and that this has not been previously submitted.

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Dedication

This work is dedicated to Allah the Lord of the worlds.

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Acknowledgement

I extend my heartfelt gratitude to the management of Lead City University, Ibadan, for providing the essential support and a conducive learning environment throughout my studies and the conduct of this research. He is equally thankful to the Federal College of Education (Special) staff and management, Oyo, for their generous support and encouragement.

The researcher sincerely appreciates his supervisor, Dr Sabina Obi, for her invaluable suggestions and constructive feedbacks throughout this research. Her guidance and support have been instrumental, and the researcher is deeply grateful for her contributions. She is an excellent mentor. The researcher genuinely thanks the Head of Department, Dr Oluyomi Pitan, for her unwavering support. The researcher's heartfelt gratitude also goes to Professor Afolakemi Oredein, Provost of the Postgraduate College, for her exceptional guidance in refining his skills in Research Methodology. Similarly, the researcher is deeply thankful to all the lecturers in the Department and Faculty for their inestimable contributions to his academic journey and this research. Special thanks to Prof. Donald Odeleye, Dean of the Faculty of Arts and Education; Professor Senimetu Ileuma; Professor Philias Yara; Professor Eseza Erwat Professor Adebowale, Associate Professor Oluyomi Pitan, Associate Professor Dada; Associate Professor Ukamaka Akuche; and Dr Olabisi Killian, Dr Monilola Oyetade, Dr Adeyemi Ebo, Dr Mojirade Ayantunji, Dr Christianah Sam-Kayode, Dr Deborah Ayeni, Dr Omobola Gambo, Dr Seyi David, Moyosore Beckley and Yejide Ibikunle for their remarkable guidance, encouragement, and support throughout this journey.

The researcher extends his profound gratitude to his mother, wife, children, and siblings for their unwavering support and encouragement throughout this journey. He also deeply appreciates his course mates, Mrs. Alimat Olawoyin and Mrs. Olubunmi Igeleko for their camaraderie and shared commitment to success.

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A heartfelt thanks goes to my dear friends, Omokunmi Muideen, Tejumola Toheeb, and Ganiyu Kosoko, for being an integral part of this success story. Your support and encouragement have meant so much to me.

“Even though the above mentioned institution and persons have assisted in the process of this research work, I alone stand responsible for the errors, if any, found in this work.”

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Abstract

Socio-emotional competence among high-achieving secondary school students in Oyo State has been a problem because of the erroneous belief by the teachers and parents alike that developing the IQ alone is enough for the overall development of the students. Using a descriptive research design of the survey type, a sample of 789 students was drawn using the multi-stage sampling techique. Data were collected through the research instrument named Parental Involvement Scale, Rosenberg Self-Esteem Scale, Perceived Teacher Effectiveness Scale, and Socio-Emotional Competence Scale. Descriptive and inferential statistics, including multiple regression and t-tests, were employed to analyse the data at a significance level of 0.05. Findings showed that high-achieving students in Oyo State generally exhibited strong socio-emotional competence, as reflected in their self-regulation, empathy, and understanding of personal emotions, with a weighted mean score of 2.94. Similarly, their self-esteem was high (weighted mean = 2.99), indicating a positive self-concept and minimal agreement with negative self-esteem indicators. Parental involvement was rated positively (weighted mean = 3.35), emphasising parents' active roles in emotional guidance, confidence-building, and monitoring of peer influences. Perceived teacher effectiveness also scored high (weighted mean = 3.18), highlighting strengths in relational competence, teaching-related behaviours, and mastery of subject matter. Hypothesis testing revealed significant findings. Self-esteem, parental involvement, and perceived teacher effectiveness jointly influenced socio-emotional competence, explaining 48.5% of the variance ($R^2 = 0.485$, $F = 245.675$, $p < 0.05$). Among the predictors, parental involvement had the strongest relative influence ($\beta = 0.438$, $p < 0.05$), followed by perceived teacher effectiveness ($\beta = 0.265$, $p < 0.05$) and self-esteem ($\beta = 0.111$, $p < 0.05$). Gender differences in socio-emotional competence were statistically significant ($t = 127.261$ for males, $t = 125.375$ for females, $p < 0.05$), with both genders demonstrating high competence in all. Significant gender differences were also observed in self-esteem, with both male and female students showing similarly high levels ($t = 83.525$ for males, $t = 118.254$ for females, $p < 0.05$). The study concludes on the critical roles of external and internal factors in shaping socio-emotional competence among high-achieving students, highlighting the importance of parental involvement and teacher effectiveness in fostering high achieving students' socio-emotional competence. The current study recommends implementing targeted school programmes to enhance emotional regulation, stress management, and teacher-student relationships, alongside fostering supportive home environments to sustain students' self-esteem and socio-emotional development.

Keywords: Socio-emotional competence, self-esteem, high-achieving students, parental involvement

Word Count: 387

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Chapter One

Introduction

1.1 Background to the Study

In today's ever-changing educational landscape, students' development extends beyond acquiring academic knowledge. It includes a broader range of abilities and characteristics contributing to their overall well-being and success. Among these essential skills, socioemotional competence stands out as an important predictor of an individual's ability to navigate the complexities of modern life. It includes a variety of characteristics such as self-awareness, self-regulation, empathy, and interpersonal skills, all of which are essential for forming positive relationships, achieving personal goals, and thriving in various societal contexts. Non-cognitive aspects, such as anxiety, perfectionism, life satisfaction, and subjective well-being, are crucial for fostering the holistic development of high-achieving students.

Despite anecdotal beliefs suggesting heightened anxiety levels in this demographic, empirical research presents a different narrative. Scientific studies have consistently shown that high-achieving students are less anxious than their peers, with some evidence indicating lower anxiety levels[1]. These are indications that anxiety is not a pervasive issue among high-achieving students. Perfectionism is another non-cognitive aspect that has been scrutinised. While perfectionism is generally considered a common personality trait among high-achievers, recent studies propose a diverse perspective. Two-dimensional approaches to perfectionism, involving concerns and strivings, reveal that high-achieving students exhibit levels of perfectionism comparable to their

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counterparts. These students seem to channel perfectionism constructively, with small to moderate differences. In the realm of high-achieving students on

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average, there appears to be no significant difference in life satisfaction levels. However, the limited sample sizes in some studies warrant cautious interpretation, emphasising the need for more comprehensive research to draw conclusive insights[2].

While teaching socio-emotional skills is recognised as crucial for fostering a cooperative classroom environment and reducing disruptive behaviours as emphasised by several studies, the focus on the socio-emotional competence of high-achieving students introduces unique considerations. Beyond the general goals of promoting self-awareness, self-esteem, and respect for others, high-achieving students often possess distinct characteristics that influence their socio-emotional development[3].

High-achieving students, often associated with exceptional academic performance, may exhibit a heightened sense of self-awareness and self-regulation. These students, driven by intrinsic motivation and a desire for excellence, may demonstrate an advanced ability to navigate and control their emotions effectively. The manifestation of socio-emotional competence in this group extends beyond the conventional domains, reflecting their exceptional cognitive and emotional capacities. In the context of high-achieving students, the integrative taxonomy "domains and manifestations of socio-emotional competencies" (DOMASEC) by Schoon becomes particularly pertinent[4]. This taxonomy provides a balanced framework to understand the intricacies of socio-emotional development in high-performing students. It enables a focused exploration of specific areas such as leadership, creativity, and motivation within the socio-emotional domain. High-achieving students, often characterised by a strong sense of goal-directedness and perseverance, may exhibit unique manifestations of socio-emotional competence that align with their academic pursuits.

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While the Big Five personality traits offer a broad understanding of individual differences, socio-emotional skills in high-achieving students go beyond mere traits, emphasising the application of these skills in tasks related to their maximum potential. The DOMASEC taxonomy helps create distinct gaps in understanding this, highlighting the need to explore how high-achieving students uniquely acquire and apply socio-emotional competencies[4]. This exploration can shed light on how these students navigate the complexities of academic and personal challenges, showcasing their exceptional abilities in decision-making, interpersonal skills, and leadership within the socio-emotional realm[4]. It is important to develop students' socio-emotional competencies in schools. Authors argue that there is a lack of balance between subject knowledge and socio-emotional education in schools and that more attention needs to be paid to students' emotional and behavioural development[5].

By implication and on the positive side, the heightened self-awareness, motivation, and emotional regulation among high-achieving students equip them to become resilient leaders, innovative thinkers, and collaborative problem-solvers, benefiting workplaces, communities, and broader societal structures. Meanwhile, the challenge lies in the often-overlooked emotional complexity behind their excellence perfectionism and internal pressure which can quietly erode their well-being, even when anxiety levels appear low. These high expectations and overlooked struggles lead to emotional burnout, social isolation, or maladaptive behaviours, particularly if socio-emotional needs are neglected in pursuit of academic achievement. Hence, while their capabilities can drive societal progress, a failure to nurture their holistic development may compromise both individual and collective potential[6].

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Various challenges and characteristics are associated with high-achieving students' social and emotional development. This stresses the need to recognise and address their diverse needs beyond their academic capabilities. High-achieving students are often faced with socio-emotional challenges due to their asynchronous development, which could lead to feelings of isolation, fear, anxiety, perfectionism, and difficulties in peer relationships. These challenges, include low academic self-esteem, depression, and struggles with high expectations[7].

Teachers working with high-achieving students should play a crucial role in developing students' socio-emotional competencies. They are encouraged to build personal relationships with the students, continuously develop their socio-emotional competencies, create a safe and adolescent-friendly learning environment, and track their behaviour. Moreover, the development of socio-emotional competencies is not a short-term process and requires constant work and dedication from both teachers and students. It is equally important to use appropriate methodologies to develop students' socio-emotional competencies. While many educators recognise the importance of using effective methodology for developing socio-emotional competencies, they are often reluctant to apply it when planning and conducting class lessons, especially for high-achieving students because many teachers believe the students should be able to take care of themselves[8].

Teachers need to understand the importance of following an appropriate methodology for developing students' socio-emotional competencies. Teachers play a crucial role in this process and need to be equipped with the necessary skills and methodologies to successfully develop students' socio-emotional competencies[9]. This means that socio-emotional competence serves as a crucial element in the overall success of high-achieving students, not only within the academic sphere but also in their interactions with family, community, workplace, and life in

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general. When socio-emotional competence is prioritised alongside academic instruction for high-achieving students, it establishes the groundwork for a well-rounded and ethically informed education.

Students' socio-emotional competence can be improved through socio-emotional learning. It is an essential component of education that addresses the wide range of socio-emotional needs that are often not adequately addressed in formal education. To help students develop, socio-emotional learning aims to develop five key skills, as identified by the Collaborative for Academic, Social and Emotional Learning (CASEL), which are crucial for the development of essential socio-emotional competencies. These skills include self-awareness, self-management, social awareness, relational skills, and making responsible decisions. In addition, socio-emotional components help in developing social interactions and supporting abilities such as listening, cooperating, asking for help, entering a small group, approaching a colleague, and negotiating conflicts and interactions with peers. The acquisition of these abilities has a significant impact on mental health and well-being throughout life, as they predict future academic and social success. Assessment and evaluation of students' socio-emotional competence, includes observation of verbal and nonverbal behaviour, interviews, scales, or questionnaires to collect qualitative and quantitative data.

Social-emotional competence is not only significant for students' academic success. It has an impact on goal-oriented behaviours, social relationships, and emotional regulation. It is manifested through an individual's capacities in consistent thoughts, feelings, and behaviours[10]. There is growing evidence in the literature of positive relationships between socio-emotional competencies and school performance[8,11,12]. Contextualising the socio-emotional competence of students involves understanding their abilities to navigate and

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manage their emotions effectively, as well as their capacity for establishing positive relationships and making sound social decisions. This facet of personal development is increasingly recognised as a crucial component in educational settings and is linked to various aspects of academic and social success. Socio-emotional competence comprises socio-emotional behaviours that form the root of adaptive social interactions[12].

They encompass knowledge and respect of social rules, listening to and accepting others' opinions, controlling negative emotions, and demonstrating positive behaviours in social situations, such as resolving conflicts or giving a positive image of friends. These are closely related to social awareness and relationship skills. Students require appropriate socioemotional behaviours to develop quality relationships with friends and teachers and to comply with the school rules and systems. Therefore, programmes designed to foster students' social awareness and relationship skills, contribute to their socio-emotional competence[13].

Authors advocate for the integration of socio-emotional competencies into educational curricula (the high-achieving students not left out) emphasising their role as protective factors aiding students' adaptation to diverse environments and highlighting the need for targeted interventions and policies to foster skills like self-efficacy, emotional regulation, empathy, and autonomy among students. The relevance of socio-emotional competence goes beyond academic performance, addressing societal issues like violence, addiction, and stress management. Educational institutions therefore have to focus on nurturing these competencies. Despite its several benefits research indicates that students perceive limitations in areas such as interpersonal skills, stress management, adaptability, and self-awareness[14].

By implication, the lack of socio-emotional competencies particularly in interpersonal skills, stress management, adaptability, and self-awareness among high-achieving students can have

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serious implications. Despite their academic strengths, these students may struggle with forming healthy relationships, coping with pressure, and adapting to setbacks, leading to increased vulnerability to mental health issues like burnout, anxiety, and social isolation. Their high cognitive capacity may mask these deficits, causing educators to overlook critical emotional needs. Over time, this imbalance can hinder their long-term success, diminish leadership potential, and reduce their capacity to contribute meaningfully to society, highlighting the urgent need for targeted interventions within this group.

The terms “gifted” and “high-achieving” are used interchangeably in literature to qualify adolescent who do very well academically at school compared to their peers[15]. The high-achieving students are referred to as young people and adults who are more able because they progress exceptionally beyond the expectations related to their age. It is a group that also encompasses those youth and adults who have the potential to achieve the very highest levels. They are students possessing competence within a field and someone able to master the essential aspects of that field effectively, incisively, and with an overview and certainty of judgment. High-achieving students are seen by some as gifted, although some have distinguished between giftedness and high achievement. Despite all these said, it is apt to say that high-achieving students are not necessarily gifted; and, vice versa[16].

High-achieving students also denote students who excel in academic or professional tasks based on grades, often enjoying socio-economic advantages. Exploring the differences and connections between the terms "gifted" and "high achieving" revealed that they are often used concerning academically exceptional students. Too, they are used interchangeably while encompassing a broader spectrum of exceptional abilities beyond academic success.). For this study high achieving students are those who showcase academic performance, who may not

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necessarily be gifted. So, my focus will be on academically excellent students, excluding those recognised for achievements in non-academic areas[15].

High-achieving students can be found within all races, national, ethnic, religious, gender, socio-economic strata, and those with disabilities. Despite their diversities there exist among them some social and emotional commonalities while their potentials and abilities may differ, many of their social and emotional needs are similar, and must be recognised and addressed to avoid poor consequences. The significance of socio-emotional competence for high-achieving learners stems from the need for educators to look beyond the brains of the students so that intellectual growth does not take precedence over social and emotional growth. Personal development should be integrated into academic development so that schools should care about thinking and caring for the learners[17].

Against the foregoing background, there is a critical link between SEC and the well-being of high-achieving students. This indicates a higher tendency that unless this potential is explored and nurtured there is a risk it remains undeveloped. High-achieving students improve in their capacity for qualities like wisdom, empathy, altruism, and justice when their socio-emotional competence is nurtured. Conversely, a lack of development in these areas may lead to alienation, social adjustment issues, decreased motivation, anxiety, aggression, stress, depression, and, in severe cases, suicidal tendencies. Educationally, underachievement and dropout among high-achieving students are increasingly linked to deficits in socio-emotional competence, as poor emotional regulation, low resilience, and weak interpersonal skills undermine their ability to sustain long-term academic engagement[18].

While educational institutions and counselling services are well-positioned to foster socio-emotional competence, structural limitations such as rigid curricula, lack of teacher training in

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emotional development, and insufficient mental health support prevent a comprehensive and sustained approach. This gap leaves many high-achieving students unsupported, perpetuating a cycle where academic excellence masks underlying emotional vulnerabilities, ultimately affecting their personal growth and societal contribution[19].

Contrary to the traditional notion that considers high achievement solely as an immutable trait linked to cognitive abilities, familial, educational, and societal levels in understanding and fostering the potential of gifted adolescent are equally important. Moreover, high achievement is a complex and multifaceted issue, with no universally accepted definition. However, it generally involves outstanding abilities in areas such as general intellectual ability, academic aptitude, creative thinking, leadership, and visual and performing arts. Further, characteristics and profiles of high-achieving students, include early signs of high cognitive potential, precocity in developmental milestones, efficient memory, and strong problem-solving skills[20].

The comprehensive review on socio-emotional development illuminates the significance of the socio-emotional domain as a critical developmental milestone (more significantly so for high-achieving adolescents). Bronfenbrenner's social-ecological model was reviewed and it underscores the intricate interplay of various systems, including the microsystem, mesosystem, exosystem, macrosystem, and chronosystem, in shaping socio-emotional development. The association between socio-emotional competence and life outcomes is a key focus, emphasising its role as a robust predictor of school readiness, academic success, and overall psychological well-being. Conversely, low socio-emotional competence is identified as a risk factor for various negative outcomes, including delinquency, academic failure, behavioural problems, substance use, and long-term challenges[21].

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One contentious aspect of the education of high-achieving students is social and emotional considerations. While some studies suggest that these students may exhibit greater emotional strength and social competencies, other research indicates that they may face unique social and emotional challenges. These challenges are attributed to factors such as asynchronous development, overexcitability, emotional intensity, perfectionism, parental involvement, self-esteem, and teacher factors among others. An appropriate educational and home environment needs to be created to address socio-emotional the needs of high-achieving students as traditional curricula may not provide the necessary challenge for their advanced abilities[22]. The influence of parents on the socio-emotional growth of gifted adolescent and their involvement in making educational decisions and solving problems related to school placement and psychosocial adjustment is germane[23].

The notion of an absolutist model of giftedness oversimplifies the complex social and emotional experiences of high-achieving students. These complexities often stem from factors like separate programming, differences in interests or emotional development (asynchrony), and the way others especially teachers respond to their abilities. While many high-achieving students are as well-adjusted as their peers, they may still face unique challenges due to internal feelings of difference and external pressures or unrealistic expectations. Although research does not show higher rates of social ineptness in this group, ongoing concerns about their social and emotional functioning highlight the need for deeper understanding[23]. However, recent studies challenge the stereotype of the high-achieving student as a social pariah[24].

Research also indicates that high social functioning is as prevalent among high-achieving students as it is among their non-identified peers. Factors such as peer acceptance, positive

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self-perceptions, and the impact of subject acceleration contribute to a more critical understanding of the social competence of high-achieving students. The consequences of a lack of socio-emotional competence among high-achieving students are multifaceted and shaped by complex factors. While there is a recognition that being identified as having high ability adds layers of complexity to social and emotional experiences, empirical evidence suggests that, on average, these students are as well-adjusted as their peers. There is a need to challenge stereotypes and highlight the importance of tailored interventions and support to address the unique social and emotional needs of high-achieving students[25].

The relationship between self-esteem and socio-emotional competence is multifaceted. While social-emotional competence involves effective interpersonal relationships and communication skills, self-esteem is described as the evaluation of self-concept which plays a crucial role in one's emotions and behaviours. Low self-esteem can lead to psychological distress and diminish social competence, while higher self-esteem may enhance social competence, leading to better performance within one's environment[27].

Furthermore, higher self-esteem is linked to positive socio-emotional competence in terms of conflict management behaviours, while lower self-esteem correlates with the use of aggression for conflict resolution. In addition, there is a strong association between self-esteem, resilience, and social competence in youth. Such that those perceiving greater social competence often possess higher self-esteem and increased resilience due to positive social relationships. More so, good social competence significantly influences self-esteem, influenced by positive social experiences[26].

Self-esteem which can be described as an individual's subjective evaluation of their worth and abilities, plays a pivotal role in shaping students' academic performance, psychological well-

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being, and social interactions. The concept of self-esteem has been extensively studied across various disciplines, including psychology, sociology, philosophy, and nursing. Concerning authors in the field of psychology, it is seen as a distinct psychological construct, developing a formula equating it with one's successes divided by expectations[28].

Self-esteem was incorporated into The Hierarchy of Human Needs, stressing its role in achieving self-actualisation. As a social construct, it plays a significant part in social influences, such as race and ethnicity and was associated with structural positions. Furthermore, self-esteem is highlighted as a measure of an individual's perceived social acceptance within a group. Self-esteem has also been approached as a behavioural construct. The proponents of humanistic psychology, linked problems and behaviours to feelings of worthlessness, advocating for unconditional acceptance to improve self-esteem and subsequent behaviour. These diverse insights underscore the multifaceted nature of self-esteem, emphasising its psychological, social, and behavioural dimensions[27].

Self-esteem plays a crucial role in various aspects of an individual's life, influencing attitudes, behaviour, mental health, and learning success[28]. It refers to an individual's evaluation of themselves, either positively or negatively, impacting how they perceive their abilities and future. It influences the way individuals manage conflicts, suggesting that higher self-esteem correlates with adopting positive conflict resolution strategies, while lower self-esteem may lead to resorting to aggression[29].

There are findings indicating a strong relationship between self-esteem, resilience, and social competence in youth and adolescents. Those who perceive themselves as socially competent tend to have postive self-concepts and higher self-esteem due to positive social relationships. Conversely, individuals with lower social coping skills may exhibit lower self-esteem. There

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is also an association between perceived social competence, emotional regulation, academic performance, coping strategies, and a healthy self-concept among adolescent and adolescents. Self-esteem acts as a mediator in mitigating the negative impact of social exclusion on life satisfaction among adolescents[30]. However, there is a lack of systematic review of current scientific literature to provide clear explanations and draw solid conclusions regarding the relationship between self-esteem and social competence among high-achieving students[31].

While research has consistently highlighted the global concern of internalising symptoms among adolescents, particularly focusing on depressive mood, somatic complaints, and anxiety, there remains a notable research gap concerning the interplay between socioemotional competencies, self-esteem, and internalising symptoms during adolescence. The existing empirical evidence recognises the positive association between high self-esteem and psychological adjustment in adolescents. However, a critical examination of how self-esteem operates as a potential mediator in the intricate relationship between emotional competencies and the manifestation of internalizing symptoms is lacking, a gap this study intends to fill. A typical study, based on self-report data from 855 Spanish adolescents, employs a longitudinal design to explore the mediating role of self-esteem[32].

The findings reveal gender differences in emotional perception and distress, as well as variations in self-esteem levels between boys and girls, underlines the complexity of these relationships during adolescence. The structural equation modelling results indicate that positive self-esteem acts as a crucial mediator, linking socio-emotional competence to long-term internalising symptoms. This research gap not only stresses the need for further investigation into the mechanisms through which socio-emotional competence influence self-esteem and subsequently impacts internalising symptoms but also prompts consideration of

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how these dynamics may manifest in high-achieving students. High-achieving adolescents, often facing unique stressors and expectations, may exhibit distinctive patterns in the interplay between socio-emotional, self-esteem, and internalising symptoms[32].

A systematic review of studies on the relationship between social competence and self-esteem across diverse populations is examined. The search, conducted on ProQuest, SCOPUS, and Web of Science, yielded 44 studies after the elimination of duplicates. The selected studies, totaling five, revealed a positive and indirect correlation between socio-emotional competence and self-esteem. However, limitations were acknowledged, including a low number of studies and a restricted variety of experimental designs. Despite the valuable insights gained from these studies, there exist notable research gaps within the current literature especially for high-achieving whose unique needs were not considered during the study. The limited number of identified studies suggests a paucity of comprehensive research on the intricate interplay between social competence and self-esteem of high-achieving students. This scarcity raises questions about the generalisability of the findings and the need for further exploration to establish a robust understanding of this relationship across diverse populations. Moreover, the predominantly descriptive and correlational nature of the included studies points to a gap in the understanding of causality and the mechanisms underlying the observed relationship[33].

High-achieving students, often subjected to unique socio-emotional challenges due to academic pressures, deserve special attention within this context. There is a need for targeted research that delves into how the dynamics between self-esteem and social competence specifically manifest among high-achieving students, considering potential variations in their socio-emotional experiences. Additionally, the review highlights the importance of exploring different experimental designs to establish causation and identify potential moderating factors.

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High-achieving students may exhibit distinctive patterns in the relationship between self-esteem and social competence, and a nuanced investigation could uncover specific factors that contribute to or mitigate the observed correlation. In addition, specific studies targeted at understanding the relationship between socio-emotional competence and self-esteem among high-achieving students are rarer[33].

Research consistently indicates the benefits of parental involvement as a correlate that is positively connected with various aspects of student's academic and socio-emotional development. Parental involvement improves academic achievement, higher graduation rates, enhanced school attendance, better behaviour and attitude towards learning, increased self-esteem, and improved social skills of students[34].

Several factors impact the level and nature of parental involvement. These factors encompass socio-economic status, cultural beliefs and practices, parent education level, family structure, parental time availability, school policies, and the quality of parent-teacher relationships. Despite its recognised advantages, parental involvement faces barriers such as time constraints due to work commitments, language barriers in multicultural settings, lack of awareness or understanding of the importance of involvement, and negative experiences with the education system.

In a multicultural setting, parental involvement practices can significantly differ based on cultural norms, values, and beliefs. What constitutes involvement may vary across different cultures, impacting the approaches parents take in supporting their adolescent's education[34].

Educational policies have long emphasised the significance of parental involvement playing a pivotal role in shaping students' educational experiences and outcomes. Understanding its

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nature, addressing barriers, and fostering supportive partnerships between parents and educators are crucial steps toward maximising the potential benefits of parental engagement in the education of high-achieving students[13].

Parental involvement in education is a multifaceted concept that encompasses a range of behaviours, interactions, and support mechanisms through which parents and caregivers participate in their adolescent's educational journey. Acknowledging the substantial impact of parental involvement on adolescent's academic success, social development, and overall well-being, numerous studies have delved into its various dimensions, significance, and potential effects across diverse cultural, social, and economic contexts. Parental involvement is described in education as the active participation of parents or caregivers in their adolescent's educational experiences, both at home and within the school environment. This involvement manifests through various forms, including but not limited to, engagement in homework, attending school events, volunteering in classrooms, communicating with teachers, guiding adolescent's learning at home, and fostering a conducive learning environment. This definition indicates that parental involvement can be considered from several dimensions[36].

First, the academic support dimension involves assisting adolescent with homework, encouraging a positive attitude towards learning, and providing resources or materials to supplement classroom education. The school-based involvement encompasses participation in parent-teacher conferences, attending school events, volunteering, and involvement in parent-teacher associations or school governance. Fostering a supportive and nurturing environment at home, promoting positive attitudes towards education, and instilling a sense of motivation and confidence in adolescent is captured under the emotional support dimension. Equally important is the communication and collaboration aspect of parental involvement which

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involves effective communication between parents and teachers to ensure alignment in educational goals and strategies for the adolescent's development[35].

Examining global perspectives on the interplay between parental involvement, social/emotional skills, and academic success in school-age adolescent is crucial for this study. This will elucidate the intricate relationship between parental involvement, social/emotional skills, and academic success, underscoring variations in family backgrounds, educational aspirations, and cultural influences[36].

Although Lee's work has been cited which emphasises cross-cultural differences in how parental involvement impacts adolescent's academic performance there is a significant research gap in understanding the specific impact of parental involvement on the socio-emotional competence of high-achieving students. While acknowledging the recognised importance of supportive family environments for academic success, many literatures fall short in delineating how these dynamics contribute to social and emotional development, encompassing critical skills like problem-solving, self-regulation, and empathy, among high-achieving students[36]. Addressing this gap is required to meet the unique socio-emotional needs of high-achieving students. Additionally, it calls for deeper exploration of diverse cultural histories and their influence on parent involvement practices. The lack of in-depth investigation into how cultural nuances shape the socio-emotional development of high-achieving students within these contexts is identified as a critical research gap. Furthermore, there is a dearth of insight into the potential negative consequences of overly pressuring or directive parental involvement, particularly for high-achieving students. Understanding the delicate balance between supportive guidance and undue pressure in the context of high-achieving students' socio-emotional development is deemed a crucial avenue for future research.

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Teacher effectiveness plays a critical role in shaping students' socio-emotional competence, as evidenced by education production function models that isolate teacher effects on various outcomes. Analyses using value-added models and restricted maximum likelihood estimation show that teacher quality significantly contributes to student outcomes, even after accounting for prior academic achievement and student background. Importantly, student-reported grades, known to capture social-emotional skills like grit and perseverance are positively correlated with teacher effectiveness, suggesting that impactful teachers foster not only cognitive gains but also social-emotional growth. These findings affirm that effective teaching supports students' emotional regulation, motivation, and interpersonal skills, underscoring the necessity of integrating teacher influence into socio-emotional development strategies[37].

Teacher effectiveness is majorly concerned with the relationship between the dispositions of teachers, teaching acts, classroom environment, and their effect on the learning of students. It depends on the emotional (kind, warm, compassionate), cognitive (using innovative teaching techniques, mastery of subject), and behavioural competence (patience, punctuality, attentiveness) of a teacher. A teacher with such qualities is termed an effective teacher. An effective teacher is the link between the educational institution and the student. He/she can use the teaching skills to bring out the best in a student thus increasing the school's effectiveness[39].

The concept of teacher effectiveness encompasses the attributes of teachers, their classroom practices, and their impact on students' behaviour and learning outcomes. It emphasises the teacher's ability to bring about desired changes in student behaviour through a combination of cognitive and non-cognitive qualities such as academic qualifications, clarity in communication, teaching strategies, experience, and socio-personal interaction. Effectiveness is gauged not just by academic achievements but also by the holistic influence a teacher has on

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students. An effective teacher creates an environment conducive to learning, engages students actively, sets high expectations, fosters independence and self-regulation, and maintains various responsibilities beyond the curriculum, including fostering relationships with parents and colleagues. Furthermore, effective teachers continuously learn and improve their teaching techniques, considering both educational and emotional needs, providing regular feedback, and promoting all-round student development. They contribute to the education system and society at large through their commitment to teaching, moral conduct, and active participation in professional and social events, significantly impacting the quality of education within schools. Ultimately, the effectiveness of teaching is directly linked to the effectiveness of teachers and their diverse qualities, which contribute to the comprehensive development of students and the betterment of society as a whole[38].

The notion of teacher effectiveness has evolved, shifting with varying definitions of what constitutes effective teaching. Although the significance of high-quality teaching in enhancing student achievement is highly acknowledged, the evaluation of teacher effectiveness remains ambiguous, primarily due to the absence of a consensus on defining effective teaching. Common assessment approaches involve classroom observations and value-added models aiming to appraise teaching standards and teachers' contributions to students' achievement growth. A review of the understanding of teacher effectiveness in higher education focuses on classroom processes and student outcomes linked to performance improvement. The amount of student learning is often deemed a benchmark for measuring teaching effectiveness, highlighting positive correlations between students' learning perceptions and their evaluations of instructors and courses. However, there is no definitive guidebook delineating the most

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effective teaching methods, leaving room for ambiguity and individual preferences among instructors[40].

Furthermore, while teachers greatly impact student achievement, characterising quality teachers and devising a uniform method to capture their effectiveness remains daunting. Attempts have been made to define teacher effectiveness concerning specific qualities associated with exceptional teachers, such as tolerance for ambiguity, authenticity, and empathy, yet identifying and evaluating these qualities consistently remains a complex task. Consequently, despite numerous theories and ideas about assessment, a singular, rapid tool for determining and evaluating teacher effectiveness remains elusive, emphasising the need for a shared understanding of good teaching practices among teachers and stakeholders[39].

Teacher's use of differentiated practices has a notable research gap which emerges concerning the efficacy of these practices in fostering the socio-emotional development of high-achieving students. The focus on specific differentiation practices and their underutilisation provides insights into teachers' challenges in implementing effective strategies for the education of high-achieving students. However, there is a lack of exploration into how these differentiated practices align with the socio-emotional needs of high-achieving students. Teachers, underutilise differentiation practices and struggle to match them to instructional purposes (this questions their effectiveness). Yet, the specific impact on the socio-emotional well-being of high-achieving students remains unexplored. Additionally, there is a deficiency in the consistent use of flexible grouping practices in regular classroom contexts, further emphasising a research gap regarding the potential benefits of flexible grouping on the socio-emotional development of high-achieving students. Furthermore, teachers in middle school classrooms are less effective in using differentiation for high-achieving students. This poses questions

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about the unique socio-emotional challenges faced by the students during this critical developmental stage. Understanding how differentiated practices can be tailored to address the socio-emotional needs of high-achieving students, especially in middle school settings, is crucial for advancing teacher effectiveness[40].

It is against the background that this research seeks to investigate self-esteem, parental involvement, and perceived teacher effectiveness as determinants of socio-emotional competence among high-achieving students in Oyo state.

1.2 Statement of the Problem

In recent years, the socio-emotional competence of high-achieving students has emerged as a critical concern in contemporary education, yet it remains insufficiently addressed particularly in Oyo State, Nigeria. These students often grapple with intense academic pressure and emotional challenges that can undermine their personal growth, social relationships, and long-term success if not properly managed[41,42].

High-achieving students in Nigeria State often experience emotional loneliness, feelings of isolation, and social disconnection despite their intellectual prowess which can hinder normal emotional development and overall well-being. Many of them struggle with poor social skills and a lack of emotional intelligence, believing their intellectual strength negates the need for emotional growth. This disconnect contributes to heightened academic stress, anxiety, and low self-esteem, which in turn can undermine their academic performance and mental health. A study in Oyo State show a strong correlation between emotional intelligence, self-esteem, and academic stress, emphasising that socio-emotional challenges are not only widespread among high achievers but also deeply tied to their academic outcomes and personal development[43].

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In all, the education of high-achieving students is hampered and their potential capability to develop the nation is shattered

While existing studies have individually highlighted the importance of self-esteem, parental involvement, and perceived teacher effectiveness in fostering student development[44], they have largely focused on general student populations and failed to explore the combined effects of these factors on the socio-emotional competence of high-achieving students. Furthermore, research rarely considers how these elements interact within the unique cultural and educational landscape of Oyo State. This study seeks to fill this significant gap by examining the integrated influence of self-esteem, parental involvement, and teacher effectiveness on the socio-emotional competence of high-achieving students in Oyo State, thereby offering context-specific insights that can inform more holistic and targeted support systems for this often-overlooked group.

1.3 Aim and Objectives of the Study

The study is aimed at investigating self-esteem, parental involvement, and perceived teacher effectiveness as determinants of socio-emotional competence among high-achieving students in Oyo State, Nigeria. This study sought to achieve the following objectives:

1. identify the level of socio-emotional competence among high-achieving students in Oyo State, Nigeria;
2. ascertain the level of self-esteem among high-achieving students in Oyo State, Nigeria;
3. assess the level of parental involvement among high-achieving students in Oyo State, Nigeria;

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4. identify the perceived level of teacher effectiveness as perceived among high-achieving students in Oyo State, Nigeria;
5. examine the joint influence of self-esteem, parental involvement and perceived teacher effectiveness on socio-emotional competence among high-achieving students in Oyo State, Nigeria;
6. determine the relative influence of self-esteem, parental involvement and perceived teacher effectiveness on socio-emotional competence among high-achieving students in Oyo State, Nigeria;
7. examine the relationship between gender and socio-emotional competence among high-achieving students in Oyo State, Nigeria;
8. determine the gender difference in self-esteem among high-achieving students in Oyo State, Nigeria.

1.4 Research Questions

The following research questions were raised to guide this study:

1. what is the level of socio-emotional competence among high-achieving students in Oyo State?
2. what is the level of self-esteem, among high-achieving students in Oyo State?
3. what is the level of parental involvement as perceived by high-achieving students in Oyo State?
4. what is the level of teacher effectiveness, as perceived by high-achieving students in Oyo State?

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1.5 Hypotheses

The following hypotheses were formulated for this study:

1. there will be no significant joint influence of self-esteem, parental involvement and perceived teacher effectiveness on socio-emotional competence among high-achieving students in Oyo State.
2. there will be no significant relative influence of self-esteem, parental involvement and perceived teacher effectiveness on socio-emotional competence among high-achieving students in Oyo State.
3. there will be no significant gender difference in socio-emotional competence among high-achieving students in Oyo State.
4. there will be no significant gender difference in self-esteem among high-achieving students in Oyo.

1.6 Significance of the Study

This study is of profound significance for high-achieving students in Oyo State. Understanding the relationship between self-esteem, parental involvement, perceived teacher effectiveness, and socio-emotional competence can provide the students with tailored support mechanisms. Insights gained from this research may empower students to develop stronger self-awareness, self-confidence, and interpersonal skills. The findings could guide teachers in the implementation of targeted interventions within educational institutions to create a nurturing environment conducive to students' overall well-being and success.

This research holds significant implications for parents in Oyo State by shedding light on the pivotal role of parental involvement in their adolescent's socio-emotional development.

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Understanding how parental involvement coupled with self-esteem and teacher effectiveness, influences social competence can guide parents in fostering supportive home environments. The study's outcomes will offer valuable insights for parents to strengthen their roles in their adolescent's education, emphasising strategies to enhance communication, provide emotional support, and actively engage with the educational process. This knowledge could empower parents to better advocate for their adolescent's needs and collaborate effectively with teachers and schools.

The significance of this study for the government of Oyo State lies in its potential to inform evidence-based policies and initiatives within the education sector. By comprehensively exploring the connections between self-esteem, parental involvement, teacher effectiveness, and socio-emotional competence, policymakers can derive insights crucial for refining educational frameworks and support systems. These insights may aid in the formulation of targeted interventions, resource allocation strategies, and educational reforms aimed at optimising the socio-emotional development of high-achieving students. Ultimately, this research could contribute to the creation of a more holistic and effective educational landscape.

Finally, the broader societal context will benefit from the multifaceted nature of fostering socio-emotional competence among students. Insights garnered from this research can help create a ripple effect, influencing societal perceptions and attitudes toward education, parenting, and mental health. By prioritising the holistic development of high-achieving students, society can benefit from a future generation equipped with stronger emotional resilience, empathy, and interpersonal skills. This could potentially lead to a more empathetic, socially aware, and cohesive community, contributing to the overall well-being and progress of Oyo State.

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1.7 Scope of the Study

This study investigated self-esteem, parental involvement, and perceived teacher effectiveness as determinants of socio-emotional competence among high-achieving male and female students in Oyo State. Connectedly, the geographical scope of this research covered public junior and senior secondary schools in the 33 local government areas of Oyo State. The conceptual scope also covered self-esteem, parental involvement, perceived teacher effectiveness, socio-emotional competence, and male and female high-achieving students.

1.8 Limitation of the Study

One significant limitation of this study was the vastness of the geographical scope of the study. Traveling to distant schools posed significant financial challenges because of paucity of fund. Similarly, the researcher encountered security challenges on the road due to bad roads the remoteness of some of the schools. Furthermore, despite frantic effort on the part of the researcher to retrieve all the questionnaires distributed, some of the questionnaires went missing. Finally, some of the target participants were unwilling to respond to the questionnaire fearing they could be witch-hunted for revealing too much of their teachers' effectiveness. Finally, some of the schools in the rural areas required that the question items be interpreted in Yoruba language with consequent extension of time spent at the schools.

1.9 Operational Definition of Terms

The following terms are defined according to their contextual use in this study:

Socio-emotional Competence: This is the ability of male and female high-achieving students to direct and manage their social and emotional experiences in their lives at home and school.

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The indices considered were emotional awareness and regulation, interpersonal skills, goal setting, personal responsibility and social awareness.

Self-Esteem: this is the overall positive evaluation of self by high-achieving students which involves their perceptions of self-worth, self-respect, and self-confidence, impacting their personal beliefs about skills, abilities, and social relationships.

Parental Involvement: It refers to the different forms of participation by parents of high achieving students in the overall development of the students which includes involvement in homework and participation in P.T.A. meetings and open days.

Perceived Teacher Effectiveness: Male and female junior secondary and secondary school high-achieving students' perception of the impact of high-quality teaching on their socioeconomic competence. The indices captured are interpersonal and personal attributes, student engagement and development and competence and preparedness.

High-achieving Students: These are male and female in both junior II (J.S.S. 2) and senior II (S.S.S. 2) day schools in Oyo State having an academic record of 70% and above in 2/3 of their school subjects in the previous terms.

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Chapter Two

Literature Review

This chapter presents a comprehensive review of gaps, trends, issues, opinions and views from the previous relevant studies which ensures that this current study is situated within the already existing body of knowledge. For this reason, the review is examined under the following subheadings:

2.1 Conceptual Review

2.1.1 Socio-emotional Competence

2.1.2 Self-esteem

2.1.3 Parental Involvement

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2.1 Conceptual Review

2.1.1 Socio-emotional Competence

Socio-emotional competence is increasingly recognised as essential for professionals in both health and socio-educational fields, given the nature of their work and the environments they operate in. Professionals such as physicians, nurses, social educators, and social workers often deal with complex, vulnerable, and emotionally charged situations that require high levels of emotional involvement and interpersonal skills. These individuals must not only possess technical expertise but also exhibit strong socio-emotional competence to effectively navigate their roles and provide optimal care or support to their clients or patients. Training university students in these fields necessitates a holistic approach that goes beyond imparting technical skills. It involves equipping students with socio-emotional competence for their person.al well-being and professional success[1].

The integration of socio-emotional competence in university education offers dual benefits: it enhances patient care and satisfaction in health and socio-educational settings while supporting professionals' well-being in emotionally demanding roles. Strong socio-emotional competence fosters effective communication, conflict resolution, teamwork, critical thinking, and decision-making key skills in both fields. It also supports stress management, emotional awareness, and mental health. Though conceptualised differently as emotional intelligence, socio-emotional learning, or emotional education, all frameworks agree SEC is learnable and vital for professional growth. Various models (e.g., ability, trait, mixed, tripartite) offer distinct perspectives, but challenges remain in assessing SEC and applying effective interventions, particularly in the underexplored socio-educational context[1].

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The discourse surrounding competencies pertinent to the 21st century, often revolves around socio-emotional competencies or "soft skills," and this has garnered significant attention within both academic realms and broader society. These competencies encompass attributes such as personal motivation, teamwork, interpersonal communication, and emotion management, which are essential for navigating various facets of professional and personal life. Recognised as equally vital as cognitive skills, socio-emotional competencies play a pivotal role in individual development, as well as in societal and economic advancement on a global scale. However, despite the increasing interest in socio-emotional competence, the precise definition of these competencies remains somewhat elusive in academic discourse[2].

Definitions often lack clarity and consensus, with various terms such as "behavioural skills," "life skills," "non-cognitive skills," and "emotional intelligence" being used interchangeably. This lack of conceptual clarity poses challenges for researchers and practitioners alike, leading to discrepancies in measurement approaches and assessment criteria. Conceptually, socio-emotional competencies consist of a range of knowledge, skills, and behaviours related to self-awareness, emotional regulation, social interactions, and goal-setting. These competencies enable individuals to navigate interpersonal relationships effectively, manage emotions, and make informed decisions in various contexts However, defining and measuring these competencies accurately remains a complex task, influenced by cultural and contextual factors that shape individual perceptions and behaviours. In the organisational and work context, socio-emotional competencies are increasingly recognised as integral to success and performance improvement[2].

They complement technical skills and are often categorised into dimensions such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-

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making. Various models and frameworks have been proposed to capture the multidimensional nature of socio-emotional competencies, including the Big Five personality traits and the Social and Emotional Learning model. Investments in socio-emotional competencies are considered particularly beneficial during adolescenthood and adolescence, when personality development is most malleable. However, interventions aimed at enhancing these competencies among adults have also shown promise, albeit with varying efficacy depending on programme design and implementation factors. Despite the growing recognition of the importance of socio-emotional competencies in organisational settings, research in this area remains relatively limited compared to studies focusing on adolescenthood and adolescence[3].

Socio-emotional competence encompasses key emotional and social skills essential for personal and social development, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Research among secondary school students reveals nuanced links between socio-emotional competence and bullying: higher social awareness may increase vulnerability to victimisation, while strong self-management and relationship skills are associated with lower risk. However, responsible decision-making shows no clear connection to bullying. Findings on socio-emotional competence and cyberbullying are mixed, and the overlap between offline and online bullying remains underexplored. Notably, females generally report higher socio emotional competenc levels, highlighting the importance of considering gender in such analyses[4].

Socio-emotional competence is essential to students' holistic development, encompassing emotional intelligence, interpersonal skills, and adaptability crucial for success across academic, personal, and professional domains. Although traditionally overshadowed by a focus on academic achievement, there is growing recognition of the importance of integrating

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socio-emotional competence into teacher training and curricula. This shift is particularly relevant given research linking stress, anxiety, and depression exacerbated by the pandemic and virtual learning to poor mental health and academic outcomes. Socio-emotional competence, rooted in early theories of social intelligence, is now understood as a set of learned, multidimensional skills including self-awareness, emotional regulation, empathy, and conflict resolution. However, access to socio-emotional education remains unequal, often limited to privileged groups, reinforcing disparities in well-being and opportunity. Despite evidence showing that socio-emotional enhances academic performance, mental health, resilience, and employability, higher education institutions have yet to fully embrace these competencies in their programmes[5].

Self-awareness

Self-awareness describes the ability to recognise one's emotions, goals, needs, values, limitations and boundaries. It consists of emotional abilities that enable studentns to be more effective and form outstanding relationships in the work place[6]. Self-awareness enables individuals to recognise and manage their emotions, as well as understand their personal strengths and limitations[7].

Self-awareness is the capacity to observe and understand oneself clearly, encompassing both internal and external dimensions. Internally, it involves recognising one's values, emotions, thoughts, goals, and personality traits, while externally, it includes an awareness of how one is perceived by others, the impact of one's behavior, and sensitivity to social feedback. Self-awareness also integrates related concepts such as self-insight (understanding personal strengths and limitations), self-image (how one views oneself in various roles), and self-identity (one's unique attributes and aspirations). The process of self-awareness involves

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reflective thinking, introspection, and metacognition ongoing self-examination that can be conscious and growth-oriented (reflective) or concern-driven (ruminative). Practices like mindfulness further enhance this awareness by fostering present-moment attention. Together, these dimensions and processes enable individuals to better understand themselves and navigate their interactions with others effectively[8].

Self-awareness is a multifaceted construct shaped by both interpersonal and intrapersonal dimensions of the self and varying levels of awareness. The "self" can be viewed through two lenses: a social behaviorist perspective, where self-perception is formed through social interaction and feedback, and a layered, multidimensional view that includes both conscious and unconscious elements. Similarly, awareness has been understood as cognitive awareness of one's perceptions and thoughts, as a multilevel phenomenon incorporating both conscious and unconscious processes, and as social awareness of one's impact on others[9].

Self-awareness, therefore, integrates internal reflection and external perception, enabling individuals to understand who they are and how they are perceived. Early models, such as Duval and, define it through subjective and objective attention, suggesting that self-awareness can provoke discomfort when self-perception clashes with personal standards. However, distinctions between rumination and reflection reveal that self-awareness can either hinder well-being (through negative rumination) or enhance personal growth (through constructive reflection). As such, self-awareness is increasingly regarded not as a fixed trait but as a developmental process essential for learning, growth, and emotional resilience[9].

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Self-Regulation

Self-regulation refers to the ability to manage one's emotions, thoughts, and behaviours in ways that enable goal-directed actions such as problem-solving, impulse control, and emotional modulation. It is a foundational skill for lifelong functioning, influencing mental health, academic performance, physical wellbeing, and social success. Viewed as a dynamic and teachable capacity, self-regulation develops over time through the interaction of internal factors, like biology, temperament, and existing skills and external influences such as caregiver support, motivation, and environmental context. Effective self-regulation depends heavily on early "co-regulation" provided by supportive adults and can be strengthened across the lifespan with practice and intervention. However, it is also vulnerable to disruption from chronic stress or trauma, underscoring the importance of supportive environments in fostering healthy development[10].

Self-regulation at school emerged as a pivotal mediator, influencing the relationships between socio-emotional competencies and academic performance. This underscores the importance of self-regulatory processes in facilitating students' adaptation to school and enhancing their learning outcomes. Moreover, self-regulation exhibited both strong direct connections with other variables and high centrality, indicating its significant influence over the entire network. The multidimensional nature of school adjustment and the importance of addressing socio-emotional factors in educational interventions and policies is recognised. By understanding the complex interrelations between socio-emotional competencies, school adjustment, and academic performance, educators and policymakers can develop targeted strategies to support students' holistic development and academic success[11].

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Self-regulation skills support students in focusing attention, making responsible decisions, and navigating social and academic challenges. Emotions drive social behaviour and influence interactions with others, while social experiences shape emotional understanding and regulation. For instance, effective emotional regulation is crucial for successful social problem-solving, and social interactions provide opportunities for learning and practicing emotional skills. Moreover, self-management abilities, which covers the executive function skills like self-control and flexibility, contribute to both social and emotional competence by enabling adolescent to regulate their behaviour and emotions across various contexts. The benefits of socio-emotional competence extend beyond individual well-being to encompass broader societal outcomes. Research indicates that students who possess strong social and emotional skills experience numerous benefits, including higher self-esteem, better mental health, positive peer relationships, and greater academic success. Conversely, difficulties in these areas can lead to challenges such as peer rejection, academic underachievement, and mental health issues[12].

Socio-emotional competence encompasses a broad range of skills and abilities that are essential for student's overall well-being and success in life. It involves the effective management of emotions, positive engagement in social interactions, and responsible decision-making. It is cultivated through the development of emotional knowledge, emotional regulation, social skills, and self-management abilities. Emotion knowledge enables students to understand and express their feelings as well as recognise emotions in others, fostering empathy and social connection. Emotional regulation allows adolescent to control their emotional responses, leading to more adaptive behaviour and better social outcomes. Social

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skills, such as perspective-taking, empathy, and conflict resolution, facilitate positive relationships and effective communication with peers and adults[12].

Social Awareness

Social awareness refers to the ability to perceive and understand the contextual dynamics of a situation, including who is present, what they are doing, their emotional states, and how one's actions may affect or be perceived by others. In Networked Collaborative Virtual Environments (NCVEs), where users interact digitally from different physical locations, social awareness becomes essential for effective communication and collaboration. This includes awareness of others' roles, contributions, and the overall progress of shared tasks. Because non-verbal cues such as facial expressions, gestures, and tone crucial in face-to-face communication are often diminished or absent in virtual settings, digital elements like text, avatars, video, and audio play a critical role in replicating those cues. By incorporating elements that support eight types of awareness such as presence, turn-taking, emotion, identity, and context NCVEs can enhance user understanding, coordination, and group effectiveness, ultimately improving the quality of digital interaction and collaboration[13].

Socio-emotional competence refers to the ability of individuals to understand, express, and manage their emotions effectively, as well as to navigate social interactions adeptly. This encompasses aspects of emotional intelligence, such as self-awareness, self-regulation, empathy, and interpersonal skills. These competencies are crucial in various domains of life, including education, work, and personal relationships[14].

Socio-emotional competence is derived from the broader concept of socio-emotional learning and stands as a pivotal indicator of adolescent development with profound implications for

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both short-term and long-term outcomes. It encompasses a range of skills and abilities crucial for navigating the complexities of social interactions and emotional experiences, especially during adolescence. The affective social competence model emphasises the intricate processes involved in adolescent socio-emotional competence. These processes include heightened emotional awareness of oneself, peers, and adults, skillful recognition of the social environments, and the implementation of necessary management strategies. Hence it encompasses factors such as students' emotions, relationships with peers and adults, academic responsibilities, and extracurricular engagements[14].

Students' successful interactions with peers, in particular, are deemed vital predictors of mental health and overall well-being. Furthermore, students' regulation of their own emotions, management of interpersonal relationships, and competent socialisation skills are not only pivotal for navigating school life but also serve as sole predictors of academic success. Socio-emotional competence thus acts as a protective factor, alleviating the impact of individual risk factors on developmental outcomes. Particularly, it can serve as a mediating variable between psychosocial difficulties and academic engagement. For students facing psychosocial challenges, interventions targeting socio-emotional competence, such as programmes focused on emotional regulation, relationship-building skills, and academic support initiatives within school settings, hold immense potential to enhance their academic engagement levels and foster positive developmental trajectories[15].

Social encoding is a foundational skill crucial for socio-emotional competence, as it involves the student's ability to pay attention to social cues and interpret them accurately, particularly emotions displayed by others. This skill aligns with similar concepts identified by other researchers, such as "encoding social situations" "awareness and identification" and "joint

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attention". Early interest in faces suggests that social encoding begins to develop from infancy. Research indicates that infants as young as seven months old can differentiate between facial expressions, although the ability to decode human faces continues to mature into adolescence[16].

Therefore, social encoding can be seen as a foundational aspect of social competence, providing a gateway to social expertise. Interventions targeting social encoding have shown modest improvements in adolescent's social competence. By improving social encoding skills, students can better understand and respond to the emotions and intentions of others, leading to more successful social interactions. For teachers and educators, understanding the significance of social encoding is essential for fostering socio-emotional competence in students. By recognising the importance of social cues and emotions in interactions, teachers can create environments that support the development of social encoding skills. Additionally, incorporating interventions and activities that specifically target social encoding can contribute to the overall social-emotional competence of students, enhancing their ability to navigate social situations effectively[17].

Relationship Skills

Socio-emotional competence encompasses a wide range of intrapersonal and interpersonal skills essential for navigating various life domains. It embodies crucial traits to cultivate for students, to acquire and apply the knowledge, skills, and attitudes necessary for effective social and emotional functioning. Longitudinal studies have demonstrated that early engagement in SEL programmes yields lasting positive outcomes across various domains of adulthood, including mental health, relationships, careers, and decreased likelihood of delinquency and criminality[18].

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For instance, improvements in socio-emotional skills have been associated with increased prosocial behaviours, such as helping, sharing, and comforting, which play pivotal roles in peer acceptance and relationship building. Moreover, individuals with socio-emotional skills demonstrate greater adaptability to the demands of the preschool environment, fostering positive interactions with peers, parents, and teachers[18]. Conversely, low socio-emotional competence has been linked to behavioural and emotional problems, including aggression, hyperactivity, and peer rejection, stressing its critical role in mitigating maladaptive behaviours and promoting positive social interactions[19].

Socio-emotional competence is a crucial aspect of adolescent and adolescent development, given its well-established association with positive outcomes in both the short and long term. However, despite its apparent simplicity, defining and conceptualising socio-emotional has historically lacked consensus, with different approaches focusing either on the manifestations or the internal mechanisms. Manifestation approaches identify socio-emotional competence based on observable abilities, behaviours, or goals, while mechanism approaches delve into the underlying reasons for these manifestations[20].

Socio-emotional competence plays a crucial role in the interactions between teachers and students, influencing the quality of their relationships and consequently impacting students' cognitive, social, and affective-motivational development. The ability of teachers to effectively navigate social and emotional challenges in the classroom is essential for fostering positive teacher-student relationships and promoting student well-being[20].

Meanwhile, when students exhibit disruptive behaviour or disengagement, teachers may experience negative emotions and struggle to maintain positive relationships with them. This can lead to feelings of anger, anxiety, or depletion of emotional resources among teachers,

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ultimately affecting their occupational well-being. Scholars have highlighted the importance of teachers' socio-emotional competence, which encompasses knowledge, skills, and motivation required to navigate social and emotional situations effectively. However, assessing teachers' socio-emotional competence objectively has been challenging due to a lack of profession-specific assessment tools. Socio-emotional competence entails emotion regulation and relationship management skills. Emotion regulation involves the processes by which individuals influence their own emotions, while relationship management pertains to skills in communication, conflict resolution, and setting limits. Both aspects are critical for effective teacher-student interactions and classroom management[21].

By fostering a sense of belonging and support, strong interpersonal competences enhance students' overall satisfaction and engagement in school. Furthermore, socio-emotional competence plays a crucial role in preparing students for the complexities of the workforce and adult life. In today's rapidly changing world, employers increasingly value candidates who possess not only technical skills but also strong social and emotional intelligence. Skills like resilience, adaptability, and teamwork are essential for thriving in diverse workplace environments and overcoming professional challenges. Additionally, it contributes significantly to students' overall health and well-being. By promoting emotional regulation, stress management, and healthy coping mechanisms, these competences equip students with the tools to navigate the ups and downs of life effectively. It also fosters a positive outlook, resilience, and a sense of purpose, which are essential for maintaining mental and emotional well-being. In essence, socio-emotional comptence is not only integral to academic success but also serve as foundational skills for students to lead fulfilling and productive lives. By nurturing these competences within educational settings, schools can empower students to

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achieve their full potential academically, professionally, and personally. Moreover, fostering socio-emotional development creates inclusive and supportive learning environments that benefit the entire school community, promoting positive outcomes for students, teachers, and society as a whole[22].

Socio-emotional competence stands out as a cornerstone in the holistic development of individuals, particularly within the educational domain where teachers play a pivotal role. Defined as a multifaceted set of skills encompassing self-awareness, self-management, social sensitivity, managing relationships, and decision-making responsibility, socio-emotional competence is instrumental in navigating the complexities of interpersonal interactions and emotional regulation. In the context of teacher competencies, socio-emotional competence assumes paramount importance as it directly influences the quality of pedagogical practices and student outcomes.

Effective teaching extends beyond knowledge delivery to include building supportive relationships, showing empathy, and managing diverse classroom dynamics. Socio-emotional competence is central to this process, enabling teachers to understand and regulate their emotions, connect with students, and create positive learning environments. It also helps educators address behavioral challenges and promote inclusion. Research highlights that teacher traits like empathy, flexibility, and honesty significantly impact student engagement and achievement. Students value these qualities, linking them to effective teaching. Therefore, socio-emotional is not just a personal asset but a professional necessity, influencing classroom climate and student success. As education continues to evolve, developing socio-emotional competence through ongoing training and self-reflection remains essential for teachers to meet the complex demands of their roles[23].

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Socio-emotional competence is a vital set of skills that enable students to understand and manage their own emotions, as well as recognise and respond to others' emotions in socially appropriate ways. It supports students' personal development by enhancing their ability to build healthy relationships, cope with stress, and make responsible decisions. Strong socioemotional competence is closely linked to academic success, as students with these skills tend to be more engaged, motivated, resilient, and better at managing classroom behaviour and collaborating with peers. In today's workforce, socio emotional competence is increasingly valued alongside technical skills. Students who develop these abilities show greater adaptability, emotional intelligence, and leadership potential qualities that are in high demand across professions. To support socio-emotional competence, many schools have adopted Social and Emotional Learning programmes, which research shows improve academic performance, student behaviour, and overall well-being.

Moreover, socio-emotional competence contributes to a positive school climate, fostering mutual respect, empathy, and a sense of belonging. This environment encourages greater student participation and satisfaction. Beyond the classroom, socio-emotional also promotes responsible citizenship by nurturing empathy, ethical decision-making, and social responsibility, equipping students to contribute meaningfully to their communities[24].

2.1.2 Self-esteem

Over the past 35 years, the interest in self-esteem has grown exponentially, with over 18,000 studies published by 2004. Its significance spans clinical, developmental, personality, and social psychology, influencing psychological functioning for nearly a century. Defined as an individual's overall positive evaluation of the self, self-esteem involves perceptions of self-

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worth, self-respect, and self-confidence, impacting personal beliefs about skills, abilities, and social relationships. The literature distinguishes between various types of self-esteem, such as global or trait self-esteem, self-evaluation, and feelings of self-esteem. The formation of self-esteem is a complex, lifelong process correlated with the development of self-image and self-conscience. Family environment plays a crucial role in shaping personality during early adolescenthood, and adolescence represents a critical period for self-esteem development[25].

Assessing self-esteem often involves measures like the Rosenberg Self-Esteem Scale, a widely used tool in research. While critics argue its brevity and susceptibility to social desirability, its popularity persists. High self-esteem has been associated with positive outcomes, including happiness, optimism, motivation, and resilience. Individuals with high self-esteem are better equipped to handle challenges, persist in the face of failure, and engage in positive relationships. Recognising the importance of self-esteem in achieving success, particularly for high-achieving students, emphasises its role as a key factor in personal and social adjustment. Therefore, cultivating healthy self-esteem is paramount for individuals striving for excellence[25].

Self-esteem is an affectively laden evaluation of the self, plays a crucial role in shaping individuals' perceptions of their worth. It involves subjective assessments of one's abilities and qualities across various domains, such as intellect, work performance, social skills, physical appearance, and athletics. Importantly, self-esteem is a trait-like variable that exhibits stability over time, akin to fundamental personality characteristics. Research suggests that it remains relatively constant despite life's mix of successes and failures. Three main perspectives shed light on the functions of self-esteem. The self-determination perspective posits that self-esteem serves a motivational function, driving individuals to explore their potential. The terror

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management theory suggests that self-esteem acts as a buffer against the fear of death, providing individuals with a positive outlook on life. The sociometer perspective views self-esteem as an innate monitoring system for relational value, influencing behaviours to maintain social acceptance. Despite some skepticism, empirical evidence consistently associates high self-esteem with positive life outcomes, including increased life satisfaction, better mental and physical health, and success in various life domains. This indicates the significance of self-esteem in promoting psychological well-being[26].

Self-esteem is defined as the emotional reaction to the difference between the actual self and the ideal self, and holds particular significance in various contexts (including high-achieving students)[27]. It is a complex and multidimensional psychological construct that plays a crucial role in shaping individuals' thoughts, emotions, and behaviours. It refers to an individual's subjective evaluation of their worth and the degree to which they perceive themselves as valuable, competent, and accepted by others. The concept of self-esteem has been a central focus psychological research for decades, and its understanding has evolved. Historically, the exploration of self-esteem can be traced back to William James in the late 19th century, who highlighted individual differences in how people base their self-esteem on various domains. However, it was only in the mid-20th century that researchers started systematically studying and defining self-esteem. The sociometer theory proposes that self-esteem functions as a psychological meter that monitors the quality of interpersonal relationships, emphasising the innate human need to belong[28].

At its core, self-esteem involves a subjective appraisal of how an individual is faring in terms of being a valued and sought-after member of social groups and relationships. It comprises both trait self-esteem, which represents a long-term and stable evaluation of oneself, and state

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self-esteem, which reflects momentary fluctuations in self-evaluation based on specific situations. Additionally, self-esteem may be domain-specific, focusing on particular areas such as academic competence, physical appearance, or social approval. Assessing self-esteem is a critical aspect of empirical research, but it poses challenges due to its subjective nature. Over 200 different scales have been developed to measure self-esteem, with self-report scales being the most common method[29].

Notable measures include the Single-Item Self-Esteem Scale (SISE), Rosenberg Self-Esteem Scale (RSE), and the Self-Liking/Self-Competence Scale-Revised (SLSC-R). These instruments aim to capture different facets of self-esteem, such as overall evaluation, specific domains, and fluctuations in self-esteem. Further, the contingency of the the self-worth model suggests that individuals differ in the domains on which they base their self-esteem. The Contingency of Self-Worth scale (CSWs) identifies seven domains, including academic competence, physical appearance, and approval from others, emphasising that events affecting self-esteem are proportionate to their relevance to one's contingency of self-worth[29].

A critical aspect of self-esteem is its motivational component, representing an individual's desire to gain and maintain high levels of self-esteem. This motive is associated with minimising the likelihood of relational devaluation or rejection. The text suggests that understanding self-esteem as a fundamental psychological need can provide insights into the behavioural strategies individuals employ to pursue or regain optimal self-esteem. While high self-esteem is traditionally associated with positive outcomes, there is the acknowledgement of a "dark side" where high self-esteem may be linked to dysfunctional processes and undesirable behaviours. This includes issues such as egotism, narcissism, and aggression. The importance of assessing defensive self-enhancement and distinguishing between secure and

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insecure self-esteem is highlighted. Researchers have developed various measures targeting different features of self-esteem, including state, trait, and domain-specific aspects. However, there is still a lack of consensus on the most adequate measures, and the ecological validity of existing measures is questioned. Future directions in assessing self-esteem may involve considering the aspects of the psychological process, understanding relevant facets to specific research questions, and selecting suitable scientific methods for measurement[30].

Being a fundamental concept in psychology, self-esteem represents an individual's overall evaluation of their worth and value. This subjective assessment exists on a continuum, encompassing a spectrum from low to high self-esteem. Individuals with low self-esteem may harbor a deep dislike for themselves, experiencing feelings of worthlessness, while those with high self-esteem possess a positive self-perception and a strong belief in their inherent value as individuals. The study of self-esteem has been a prominent and enduring focus within the field of psychology for over a century. The extensive body of literature on this topic has captivated both researchers and the general public alike. This enduring interest stems from early indications that self-esteem plays a pivotal role in shaping various aspects of life, including academic achievement, social acceptance, and physical well-being. While the relationship between self-esteem and these life outcomes is now well-established, it is crucial to understand that self-esteem is intricately linked to subjective well-being and psychological adjustment. In essence, self-esteem contributes to an individual's overall sense of contentment and emotional well-being. It serves as a foundation for healthy psychological functioning, influencing how individuals perceive and navigate the challenges of life[31].

Self-esteem plays a crucial role in subjective well-being and involves cognitive, affective, and action-guiding facets of the self. It is the internalisation of an observer's perspective on oneself,

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leading individuals to focus more on their appearance and anticipate others' evaluations based on their looks. Self-esteem is associated with self-objectification - in turn, is associated with physical appearance comparisons, where individuals assess their attractiveness about sociocultural beauty standards. It is also linked to physical appearance comparisons which are driven by a natural human tendency to compare oneself with others, particularly in the context of physical characteristics. The parallel-sequential multiple mediation model (H5) is proposed as a model that connects photo editing behaviour with self-esteem through three mediators: self-objectification, physical appearance comparisons, and self-perceived attractiveness. According to this model, individuals who engage in photo editing behaviour may experience higher levels of self-objectification and engage in more physical appearance comparisons, resulting in lower self-perceived attractiveness. This diminished perception of attractiveness, in turn, is associated with lower self-esteem[32].

Defined as the evaluation and perception one holds about oneself, low self-esteem can have detrimental effects on one's confidence and ability to navigate life challenges. To address and enhance self-esteem, individuals can turn to mental health counseling, particularly drawing on principles from cognitive-behavioural therapy (CBT). Cognitive-behavioural therapy provides actionable steps to recognise and counteract situations that negatively impact self-esteem. These steps are designed to promote awareness of thoughts and beliefs and challenge negative thinking patterns. The first step involves identifying situations that trigger a decline in self-esteem, which could range from work or school presentations to personal crises or relationship challenges. By pinpointing these triggers, individuals gain insight into the specific circumstances affecting their self-esteem. Once these triggers are recognised, the next step is to become aware of thoughts and beliefs associated with these situations. This includes self-

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talk and the overall perspective individuals adopt when faced with challenges. Individuals are encouraged to evaluate the rationality of their beliefs, distinguishing between positive, negative, or neutral thoughts. A crucial aspect of this process is questioning whether these beliefs hold true and if they would express them to a friend. Challenging negative thinking patterns, such as all-or-nothing thinking or mental filtering, is essential to reshape the cognitive landscape[33].

Strategies involve using hopeful statements, forgiving oneself for mistakes, avoiding 'should' and 'must' statements, focusing on the positive aspects of life, and considering lessons learned from negative experiences. Through this process, individuals strive to cultivate a healthier self-perception and improve overall self-esteem. Moreover, acceptance and commitment therapy (ACT) provide additional steps to boost self-esteem. This approach involves spotting troubling conditions or situations, stepping back from negative thoughts, and accepting them without resistance. By acknowledging and allowing negative thoughts and feelings without being overwhelmed, individuals can reduce the impact of these thoughts on their behaviour and gradually increase their self-esteem. In addition to these therapeutic approaches, individuals are reminded of their intrinsic worth and encouraged to practice self-care. This involves adhering to good health guidelines, engaging in activities that bring joy, and surrounding oneself with supportive and positive individuals. By integrating these strategies into their lives, individuals can embark on a journey to recognise and appreciate their value, ultimately leading to improved self-esteem, confidence, and overall well-being[34].

Lower self-esteem is linked to adverse adjustment practices and negative psychological outcomes, emphasising the profound impact of self-perception on students' overall well-being. Moreover, self-esteem emerges as a significant predictor of academic performance, with higher

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levels of self-esteem correlating with improved academic outcomes and a greater capacity to cope with challenging situations. Furthermore, higher self-esteem facilitates greater academic engagement among students. This engagement, characterised by cognitive involvement and active participation in learning environments, serves as a critical indicator of students' college adjustment and academic performance. Warmth, structure, and autonomy support from parents and educators contribute to students' sense of relatedness, competence, and autonomy, respectively, ultimately nurturing their self-esteem, academic engagement, and overall success in academic pursuits. In essence, self-esteem emerges as a vital tool in the academic journey of students, catalysing positive adjustment, academic engagement, and ultimately, academic performance[35].

Furthermore, low self-esteem has been consistently linked to higher levels of depression, burnout, and psychological distress, indicating its detrimental effects on mental health. On the other hand, high self-esteem has been shown to contribute positively to subjective well-being, work satisfaction, and overall quality of life. Moreover, self-esteem plays a crucial mediating role in the relationship between various factors and individual outcomes. For instance, perceived organisational support (POS) has been found to enhance subjective well-being and life satisfaction by bolstering individuals' self-esteem. Positive interpersonal interactions tend to elevate self-esteem and foster positive emotional experiences, while negative experiences may lead to a decline in self-esteem and negative emotions. Thus, social support, including organisational support, can significantly influence individual self-esteem. Regarding students, self-esteem holds particular significance as it directly impacts their academic performance, emotional well-being, and overall adjustment to the academic environment[36].

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Students with a positive self-image tend to exhibit greater confidence, participation, and engagement in the learning process. Conversely, low self-esteem can lead to feelings of inadequacy and disengagement from academic activities. While some studies suggest a strong positive correlation between self-esteem and academic success, others have found no significant relationship between the two variables. This inconsistency highlights the need for further exploration into the complex interplay between self-esteem and academic achievement. Moreover, the influence of factors such as gender and location on the relationship between self-esteem and academic performance remains unclear and warrants investigation[37]. Self-esteem is an essential component of psychological well-being, and encompasses an individual's perception of their self-worth and value to the world. Rooted in the development of a positive self-concept, self-esteem reflects one's confidence in their abilities and appreciation of their inherent worth. Positive self-esteem is fostered through various influences, including life experiences, feedback from others, achievements, and personal beliefs and values. It plays a crucial role in shaping how individuals perceive themselves and interact with the world, from infancy through adulthood[38].

Continuous affirmation and support from parents, teachers, and peers contribute to the cultivation of healthy self-esteem, empowering individuals to navigate life with confidence and resilience. Self-affirmations further reinforce positive self-image and confidence, enabling individuals to overcome challenges and embrace new opportunities. Moreover, self-esteem serves as a fundamental human need, essential for psychological health and overall well-being, as posited by Maslow's hierarchy of needs. High self-esteem facilitates adaptive coping strategies, fosters positive relationships, and promotes a sense of fulfilment and optimism about the future. However, the absence of nurturing environments and supportive relationships

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during adolescence can hinder the development of healthy self-esteem, leading to self-doubt and susceptibility to negative influences. Low self-esteem in youth is associated with a range of adverse outcomes, including aggression, antisocial behaviour, and delinquency. Therefore, fostering positive self-esteem in young individuals is crucial for their psychosocial development and resilience in the face of challenges. Research indicates that individuals with higher and stable self-esteem experience greater life satisfaction, optimism, and overall well-being compared to those with lower self-esteem. Thus, cultivating positive self-esteem is not only beneficial for individual growth and fulfilment but also contributes to a healthier and more resilient society[39].

Self-esteem, whether high or low, profoundly influences an adolescent's emotional and social functioning. Low self-esteem can manifest in various detrimental outcomes, such as depression, social anxiety, and interpersonal difficulties. Conversely, excessively high self-esteem can lead to maladaptive behaviours and a skewed sense of superiority. Optimal self-esteem lies within a balanced range, facilitating healthy social interactions and assertiveness while mitigating the risks associated with extreme self-perceptions. During adolescence, self-esteem undergoes dynamic changes, particularly among females who may experience a decline attributed to factors like body image issues and pubertal challenges. Gender disparities in self-esteem become evident during this period, with adolescent males typically exhibiting higher levels of self-esteem compared to females. This gender gap underscores the importance of addressing self-esteem issues, especially among adolescent girls, to promote their overall well-being and resilience[40].

The significance of self-esteem transcends individual well-being, impacting broader societal concerns such as mental health and social harmony. In Nigeria, for instance, the prevalence of

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low self-esteem among adolescents has been linked to alarming rates of depression and suicide attempts. Recognising the gravity of these issues, it becomes imperative to explore and address the factors contributing to self-esteem fluctuations among adolescents. Research methodologies aimed at evaluating self-esteem in adolescents play a crucial role in identifying patterns and associated factors. However, such investigations are often underreported, particularly in regions like Nigeria, leading to a paucity of empirical data[41].

Self-esteem plays a crucial role in shaping individuals' perceptions of themselves, influencing their behaviours, including their clothing choices. The significance of self-esteem for students, particularly female undergraduates, extends beyond mere appearance; it encompasses their overall self-concept and sense of worth. High self-esteem is often associated with self-acceptance and confidence in one's appearance, leading individuals to make clothing choices that reflect their positive self-image. Conversely, low self-esteem may lead individuals to seek validation through their clothing, potentially resulting in choices that prioritise external validation over personal comfort and authenticity. In the context of female undergraduates in universities, self-esteem can profoundly impact their decisions regarding clothing, influencing whether they engage in what may be perceived as indecent dressing[42].

In the context of academic performance, self-esteem influences students' beliefs about their abilities to learn and succeed in school. When students have high self-esteem, they are more likely to approach challenges with confidence, persistence, and a positive attitude. They tend to set higher goals for themselves, engage actively in learning activities, and exhibit greater resilience in the face of setbacks or failures. On the other hand, students with low self-esteem may doubt their abilities, avoid challenging tasks, and experience heightened anxiety or stress in academic settings. Moreover, self-esteem impacts students' motivation and willingness to

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exert effort in their studies. When students feel good about themselves and their abilities, they are more likely to be intrinsically motivated to learn, seeking knowledge and mastery for its own sake rather than for external rewards or validation[43].

This intrinsic motivation fosters deeper engagement with the subject matter, leading to better comprehension, retention, and application of knowledge. Conversely, students with low self-esteem may lack motivation and interest in learning, leading to disengagement, apathy, and underperformance in academics. Additionally, self-esteem influences students' attitudes towards learning and their overall emotional well-being. Students with high self-esteem tend to view challenges as opportunities for growth and learning, maintaining a positive outlook even in the face of difficulties. They are more likely to seek help when needed, collaborate with peers, and actively participate in classroom activities. In contrast, students with low self-esteem may exhibit negative attitudes towards learning, such as avoidance or procrastination, and may struggle with feelings of inadequacy or self-doubt, which can undermine their academic performance and overall satisfaction with school[43].

Low self-esteem among students consists of a complex array of negative self-perceptions and feelings of inadequacy that can profoundly impact their mental health and overall well-being. Defined as a pervasive evaluation of one's self-worth, low self-esteem often manifests through persistent negative self-evaluations and a lack of self-respect. Adolescence, marked by significant physical and psychological changes, represents a particularly sensitive period where individuals may struggle with their self-esteem. This struggle is not merely an abstract concern; rather, it is intricately linked to various mental health challenges, including depression and anxiety, and can both result from and contribute to these issues. Moreover, low self-esteem

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is associated with a range of adverse outcomes, including lower life satisfaction, difficulties in identity formation, and even poorer physical health[43].

Given its profound implications, addressing low self-esteem becomes crucial, particularly during adolescence when individuals are developing their sense of identity and navigating the complexities of the world around them. Theoretical frameworks, such as cognitive-behavioural approaches, provide valuable insights into understanding and addressing low self-esteem. These approaches emphasise the role of cognitive processes and behavioural patterns in shaping self-perceptions and offer strategies to challenge negative beliefs and enhance self-acceptance. Research on treatments for low self-esteem has predominantly focused on adults, particularly utilising cognitive-behavioural therapy (CBT) interventions. However, studies targeting adolescents have been comparatively scarce, with self-esteem often treated as a secondary outcome in interventions aimed at addressing other mental health issues like depression[44].

The plethora of definitions that researchers have proposed for self-esteem, suggests the complexity inherent in understanding and measuring self-esteem. However, the humanistic tradition integrates two interrelated concepts: competence and worthiness. In this conceptualisation, self-esteem is depicted as a rectangular area with competence on one axis and worthiness on the other. The competence axis of self-esteem reflects an individual's perceived success relative to their aspirations or pretensions. Success, denoting achievements and accomplishments, is juxtaposed against pretensions, representing hopes, aspirations, and desires. Thus, self-esteem fluctuates based on the interplay between one's achievements and aspirations throughout life. Conversely, the worthiness axis, influenced by Rosenberg's second school of self-esteem study, focuses on an individual's positive or negative attitude towards

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oneself and one's sense of inherent worth. High self-esteem entails self-acceptance and a sense of worthiness, while low self-esteem is characterized by self-dissatisfaction and self-contempt. The humanistic definition integrates both competence and worthiness, emphasising the importance of rational self-appraisal and healthy behaviour. Feeling good about oneself must be grounded in objective evaluation and constructive actions, balancing competence with worthiness. Notably, this conceptualisation guards against narcissism, as it prioritises a balanced and nuanced understanding of self-esteem, immune to superficial displays of superiority[37].

Furthermore, self-esteem exists on explicit and implicit levels, each with distinct characteristics and measurement approaches. Explicit self-esteem encompasses conscious self-appraisals and rational assessments of one's worth, often measured through self-report scales like the Rosenberg Self-Esteem Scale. Implicit self-esteem, on the other hand, operates unconsciously and is accessed through indirect methods such as the Implicit Association Test. However, scholars critique the validity and reliability of implicit measures, highlighting the challenges in capturing this hidden aspect of self-esteem accurately. The relationship between explicit and implicit self-esteem and their respective associations with outcomes like narcissism underscores the complexity of self-esteem dynamics. While explicit self-esteem may manifest in overt displays of confidence, implicit self-esteem reveals deeper-seated attitudes and beliefs, often diverging from explicit assessments[45].

Self-esteem is often hailed as a "social vaccine" in sociological and psychological discourse and plays a pivotal role in shaping the behaviours and outcomes of adolescents, who are majorly students, particularly concerning sexual behaviour. Defined as an individual's subjective evaluation of their worth and competence, self-esteem emerges as a critical

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determinant of adolescent decision-making, influencing their vulnerability to a myriad of social challenges. For students navigating the complexities of adolescence, self-esteem serves as a protective factor, offering resilience against detrimental behaviours and adverse outcomes. Research suggests that adolescents with higher levels of self-esteem are more likely to delay the onset of sexual activity, engage in safer sexual practices, and exhibit lower rates of risky sexual behaviours. In the context of sexual health outcomes among American adolescents, self-esteem emerges as a crucial factor in mitigating the risks associated with early sexual initiation and unprotected intercourse[38].

Studies stress the significant correlations between low self-esteem and adverse sexual health outcomes, including unintended pregnancies, sexually transmitted infections (STIs), and mental health issues. Adolescents with higher self-esteem exhibit greater agency in negotiating safer sexual practices, demonstrating increased self-efficacy in condom use and resistance to peer pressure. Moreover, the intersectionality of gender and ethnicity further amplifies the significance of self-esteem in shaping adolescent sexual behaviours. Gender differences in self-esteem dynamics contribute to variations in the timing of sexual initiation and the number of sexual partners among adolescents. Similarly, racial disparities underscore the role of self-esteem in mediating cultural norms and social values surrounding sexual behaviour. Adolescents from disadvantaged backgrounds, often facing economic hardships and social inequities, may experience heightened vulnerability to risky sexual behaviours, highlighting the protective role of self-esteem in mitigating these risks[46].

Self-esteem, a fundamental component of the self-concept, encompasses an individual's overall evaluation of themselves and their worthiness of existence in the world. It profoundly influences psychological functioning and is intricately linked to mental health outcomes, such

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as depression and anxiety, as well as future life achievements, including educational attainment and socioeconomic status. The pursuit of high self-esteem is both a consequence of past experiences and a universal motive driving individuals to seek positive evaluations of themselves. This pursuit is facilitated by the internalisation of feedback from significant others, shaping perceptions of self-liking and self-competence. Moreover, self-esteem serves as a crucial monitor of one's social inclusion, reflecting the extent to which individuals feel accepted by important social groups. Notably, self-esteem can manifest explicitly through deliberate cognitive processes and implicitly through automatic affective reactions, with each system operating independently yet influencing one another. The development of self-esteem, therefore, emerges from a complex interplay of social interactions, personal experiences, and cognitive evaluations[39].

Fragile self-esteem, characterised by low implicit self-esteem and compensatory self-enhancement behaviours, stresses the importance of fostering healthy self-esteem among students. For adolescents navigating the challenges of identity formation and social integration, cultivating positive self-esteem is essential for promoting mental well-being, resilience, and positive life outcomes. By understanding the multifaceted nature of self-esteem, educators and psychologists can better support students in developing a robust sense of self-worth and confidence, laying the foundation for their future success and fulfilment[47].

As a fundamental aspect of individual perception, encompassing the evaluation of one's self-worth and competence, students with high self-esteem typically exhibit optimism, confidence, and resilience, less likely to be swayed by external influences. Conversely, individuals with low self-esteem harbour doubts about their capabilities and worth, often seeking external validation through social comparisons[40].

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In the realm of Social Networking Sites (SNSs), high self-esteem serves as a protective factor against the detrimental effects of excessive friend counts, buffering against negative impacts on overall well-being. Research indicates that individuals with high self-esteem are less prone to engage in upward social comparison and exhibit lower levels of materialism, leading to positive mental and behavioural outcomes. Conversely, individuals with low self-esteem are more susceptible to the influence of social comparison posts on SNSs and may adopt materialistic values as a form of emotional compensation. Moreover, self-esteem moderates the relationship between friend counts on SNSs and materialism, with low self-esteem individuals showing a positive association between friend counts and materialism, while high self-esteem individuals demonstrate a weakened impact. Furthermore, individuals with high self-esteem tend to base their self-worth on internal factors, whereas those with low self-esteem rely more on external factors such as appearance and social approval. Consequently, exposure to materialistic information on SNSs may exacerbate materialistic tendencies among individuals with low self-esteem, as they seek external validation and social recognition. In contrast, students with high self-esteem are less likely to engage in materialistic behaviours, as they derive personal worth from internal attributes rather than material possessions[48].

Extensive research suggests that self-esteem can be augmented through various behavioural interventions. While there has been scholarly debate regarding the extent of self-esteem's influence on positive life outcomes, it is widely acknowledged that self-esteem is closely linked to subjective happiness. Studies have demonstrated a correlation between self-esteem, operationalised as satisfaction with oneself, and overall satisfaction with life across diverse cultural contexts. Interestingly, cultural values play a significant role in shaping the relationship between self-esteem and life satisfaction. In nations with stronger individualistic

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orientations, the connection between self-esteem and life satisfaction tends to be more pronounced compared to countries with stronger collectivistic orientations. This underlines the influence of cultural factors on individuals' perceptions of self and well-being metrics. Notably, in some collectivistic societies like Japan and South Korea, positive self-views may be less common, reflecting cultural differences in the valuation of self-esteem[49]. These cultural variations highlight the importance of considering culture-specific relationships when designing interventions in positive psychology aimed at enhancing the well-being of students.

Self-esteem reflects how individuals perceive themselves and is intricately linked to their emotional well-being. Research indicates that self-esteem acts as a protective buffer against negative emotions, aids in coping mechanisms, and contributes positively to both physical and mental health. Specifically, numerous studies have highlighted the mitigating role of self-esteem in reducing anxiety levels. Cross-sectional investigations involving adolescents, young adults, and university students consistently demonstrate that individuals with lower self-esteem are more prone to experiencing heightened levels of anxiety compared to their counterparts with higher self-esteem. Longitudinal studies further highlight the predictive nature of low self-esteem about anxiety. In the realm of foreign language learning, researchers have begun to emphasise the significance of self-esteem. It has been shown to bolster language learners' self-confidence, aspirations, and adaptation to foreign language structures, while also serving as a reliable predictor of their academic achievement[42].

Concerning English as a Foreign Language (EFL) writing, empirical evidence reveals a notable negative correlation between writing anxiety and self-esteem. University students with lower self-esteem tend to exhibit higher levels of anxiety when engaging in EFL writing tasks compared to their peers with higher self-esteem. Despite the extensive literature on the

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relationship between anxiety and self-esteem, empirical investigations focusing on this dynamic within the context of EFL writing remain relatively limited[50].

Research has explored various dimensions of self-esteem and its impact on psychological well-being. For instance, studies have revealed a negative correlation was found between self-esteem and social anxiety, as well as its predictive role in determining Quality of Life (QoL) outcomes. Moreover, investigations have delved into the mediating role of self-esteem in diverse psychosocial phenomena. Notably, self-esteem has been identified as a mediator in the relationship between self-stigma and QoL as well as in mediating the link between social support and depression among patients with Non-Communicable Diseases (NCDs)[51]. Given the established associations wherein self-esteem is negatively correlated with social anxiety and positively associated with QoL, it is proposed that self-esteem may serve as a mediator in the relationship between social anxiety and QoL outcome among students.

Self-esteem, regarded as a pivotal component of self-concept, has been extensively studied in conjunction with the five-factor theory of personality, yielding valuable insights into its nature and correlates. Notably, robust associations have been identified between self-esteem and various personality traits, as evidenced by previous research, which revealed that traits like emotional stability, extraversion, and conscientiousness were strongly linked to self-esteem. Subsequent investigations, including the work by Pilarsk have consistently affirmed the predictive power of personality traits on self-esteem, with emotional stability emerging as a primary predictor. While neuroticism has been consistently associated with lower self-esteem, positive correlations have been reported for traits like extraversion, conscientiousness, agreeableness, and openness to experience, albeit with varying degrees of strength. Moreover, the relationship between self-esteem and Compulsive Buying (CB) has garnered attention in

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psychological research, unveiling significant negative associations. Studies have consistently demonstrated that individuals with lower self-esteem are more likely to exhibit compulsive buying tendencies, with empirical evidence indicating that compulsive buyers tend to score lower in self-esteem compared to non-compulsive buyers[52]. These findings recognise the profound influence of self-esteem on consumer behaviour, shedding light on its significance in understanding and addressing compulsive buying tendencies among students.

Self-esteem, a fundamental psychological trait, encompasses an individual's self-evaluation and perception of their worth, constituting a vital aspect of their self-concept characterised by positive self-descriptors. As posited by Rosenberg, self-esteem is intricately intertwined with both physical and psychological dimensions, influencing behavioural patterns and emotional well-being. Particularly pertinent to adolescents, self-esteem holds significant implications for Internet Addiction. Adolescents grappling with low self-esteem often experience a lack of confidence and may shy away from real-world interactions, preferring online communication to safeguard their self-assurance, thereby intensifying their reliance on the internet. While numerous studies have established a negative correlation between self-esteem and IA, the precise interplay between these factors remains subject to moderating influences, necessitating further exploration. Factors such as gender and age are posited to potentially modulate the strength and nature of this relationship, highlighting the imperative for continued investigation into the underlying mechanisms linking self-esteem and IA to leverage the constructive role of self-esteem in student well-being[53].

An individual's favourable evaluation of their worth and existence, encompassing a sense of autonomy, capability, and coherence within society describes self-esteem. It plays a crucial role in shaping one's well-being and resilience, influencing various aspects of life, including

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physical health, social interactions, and psychological stability. Low self-esteem can manifest through various signs, such as feelings of abandonment, physical discomfort, sexual dysfunction, and challenges in daily functioning. Assessing and addressing self-esteem becomes essential in providing comprehensive care to dialysis patients, as it directly impacts their adherence to medical treatment and overall well-being. Furthermore, the dynamics within families and society can also influence self-esteem, particularly for individuals undergoing medical treatment. Changes in performance levels and social interactions may lead to feelings of dissatisfaction and a diminished sense of self-worth. Based on this, it is crucial to empower students with knowledge and support to help them navigate their academic sojourn thereby promoting better outcomes and overall quality of life[54].

Self-esteem serves as a foundational concept in psychology, reflecting individuals' perceptions of themselves and their emotional experiences. In educational contexts, self-esteem pertains to students' confidence in their abilities and value, contributing to their overall success and well-being. Research indicates that environments fostering self-assessment promote the growth of self-esteem among learners. Moreover, engagement in activities that bolster self-esteem equips students with essential skills to navigate challenges in the modern world. The formation of a positive self-image and a healthy self-conscience is closely linked to Self-esteem, which involves cognitive assessments of self-worth. It is proposed that self-esteem is intertwined with self-concept and self-evaluation, encompassing various aspects of individuals' perceptions of themselves. Higher levels of self-esteem correlate with greater perseverance through adversity and the pursuit of loftier personal goals. Studies suggest that self-esteem influences student performance in the classroom, with individuals demonstrating higher self-esteem exhibiting better outcomes and resilience. Additionally, instructors' levels of self-esteem contribute to the

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development of students' self-esteem. Academic resilience, critical thinking, and emotion regulation are also linked to it offering potential benefits in educational settings[55].

Self-esteem, a fundamental psychological construct, reflects an individual's overall evaluation of their self-worth and capabilities. It is also described as a way of being, thinking, feeling, and acting that implies acceptance, trust, and belief in oneself. It plays a crucial role in various aspects of functioning, including coping with stress, enhancing creative abilities, and improving performance. High self-esteem facilitates effective management of emotions, self-presentation, and social competencies, contributing to overall well-being and a desire for personal development. Individuals with high self-esteem perceive themselves as competent and valuable, exhibiting persistence, setting realistic goals, and maintaining self-respect. They are more likely to engage in proactive behaviours and seek social interactions. Moreover, high self-esteem is associated with greater life satisfaction and success in navigating social exposure situations[57].

In a parallel manner, low self-esteem is linked to avoidance behaviours, negative emotions, and unambitious goal-setting[56]. Self-esteem refers to an individual's perception of themselves and their overall worth. Positive self-esteem denotes a state in which individuals acknowledge their positive attributes, such as competence, efficacy, diligence, value, and accomplishments. However, in many cultures worldwide, societal norms place significant emphasis on beauty, aesthetics, and skin pigmentation. Consequently, any condition that affects one's appearance can lead to a loss of privileges, resources, and upward mobility within society. Skin conditions, in particular, due to their visibility, often inflict substantial harm to individuals' self-esteem. Global studies examining QoL and self-esteem in patients with various skin diseases, such as

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psoriasis, eczema, acne, vitiligo, and cutaneous melanoma, have revealed varying degrees of impairment in both QoL and self-esteem[57].

Self-esteem, a term coined by sociologist Morris Rosenberg in 1965, encompasses feelings of self-worth and self-development. It's a foundational element of mental and physical wellbeing, as described by Nathaniel Branden in his book "The Six Pillars of Self-Esteem." The absence of self-esteem can lead to various challenges such as depression, anxiety, underachievement, and substance abuse. Abraham Maslow positioned self-esteem as a crucial need in his Hierarchy of Needs, highlighting its dual aspects: the need for external recognition and admiration, and the internal ability to respect, love, and care for oneself. Different schools of thought approach self-esteem from various perspectives. Psychodynamic theorists view it through a developmental lens, while cognitive behaviourists focus on coping strategies. Social psychologists examine self-esteem in attitudes and social contexts, and humanistic psychologists emphasise its experiential dimension. Despite these diverse views, there is a consensus that self-esteem comprises behavioural, cognitive, and affective elements. Self-esteem is a dynamic self-evaluation that evolves based on subjective reality. Its study is crucial in psychological research due to its association with physical and mental well-being, coping mechanisms, academic and professional performance, parenting styles, and sexual interactions[58].

Quantifying self-esteem has evolved. Initially classified as high or low by Rosenberg, more recent approaches differentiate between self-competence and self-liking. Self-competence refers to one's instrumental value, while self-liking pertains to intrinsic self-worth. High-trait self-esteem is generally seen as beneficial, while low-trait self-esteem is deemed inimical to mental well-being. However, contemporary psychologists suggest focusing less on defining

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self-esteem and more on understanding its relevance and role in enhancing or diminishing well-being and happiness[58].

For students, understanding self-esteem is crucial as it impacts various aspects of their lives, including academic performance, social interactions, and overall mental health. Developing healthy self-esteem enables students to navigate challenges effectively, build resilience, and pursue their goals with confidence. Moreover, recognising the significance of self-esteem helps educators and counselors create supportive environments that foster students' self-worth and positive self-image.

Self-esteem encompases several key components influence and individual's overall sense of worth and confidence:

Self-confidence

Self-confidence refers to an individual's belief in their ability to handle specific situations effectively, and it often varies across different areas of life. A person may feel confident in academic or athletic settings, yet lack confidence in areas like social interactions or physical appearance. It is typically associated with feelings of self-assurance, self-reliance, and reduced anxiety. Self-confidence becomes especially relevant when one faces tasks or situations that provoke nervousness or uncertainty, such as public speaking or social engagement. Often, these situations feel challenging because they are perceived as being outside one's control. However, self-confidence can be strengthened through preparation and practice, by rehearsing for events like interviews or presentations, individuals can reduce unpredictability and increase their sense of control. A helpful strategy in building self-confidence is to focus on personal strengths and previous successes, which can foster a more resilient and assured mindset[59].

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Self-confidence is a foundational trait that reflects an individual's belief in their abilities, judgment, and capacity to succeed. It plays a pivotal role in emotional well-being, resilience, and motivation, enabling individuals to face life's challenges with determination and a positive mindset. Rather than being a sign of bravado, self-confidence nurtures self-worth, allowing people to step beyond their comfort zones, embrace opportunities, and learn from adversity. It influences various aspects of life, including academic and professional achievement, interpersonal relationships, and psychological health. Confident individuals tend to communicate more effectively, persevere in the face of setbacks, and cultivate fulfilling personal and social lives, making self-confidence a key driver of personal growth and success[60].

Self-worth

Self-worth is a multifaceted psychological concept that refers to the intrinsic value individuals place on themselves as whole, unique beings. While often used interchangeably with terms like self-esteem, self-respect, and self-awareness, self-worth is distinct in that it reflects an unconditional sense of being valuable, independent of achievements or social comparisons. It is closely tied to the concept of the self, encompassing both the subjective self (the one who evaluates) and the objective self (the one being evaluated). Self-worth can develop conditionally, based on personal achievements or societal feedback, or unconditionally, grounded in early emotional experiences and relational stability. Two primary models help explain this development: the bottom-up (cognitive) model, where self-worth stems from evaluative processes tied to achievements, and the top-down (emotional) model, where early experiences shape a foundational self-esteem that buffers or amplifies future self-worth.

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Ultimately, self-worth influences how individuals evaluate themselves in various contexts and determines their resilience to failure and criticism, making it a critical element of psychological well-being and personal development[61].

Self-worth is the cognitive and emotional evaluation an individual makes about their value within the context of social life, often forming a stable personality trait over time. It encompasses a positive emotional experience of oneself and plays a fundamental role in shaping one's identity and psychological well-being. The concept was first articulated by William James in 1892, who proposed that an individual's sense of self-worth is the ratio of their success to their ambition implying that higher self-worth results from either increased success or lowered ambition. Building on this, a culturally rooted self-worth theory was developed, proposing a three-level structure: overall self-worth (a highly abstract, generalised sense of value), general self-worth (a consistent, benchmarked self-assessment), and specific self-worth (more concrete evaluations related to aspects like physiology). This layered approach illustrates that self-worth is both deeply rooted and dynamically shaped by internal and external experiences[62].

Self-image

Self-image refers to a personal perception of who you are, encompassing how you view your appearance, personality, status, and how you believe others perceive you. It plays a critical role in shaping your self-esteem, confidence, behavior, and interactions with others. A positive self-image can boost confidence and lead to healthier relationships, while a negative one often results in self-criticism and distorted self-perception. Because self-image influences how you think, act, and relate to others, improving it involves practices such as recognising your

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strengths, reframing negative thoughts, remembering compliments, accepting constructive criticism, and making lifestyle changes like exercising or updating your appearance. Ultimately, reshaping your self-image requires questioning its accuracy, embracing your true qualities positively, and taking action to challenge limiting beliefs thereby encouraging growth, resilience, and improved self-worth[63].

Self-image encompasses how individuals perceive themselves mentally, physically, and socially, which in turn affects their motivation to engage in self-care practices. A positive self-image is strongly associated with a heightened sense of self-efficacy, which facilitates engagement in health-promoting behaviours such as physical activity, preventive actions, and participation in cardiac rehabilitation. Conversely, a negative self-perception may hinder recovery and increase the likelihood of health-risk behaviours. Research shows that self-estimation significantly influences coping strategies and the effectiveness of health interventions. Therefore, enhancing self-image is not merely about self-perception but is instrumental in promoting responsibility, long-term health planning, and a proactive stance toward one's well-being all of which are central to a successful recovery process and improved quality of life post-infarction[64].

Self-efficacy

Self-efficacy, as conceptualised by Albert Bandura, refers to an individual's belief in their own ability to organise and execute specific actions required to manage prospective situations and achieve desired outcomes. Bandura distinguishes between self-efficacy and outcome expectations, emphasizing that while the latter involves the anticipated results of actions, self-efficacy is the conviction that one can successfully perform the behaviors required to achieve

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those outcomes. Rooted in his Social Learning Theory, Bandura identified four primary sources for developing self-efficacy: mastery experiences (or performance accomplishments), vicarious experiences (observing others succeed), verbal persuasion (encouragement from others), and physiological or emotional states (interpreting bodily responses). Among these, mastery experiences are the most influential, as repeated success reinforces belief in one's capabilities, and even failure can contribute to stronger efficacy when followed by eventual success. Bandura underscores that self-efficacy plays a vital role in determining how much effort and persistence an individual will apply when facing challenges, thereby shaping behavior, motivation, and resilience in the pursuit of personal goals[65].

Self-efficacy refers to individuals' belief in their ability to manage tasks and challenges, particularly in clinical and academic settings. It is influenced by more than just academic progression; personal background, emotional intelligence, personality traits, and contextual experiences like observing role models and receiving feedback all play crucial roles. Higher self-efficacy is associated with greater tolerance for uncertainty, increased emotional intelligence, and lower levels of anxiety and depression. Traits like conscientiousness and openness positively impact self-efficacy, while neuroticism has a negative effect. However, these influences can shift over time and vary across different stages of medical education[66].

2.1.3 Parental Involvement

Involvement in Education

Parental involvement in education encompasses various forms of cooperation and collaboration between parents, teachers, schools, and the local community. It involves stimulating parental participation in their adolescent's schooling, which is recognised as a

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crucial strategy for advancing their educational careers and future success, especially among adolescent from disadvantaged backgrounds. This involvement is not limited to interactions between home and school but also extends to engaging the local community in collective efforts to combat educational disadvantage. Research suggests that parental involvement plays a significant role in improving the educational chances of all adolescent, regardless of their family background. Various terms are used in the literature to refer to parental involvement, such as parental participation, engagement, and educational partnerships[72].

Parental involvement plays a crucial role in the education and overall development of adolescents, particularly in guiding their academic and career paths during a critical phase of identity formation and decision-making. This involvement encompasses not only support with school-related activities but also extends to active engagement in shaping adolescents' educational goals, career aspirations, and personal growth. Research highlights that when parents offer encouragement, share knowledge, and engage in open dialogue about strengths and interests, adolescents are more likely to make informed, confident decisions aligned with their goals. Importantly, this guidance should be balanced with autonomy, allowing adolescents the space to explore their individual interests without the pressure of rigid expectations. In contexts marked by socioeconomic challenges or limited access to educational opportunities, parental involvement becomes even more vital. Here, parents serve not only as emotional anchors but also as critical sources of motivation, information, and support in overcoming barriers. Thus, the role of parents in adolescent education captures mentorship, advocacy, and partnership and essential to fostering academic success, self-awareness, and career readiness[67].

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Regardless of the terminology, the underlying objective is to bridge the school-home divide by actively engaging parents both at school and at home. Major types of parental involvement, emphasise the notion of partnership and overlapping spheres of influence among family, school, and the local community. These types include parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. Parental involvement has been associated with positive outcomes for adolescent across various domains, including academic achievement, engagement, motivation, social and emotional adjustment, and overall wellbeing[72].

However, it is important to note that the effects of parental involvement can vary, and not all studies report positive outcomes. Factors such as the nature and extent of involvement, socioeconomic status, and cultural background may influence the effectiveness of parental involvement initiatives. Despite some studies reporting null or negative effects of parental involvement, meta-analytic evidence suggests that, on average, parental involvement has a medium effect size on adolescent's achievement. The impact of parental involvement depends on the specific activities undertaken and the quality of the interaction between parents, schools, and the community. For example, parental aspirations and expectations have been strongly correlated with achievement, highlighting the importance of fostering a supportive and nurturing home environment that encourages academic success[68].

Parents do not merely keep track of academic performance, but also fostering a healthy relationship that supports and mentors the students. Parents get involved in various ways, including participation in school boards, monitoring academic progress, attending meetings, communicating with teachers about challenges, and assisting with homework or engaging in home-based activities such as reading together. Also, involvement in sports activities is seen

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as a form of beneficial parental involvement. The advantages of parental involvement are numerous, contributing to improved academic performance, increased student focus and motivation, better attendance, the development of organisational skills and responsibility, heightened self-esteem, positive social behaviour, and improved attitudes toward learning. Excessive parental involvement on the other hand may lead to strain in the parent-adolescent relationship, creating feelings of mistrust and a lack of independence in adolescent, which might hinder their personal growth[72].

Parental involvement in adolescents' education often declines during the middle and high school years, yet certain forms of engagement, such as fostering aspirations, discussing learning strategies, and planning for college become especially important during this period. However, many parents feel less confident navigating the complexity of high schools and may struggle to establish communication with teachers, who often expect students to manage their own academic responsibilities. Despite these challenges, some schools effectively encourage involvement by creating a welcoming environment and maintaining clear, informative communication[69].

Research highlights that when schools are perceived as responsive and respectful, particularly by parents from marginalised backgrounds, involvement increases. Additionally, consistent and meaningful communication such as progress updates or curriculum guidance positively shapes parents' beliefs about their roles in adolescent's education. New technologies like text messaging further support real-time communication, helping parents stay engaged in key academic decisions during high school. Thus, supportive school climates and clear

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communication channels play a critical role in sustaining meaningful parental involvement during adolescence[73].

Parenting practices, particularly stimulating and responsive interactions play a critical role in shaping academic development. However, while the positive correlation between parental involvement and academic success is well-established, the precise mechanisms through which parental involvement influences academic performance remain a subject of ongoing. Understanding these mechanisms is crucial. It is acknowledged that the relationship between parental involvement and student outcomes may not always be straightforward. For instance, the increased frequency of parental activities in schools has been associated with higher levels of misbehaviour in the classroom. Additionally, while increased parent-teacher contact may be intended to address existing behaviour problems, it can inadvertently worsen academic achievement[70].

Parental involvement in education includes a wide range of actions, such as offering emotional support, helping with learning at home, maintaining communication with teachers, and participating in school decision-making. This involvement fosters a strong connection between home and school, contributing to students' motivation, self-esteem, and lifelong learning skills. During the COVID-19 pandemic, the importance of parental support became even more evident, as parents took on expanded roles in remote learning by providing technical help, establishing structured environments, and advocating for their adolescent's needs. Despite these benefits, parental involvement is often challenged by socio-economic and cultural barriers, including limited resources, time constraints, and differing views on education. Nonetheless, when effectively supported, parents become key partners in creating a cohesive and responsive educational experience for their adolescent[71].

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Studies highlight the prevalent issue of inadequate parental involvement in schools, indicating a gap in communication between parents and teachers. This lack of communication may hinder parents' ability to actively participate in their adolescent's educational journey and contribute to negative effects on students' achievements. Communication between parents and schools takes various forms and utilises different media, including traditional methods such as face-to-face meetings and phone calls, as well as digital channels like email, text messages, and social networking sites. Scholars have recognised the importance of leveraging digital platforms to facilitate effective communication between parents and schools. Several dimensions of school-initiated parental involvement, emphasise the need for collaboration between parents and schools in areas such as parenting, communication, volunteering, learning at home, decision-making, and community engagement. Establishing mutual agreements regarding the level of parental involvement in school activities and the teaching-learning processes is essential to fostering meaningful partnerships between parents and schools[72].

Parental involvement in education plays a vital role in enhancing academic performance and social development by fostering consistent engagement between parents and educational institutions. This involvement manifests in both home and school environments, encompassing actions such as communicating with teachers, participating in school events, and creating a supportive learning atmosphere at home. Beyond academic oversight, it includes nurturing a strong parent-adolescent relationship through open communication, encouragement, and mentorship factors essential for motivating and inspiring students. Research consistently affirms that such involvement yields positive outcomes, including higher academic achievement, improved social behaviour, and broader access to educational resources and networks. Importantly, as adolescents transition into secondary school and encounter increased

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academic and social complexities, parental support becomes even more critical. During this stage, parents act as key facilitators and protectors, helping adolescents navigate decision-making, peer influence, and future aspirations[73].

Academic Support

Low-income households where parents have limited time due to multiple jobs, language barriers that hinder effective communication between parents and schools, and school environments that do not encourage parental engagement. Strategies to encourage parental involvement encompass a wide range of approaches. The strategies such as community outreach. Traditional methods like announcements and flyers, as well as modern techniques such as TV, phone calls, and emails, can help to propel the need for parental involvement. Implementing effective recruitment strategies and using inclusive methods, such as raffles, to engage parents and eliminate discrimination in involvement opportunities, are also recommended. Effective communication between parents and schools, tailored approaches that consider diverse backgrounds and language barriers, and maintaining a balance between involvement and allowing adolescent their autonomy are pivotal for fostering a healthy, supportive environment that benefits the adolescent's education catalyse improved parental involvement[74].

Parental involvement as active participation in an adolescent's academic journey, emphasising its positive impact on academic success. The importance of parental involvement, particularly for students from disadvantaged backgrounds suggests that parents may need to navigate additional challenges such as advocating for accessible learning materials, creating a supportive home environment for auditory development, and engaging with the local community[75].

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There is a collective emphasis on the pivotal role of parental involvement in shaping various aspects of adolescent development, with particular implications for psychological well-being and academic success. For students, this emphasis indicates the significance of parental engagement in navigating the unique challenges associated with schooling. Parental involvement significantly influences self-evaluation and interpersonal dynamics[76]. The emotional context in which parents interact with their wards can profoundly impact the stability and security of the parent-adolescent relationship, contributing to the overall psychological well-being of the adolescent. The concept of parental involvement as a multifaceted endeavor, spanning various dimensions such as parenting, communication, volunteering, learning at home, decision-making, and community collaboration. Parents play a pivotal role in supporting not only academic advancement but also fostering social and emotional skills. The collaboration between educators, parents, and the community becomes essential in creating an inclusive environment that accommodates the unique needs of adolescents[77].

Additionally, various styles of parental engagement at home significantly impact students' academic performance. Communication styles that encourage autonomy positively correlate with improved academic outcomes. The complexity and varied definitions of parental involvement make it challenging for parents to grasp their roles within the educational sphere. To enhance home-school collaborations, it's imperative to use clear, relatable language that delineates parental involvement roles, fostering a more cooperative relationship between schools and families. In essence, parental involvement is a multifaceted endeavour that requires collaboration among caregivers, educators, and students. Effective communication, understanding, and embracing diverse perspectives are fundamental in establishing successful

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parental involvement programmes that support adolescent's educational growth and well-being[78].

Parental involvement plays a pivotal role across all adolescent's education particularly in the early developmental stages. It serves as a predictor for academic success, holistic development, reduced dropout rates, enhanced motivation, self-efficacy, and improved parent-adolescent interactions, leading to a more democratic and positive school environment. The precise definition of parental involvement remains elusive in existing literature, often characterised by multifaceted behaviours at home and in school. Epstein's six-type model offers a comprehensive framework for understanding parental involvement, emphasising collaborative partnerships between schools, families, and communities. These types include parenting, communication, volunteering, learning at home, decision-making, and community collaboration, showcasing diverse practices that can aid adolescent's development and educational growth. Parental involvement and practices are influenced by various factors related to the parent, the adolescents, or teacher. Parent self-perceived skills, family socioeconomic conditions, invitations from the school, and teacher beliefs in parental efficacy significantly impact involvement. Notably, parental involvement is derived from specific activities like homework and regular school communication[79].

Parental involvement has been identified as a critical factor in the overall development of adolescents as evidenced by various studies. Activities such as consistent parental involvement in therapy sessions, promoting active communication, collaborating with professionals, and participating in social events significantly influence language development, behavioural and social competence, cognitive development, and early literacy. Moreover, parental involvement has been specifically linked to positive outcomes in language and communication

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development. In addition, the studies emphasise the critical impact of parental engagement in early detection, amplification, and intervention, serving as positive predictors of language development. Additionally, parental involvement has demonstrated positive correlations with academic success and pre-reading skills, contributing to higher language and reading scores for students[80].

The impact of parental involvement on the socio-emotional functioning of students is evident, with involved parents contributing to better social relations and emotional understanding. However, encouraging parents to take a meaningful role in early intervention and education for their adolescent can be challenging, influenced by factors such as parental self-efficacy, emotional state, and family characteristics. The effectiveness of intervention programmes is closely associated with the degree of parental responsiveness, motivating professionals to inform parents about the positive aspects of their contribution to their adolescent's development. Conclusively, parental involvement emerges as a multifaceted and influential factor in the overall development of students impacting various domains such as language, communication, academic success, and socio-emotional functioning[80].

Parental involvement in the academic support of adolescents plays a critical role in shaping educational outcomes and long-term success. Research emphasise that parents' education levels, beliefs, and access to resources directly influence the ways they support their adolescent's learning, with highly educated parents more likely to value education, apply effective strategies, and engage more frequently in school-related activities. This academic support includes helping with homework, fostering a positive learning environment at home, maintaining communication with teachers, and encouraging high academic expectations. While the overall benefits of parental involvement are well established, the specific forms of

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involvement such as school communication, attendance at events, or home-based learning support may vary in their impact depending on factors like social class, maternal education, and economic conditions. These socio-economic variables shape not only how much parents can participate but also the quality and nature of that participation. As adolescents face increasing academic demands and personal development challenges, parental support becomes even more essential in reinforcing discipline, motivation, and resilience. Thus, academic parental involvement is not a one-size-fits-all concept but a dynamic and context-sensitive process that requires tailored strategies to meet the diverse needs of students across different backgrounds[81].

By actively participating in their adolescent's learning process, parents contribute significantly to their academic progress and overall growth. Active parental engagement is associated with improved academic outcomes, indicating that the level of parental involvement significantly impacts students' educational success. While parental involvement is important across all stages of schooling, its significance tends to be particularly critical during secondary education, where adolescents may face unique challenges and parental support becomes increasingly vital. Despite the recognised importance of parental involvement, there remains a gap in research, particularly in developing countries, regarding the interplay between parental involvements and parenting styles on students' academic performance. While existing literature has explored the impact of parental involvement, there is a need for further investigation into how different parenting styles influence educational outcomes, particularly in diverse cultural contexts[82].

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Emotional Support

Parental involvement through emotional support plays a crucial role in adolescents' educational journey by fostering a sense of security, confidence, and motivation. When parents provide encouragement, show interest in adolescents' learning, and offer reassurance during academic challenges, they help build resilience and a positive attitude toward education. This emotional backing not only enhances students' self-esteem and well-being but also promotes engagement and perseverance in school. Emotional support from parents signals to adolescent that their efforts are valued, creating a nurturing environment that strengthens their academic and personal development[83].

Parental involvement in emotional support is a foundational aspect educational experience, significantly influencing academic achievement, motivation, and emotional development. While parental engagement often includes school-based and home-based activities, emotional support such as encouragement, reassurance, and open communication plays a vital ho me-based role. Theoretical models like Bronfenbrenner's ecological theory and Vygotsky's social constructivism highlight the importance of nurturing interactions and responsive environments in shaping adolescent's learning and well-being. Emotional support aligns with these models by fostering self-confidence, resilience, and a positive attitude toward education. Recent research, reinforces this by demonstrating how parental emotional support enhances adolescents' self-efficacy and buffers against mental health issues. Through such support, parents contribute not only to academic outcomes but also to the social and emotional adjustment essential for long-term success[84].

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Parental involvement is a comprehensive concept that positively influences academic performance, social growth, and a deeper understanding of educational processes. It emerges as a critical factor in holistic development. The emotional support, effective communication, and collaborative efforts emphasised in these studies underscore the need for tailored strategies that recognise and address the unique challenges faced by students, ultimately contributing to their overall well-being and academic success. Students' perspectives on parental involvement differ from those of parents, indicating a need to involve students in discussions about their educational journey. It is also essential to recognise and consider their viewpoints to craft effective parental involvement strategies[69].

Parental involvement in academic support is a key determinant of students' academic success, encompassing a range of actions that foster both educational and emotional development. Defined broadly, this involvement includes regular communication between parents and educators, assistance with learning activities at home, active engagement in school functions, and participation in decision-making processes. Such support goes beyond meeting basic educational needs to include consistent parent-adolescent communication, encouragement, and monitoring of academic progress. Research, including interviews, meta-analyses, and longitudinal studies, consistently demonstrates a strong positive correlation between parental involvement and academic achievement across various educational settings and age groups. For instance, home-based involvement such as helping with homework or creating a structured learning environment has been shown to significantly boost motivation and academic performance, even in urban and underserved communities. Moreover, parental support instils a sense of responsibility and motivation in students, contributing not only to higher academic outcomes but also to their overall social and emotional well-being[85].

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Parental involvement in providing emotional support for adolescents is a critical dimension of engagement that significantly influences their academic and personal development. Grounded in frameworks such as Bronfenbrenner's Ecological System Theory and Vygotsky's Sociocultural Theory, emotional support encompasses the nurturing of secure parent-adolescent relationships, open communication, and consistent encouragement factors essential for adolescents navigating the complexities of secondary education. Emotional support from parents fosters resilience, motivation, and a sense of belonging, enabling adolescents to manage academic pressures and social challenges more effectively. Studies have shown that such support not only enhances students' socio-emotional well-being but also correlates positively with improved academic performance and reduced behavioral problems. Through active listening, empathy, and validation of their adolescent's experiences, parents contribute to the development of adolescents' self-esteem and confidence, key components of lifelong learning and success. By bridging the home and school environments with consistent emotional support, parents play an indispensable role in empowering adolescents to reach their full potential both academically and personally[86].

Overall, parental involvement plays a crucial role in shaping adolescents' socio-emotional competence, offering both benefits and challenges. Supportive involvement fosters resilience, motivation, and self-confidence, helping adolescents navigate emotional and academic demands. However, overly high expectations and socio-economic barriers can lead to stress, anxiety, or limited engagement. Ultimately, the impact of parental involvement depends on its quality and balance, highlighting the need for inclusive, mindful approaches to support adolescents' holistic development.

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High Expectations

Academic socialisation is another aspect of parental involvement which focuses on parents' expressed attitudes, values, and expectations concerning education, setting educational aspirations, discussing plans, and having high academic expectations for adolescent. When parents engage in discussions, encouragement, valuing achievements, and reinforcing learning at home positively correlate with academic achievement. Furthermore, active participation in school events and communication with teachers is linked to better educational outcomes but might pose challenges for immigrant parents due to language barriers. Additionally, when adolescent become more autonomous and the curriculum becomes more complex, active parental involvement might need to evolve into subtler forms. If that is not the case, extremely high parental expectations could lead to undue pressure and negatively impact a adolescent's motivation and mental health regarding academic performance[73].

More so, socioeconomic status often dictates the level and nature of parental involvement, potentially explaining educational differences across different social strata. Finally, parental education levels greatly influence the depth of involvement in a adolescent's education, including interaction with schools and expectations set for their adolescent. While home-based engagement and academic socialisation play crucial roles in shaping educational outcomes, challenges, complexities, and socioeconomic factors significantly affect the effectiveness of parental involvement in determining an adolescent's educational success[87].

The multifaceted role of parental involvement extends beyond academic assistance to impact a student’s emotional well-being and motivation. This suggests that parents of adolescents with can provide crucial emotional support, facilitate connections with peers, and actively participate in interventions that enhance the overall quality of life for their adolescent[88].

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Addressing barriers to parental involvement becomes even more critical for students considering overcoming challenges such as feeling unwelcomed at school, lack of time due to work, and teachers' attitudes may require additional efforts to ensure that the unique needs of the students are acknowledged and accommodated[89].

Research consistently highlights that increased parental engagement correlates with improved academic performance, with parental expectations emerging as a particularly strong predictor of success. In mathematics, where students often face anxiety and self-doubt, supportive parental involvement can foster confidence, reduce stress, and enhance motivation. By cultivating a home environment that values education and emphasizes effort and persistence, parents help adolescents develop positive attitudes toward learning and resilience in the face of academic challenges. This influence is especially pronounced in cultures where education is highly prioritised, and parents actively invest in their adolescent's academic paths from an early age. Regardless of family background or structure, the sustained involvement of parents during adolescence plays a vital role in shaping students' academic trajectories and preparing them for future academic and career opportunities[90].

The influence of parental involvement extends beyond academic achievement to encompass various aspects of a adolescent's life, including literacy, motivation, and social and emotional adjustment. Parental involvement is conceptualised in diverse ways across literature, encompassing both home-based and school-based activities. Home-based involvement involves parental actions at home that support adolescent's learning, while school-based involvement entails participation in school events or activities. Academic socialisation, on the other hand, pertains to parents' expectations of their adolescent's success and their role in fostering a conducive learning environment[91].

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Parental involvement encompasses a range of activities undertaken by parents to support and enhance their adolescent's educational experiences, aiming to improve both academic performance and social well-being. These activities include but are not limited to supporting and supervising homework, participating in school events and parent-teacher meetings, engaging in communication with teachers, volunteering in school activities, and collaborating with the community. In the educational domain, parental involvement is broadly defined as the active engagement of parents in their adolescent's education, encompassing efforts to promote learning and academic success[92].

When parents communicate clear and high expectations, adolescents are more likely to internalise these standards, leading to increased motivation, stronger academic engagement, and improved outcomes. This influence is particularly pronounced when combined with consistent home-based support, such as monitoring schoolwork and assisting with homework, which reinforces the value of education. Moreover, high expectations help foster resilience and self-efficacy in adolescents, encouraging them to take ownership of their learning and strive for excellence. However, the effectiveness of parental expectations is also shaped by factors like parental education, perceptions of school encouragement, and students' perceived academic abilities. When schools actively promote parental engagement and maintain open communication, parents are more empowered to set meaningful and realistic goals for their adolescent[93].

Parental involvement in adolescents' education extends beyond academic oversight to encompass critical emotional support that significantly influences their overall well-being and academic success. As outlined in Joyce Epstein's framework, aspects such as parenting, learning at home, and effective communication are instrumental in providing emotional

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stability and encouragement during adolescence a period marked by identity development and heightened emotional needs. Through supportive parenting practices, such as fostering open communication, setting realistic expectations, and showing empathy towards academic pressures, parents contribute to a secure home environment that promotes emotional resilience and motivation in adolescents. Learning at home, when coupled with emotional encouragement, helps students feel supported and understood, which can reduce stress and anxiety related to schoolwork. Furthermore, effective communication between schools and families allows parents to stay informed and emotionally engaged with their adolescent's experiences, enabling timely intervention when issues arise. Despite challenges like time constraints or limited resources, emotionally supportive parental involvement can buffer adolescents against academic burnout and foster positive self-concept, motivation, and persistence. By cultivating strong emotional bonds and a shared commitment to educational success, parents and schools together create a nurturing environment where adolescents can thrive both academically and emotionally[94].

Encouraging Learning Habit

Parental involvement plays a critical role in encouraging positive learning habits among adolescent, particularly through consistent home-based engagement. This form of involvement includes fostering disciplined study routines, assisting with homework, engaging in conversations about school, setting academic expectations, and creating a supportive environment conducive to learning. By actively participating in these activities, parents help instill a sense of responsibility, motivation, and focus in their adolescent, which lays the foundation for lifelong learning habits. Research has consistently shown that such involvement

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enhances students' interest in education, improves academic engagement, and contributes to emotional adjustment and overall academic success. While some studies indicate that parental involvement may not directly influence achievement in specific subjects like mathematics, the broader benefits to students' academic behaviour and attitude toward learning remain well established. Encouraging learning habits through daily parental support thus represents a vital component of an adolescent's educational journey, helping to build the discipline and self-efficacy needed for sustained academic growth[95].

By fostering intellectual stimulation at home, engaging in meaningful parent-adolescent discussions, and modeling strong educational values, parents can create a nurturing environment that promotes consistent study routines and academic engagement. Setting high aspirations and maintaining active communication with schools further reinforces the importance of education in an adolescent's life. For families with limited financial resources, direct parental involvement can help offset the lack of access to educational materials by providing emotional support, motivation, and structure at home. This active engagement plays a mediating role in reducing the negative effects of low socioeconomic status on academic achievement. Research consistently shows that parental involvement encourages the development of positive learning habits regardless of socioeconomic background, though its influence can be particularly impactful in low-income settings. By reinforcing learning through consistent home support and collaboration with schools, parents help cultivate the discipline, motivation, and resilience students need to succeed academically[96].

Parents foster a supportive academic climate, maintaining open communication, setting clear expectations, and modeling discipline which has a profound impact on adolescent's ability to develop consistent and effective learning habits. Studies have consistently shown that parental

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aspirations are among the strongest predictors of student achievement, particularly when paired with encouragement and structured support. When parents create a home atmosphere that values education through family routines, engagement in schoolwork, and interest in academic progress adolescent are more likely to adopt positive attitudes toward learning. However, it is crucial for parents to strike a balance; while high expectations can motivate students, over-aspiration or excessive involvement can lead to stress and disengagement. Effective parental involvement, therefore, lies in cultivating a positive, structured, and emotionally supportive environment that encourages self-motivation and lifelong learning habits[97].

When parents actively engage in their adolescents' learning through creating a conducive home environment, monitoring academic progress, and maintaining open communication with teachers they reinforce the value of education and foster consistent learning routines. This engagement not only promotes academic achievement but also cultivates essential habits such as time management, self-discipline, and goal-setting. Beyond supervising homework or attending school events, effective parental involvement includes instilling values, nurturing motivation, and guiding future aspirations. These efforts contribute to a supportive and structured atmosphere that enhances the adolescent's cognitive and socio-emotional development. Moreover, by participating in school-related activities and maintaining strong communication with educators, parents help strengthen the student-teacher relationship and promote a positive school culture. Such collaboration reinforces the importance of education, helping students internalise learning as a shared responsibility and long-term commitment[98].

2.1.4 Perceived Teacher Effectiveness

Teacher effectiveness encompasses a multifaceted array of attributes and practices that ultimately determine the success of a teacher in fostering positive changes in students'

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behaviour and academic development. It comprises cognitive and non-cognitive qualities such as academic qualifications, clarity of expression, teaching strategies, charisma, and socio-personal interaction. Effective teaching is not merely about delivering subject matter proficiently but also about creating an environment conducive to learning and holistic development. An effective teacher demonstrates adaptability, engages students actively, fosters independence, and maintains interpersonal relationships with colleagues, parents, and students[99].

Furthermore, teaching effectiveness is pivotal for achieving positive learning outcomes and is evaluated through various methods such as ratings from peers, supervisors, students, and self-evaluation. Assessment strategies should consider not only pedagogical prowess but also the teacher's overall demeanour, adaptability, and commitment to continuous improvement. Models like the Goal and Task Model, Resource Utilisation Model, and Working Process Model offer frameworks for evaluating teacher effectiveness by assessing goal achievement, resource management, and teaching methodologies. Recommendations to enhance teaching effectiveness include providing support and recognition to teachers, fostering healthy relationships, promoting commitment to the profession, offering continuous professional development opportunities, and implementing effective teaching strategies like micro-teaching. Teacher effectiveness is paramount for nurturing a conducive learning environment and facilitating students' academic and personal growth. Its significance lies in its ability to shape the future generation by empowering teachers to maximise their potential and continuously improve their instructional practices to meet the diverse needs of students and society. Effective assessment of teaching effectiveness enables educators to identify areas for

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improvement and implement targeted interventions to enhance teaching quality and student outcomes[99].

Perceived teacher effectiveness encompasses the collective judgments and assessments made by stakeholders within the educational community regarding a teacher's ability to facilitate student learning and foster positive outcomes. While the significance of teachers in shaping students' academic trajectories and future life prospects is widely acknowledged, defining the specific characteristics and practices that contribute to effective teaching remains a complex challenge. The literature on teacher effectiveness offers a diverse array of methods and dimensions through which the construct of "teacher quality" is explored, including experience, professional knowledge, and learning opportunities. Teacher effectiveness is often conceptualised in terms of its impact on student learning and achievement, typically measured through standardised assessment results. Studies have emphasised the profound influence of highly effective teachers on students' long-term outcomes, including college attendance, earning potential, and socioeconomic status. This underscores the imperative for policymakers and researchers to delve into the factors underlying teacher effectiveness comprehensively[100].

One key dimension of teacher effectiveness is teacher experience, referring to the number of years a teacher has worked in the classroom. While many studies indicate a positive correlation between teacher experience and student achievement, findings are not consistently robust across all contexts. Research from the United States and other countries suggests that the relationship between experience and student outcomes may vary depending on factors such as grade level and subject area. Additionally, the impact of experience on student achievement may diminish after a certain threshold, with early career experience being more strongly linked to gains in student learning. Another crucial aspect is teacher's professional knowledge,

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encompassing subject-matter expertise, curricular knowledge, and pedagogical skills. Studies examining the influence of teacher education, advanced degrees, and certification on student achievement yield mixed results. While some research suggests a positive association between certain aspects of teacher preparation and student outcomes, other studies find weak or inconsistent relationships. Factors such as the selectivity of undergraduate institutions and the content of teacher preparation programmes may play a role in shaping teacher effectiveness[100].

Additionally, teacher effectiveness is influenced by teacher experience, referring to the number of years a teacher has worked in the classroom. While many studies indicate a positive correlation between teacher experience and student achievement, findings are not consistently robust across all contexts. Research from the United States and other countries suggests that the relationship between experience and student outcomes may vary depending on factors such as grade level and subject area. Additionally, the impact of experience on student achievement may diminish after a certain threshold, with early career experience being more strongly linked to gains in student learning. Knowledge is another crucial aspect of teacher effectiveness which determines a teacher's professionalism, encompassing subject-matter expertise, curricular knowledge, and pedagogical skills. Studies examining the influence of teacher education, advanced degrees, and certification on student achievement yield mixed results. While some research suggests a positive association between certain aspects of teacher preparation and student outcomes, other studies find weak or inconsistent relationships. Factors such as the selectivity of undergraduate institutions and the content of teacher preparation programmes may play a role in shaping teacher effectiveness[101].

Perceived teacher effectiveness includes various teacher dimensions that contribute to students' learning outcomes and overall educational experience. Effective teachers employ diverse

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instructional strategies tailored to meet the needs of individual students. They utilise methods such as direct instruction, differentiation, and hands-on learning to engage students and facilitate understanding. Moreover, effective teachers maintain clarity in their instructional delivery, maximize instructional time, and prioritise the development of critical thinking skills. Rather than focusing solely on transmitting content knowledge, they emphasise meaningful connections and conceptual understanding. Moreover, a fundamental aspect of teacher effectiveness is the establishment of high expectations for student achievement. Effective teachers communicate these expectations clearly and consistently, fostering a culture of academic excellence within the classroom. Research indicates that students perform better when their teachers maintain high standards and convey belief in their ability to succeed. By setting rigorous learning goals and maintaining accountability, effective teachers motivate students to strive for excellence[102].

Furthermore, effective teachers integrate formative assessment practices into their instructional approach, continuously monitoring student progress and providing timely feedback. Through a combination of informal and formal assessments, they gather valuable data to inform instructional decisions and support student learning. By clarifying learning objectives and success criteria, effective teachers empower students to take ownership of their learning and strive for mastery. Effective teachers also cultivate a positive and inclusive learning environment characterised by high academic expectations and a supportive atmosphere. They exhibit warmth, respect, and empathy while simultaneously challenging students to reach their full potential. By adopting a "Warm Demander" approach, effective teachers strike a balance between nurturing students' emotional well-being and maintaining rigorous academic

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standards. This type of learning environment is particularly crucial in high-poverty schools, where students may face additional challenges and require additional support[102].

Perceived teacher effectiveness goes beyond merely focusing on students' performance outcomes. While student achievement is a central component, teacher effectiveness involves a comprehensive set of behaviours, practices, and attitudes aimed at facilitating optimal learning experiences for students. This broader perspective on teacher effectiveness emphasises various dimensions that contribute to positive educational outcomes. First and foremost, effective teachers set high expectations for their students. They believe in the capabilities of their students and foster an environment where all students are encouraged and supported to reach their full potential. This aspect of teacher effectiveness goes beyond academic achievement and encompasses factors such as attendance, promotion, graduation rates, self-efficacy, and social behaviour[103].

In addition, effective teachers also demonstrate versatility in their instructional approaches. They utilise a diverse range of resources and materials to create engaging learning opportunities that cater to the needs of individual students. Moreover, they continuously assess student progress, adjust instruction as necessary, and employ multiple sources of evidence to evaluate learning outcomes effectively. Furthermore, effective teachers prioritise the holistic development of their students and contribute to creating positive classroom climates and school cultures. They value diversity and promote inclusivity, ensuring that all students feel respected, valued, and supported regardless of their background or identity. Collaboration with colleagues, administrators, parents, and other education professionals is another hallmark of effective teaching, particularly in addressing the needs of students with diverse learning requirements. Communication skills are essential for teacher effectiveness enabling teachers

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to effectively convey instructional content, provide feedback, and foster positive relationships with students and stakeholders. Effective teachers demonstrate proficiency in collaborating with various stakeholders to ensure student success, especially when working with students with special needs or those at risk of academic challenges[103].

In the educational landscape, teachers play a pivotal role in shaping the physical, mental, emotional, and intellectual growth of their students. Central to this role is the cultivation of the affective domain, where teachers actively manage their emotions to positively impact the teacher's effectiveness in the teaching-learning process. Emotional intelligence (EI) emerges as a crucial component, as it enables teachers to perceive, understand, and regulate emotions both their own and those of their students. Emotionally intelligent teachers demonstrate a range of skills and practices that enhance their professional efficacy and contribute to favourable student outcomes[104].

These teachers exhibit qualities such as thoughtfulness, reflexivity, flexibility, affirmative communication, and optimism, which are integral to creating supportive and conducive learning environments. Research stress the significant correlation between emotional intelligence and teacher effectiveness. Studies have shown that high emotional intelligent teachers experience lower levels of occupational anxiety and stress while exhibiting greater effectiveness in their teaching roles. Effective communication, collaboration, decision-making, and leadership all essential aspects of teaching are influenced by teachers' emotional intelligence. Moreover, emotional intelligence fosters positive teacher-student relationships, student engagement, and a conducive classroom climate. Similarly, empirical evidence further supports the link between emotional intelligence and various dimensions of teacher effectiveness, including job performance, professional stress, and mental health. Studies have

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explored the impact of emotional intelligence on factors such as teacher self-esteem, personality type, and teaching experience, highlighting its role in shaping teacher effectiveness and well-being[104].

Perceived teacher effectiveness challenges the traditional notions of qualification-based assessments. While credentials are often associated with effectiveness, empirical evidence suggests otherwise. Where teacher deployment lacks teacher preference consideration, commitment, motivation, and interpersonal skills emerge as crucial personal attributes influencing teacher effectiveness. A study unveils the paradox: high-performing grant-aided schools harbour more diploma-holding teachers while low-performing non-grant-aided schools employ more degree holders[105].

Authors argue that teacher effectiveness transcends institutional pedigree, credentials, or teaching tenure. Instead, it is discerned through classroom performance and student progress. However, these studies primarily rely on perceived effectiveness rather than observed data, creating a gap in understanding actual teaching practices and characteristics, especially in rural day secondary schools. Unlike urban counterparts, rural day schools operate in challenging socio-economic conditions without boarding facilities. This study bridges the gap by comparing teacher characteristics in high and low-performing rural day schools, based on School Certificate examination performance over three years. Through this comparison, it is obvious that factors driving teacher effectiveness go beyond conventional qualifications[105].

Perceived teacher effectiveness covers the quality of the student-teacher relationship, instructional strategies employed in the classroom, and the impact on students' motivational orientation. Moreover, perceived teacher effectiveness can influence students' motivational orientation toward learning[106].

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Perceived teacher effectiveness goes beyond the traditional measures of student achievement to encompass various outcomes relevant to both students and teachers. While conventional definitions of teacher effectiveness often focus solely on student learning outcomes, recent research suggests a broader perspective is needed. This broader perspective acknowledges that effective teachers not only contribute to student achievement but also promote other important outcomes such as students' adaptive motivational patterns, socio-emotional competencies, and self-regulated learning. In addition to student outcomes, teacher well-being is recognised as a crucial aspect of perceived teacher effectiveness. Given the high incidence of stress-related illnesses among teachers, understanding and promoting teachers' well-being is essential[107].

This includes considering both positive aspects of well-being, such as satisfaction with life and work-related well-being, as well as negative indicators like stress and burnout. By addressing teachers' well-being, educators can create supportive environments conducive to effective teaching practices. Moreover, teacher retention and attrition rates are important outcomes to consider in understanding perceived teacher effectiveness. High rates of teacher turnover can have detrimental effects on schools and students, underscoring the importance of strategies to promote teacher retention and commitment. Additionally, the ability of teachers to build and sustain positive relationships with key stakeholders in their professional environments, including students, principals, parents, colleagues, and mentors, is crucial. These relationships contribute to a supportive and collaborative school culture that enhances teacher effectiveness and job satisfaction[107].

Perceived teacher effectiveness, as gleaned from the perspectives of high school students, encompasses various characteristics and behaviours exhibited by teachers in the classroom. In

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a study involving high school students, several key attributes emerged as significant indicators of teacher effectiveness. These attributes included tolerance, flexibility, respect for students, enthusiasm for teaching, and skill in presenting subject matter. The findings suggest that students value teachers who demonstrate tolerance and flexibility in their approach to classroom management and instruction. Teachers who are open-minded, patient, and adaptable to diverse student needs and learning styles are perceived as effective in creating inclusive and supportive learning environments. Furthermore, respect for students emerged as a crucial factor in determining teacher effectiveness. Students appreciate teachers who treat them with dignity, fairness, and understanding, fostering a positive teacher-student relationship based on mutual respect and trust. Enthusiasm for teaching was identified as another important characteristic of effective teachers[108].

Teachers who demonstrate passion, energy, and genuine interest in their subject matter engage students more effectively and inspire them to become active participants in the learning process. Additionally, students highlighted the importance of teachers' skills in presenting subject matter. Effective teachers possess the ability to convey complex concepts in a clear, engaging, and comprehensible manner, facilitating students' understanding and retention of course content. The study's findings also recognised the influence of various student variables, such as academic performance, post-high school plans, participation in school activities, and enjoyment of school, on perceptions of teacher effectiveness. While differences in student responses were observed across these variables, consistent patterns emerged, particularly in the distinctions between college-bound and non-college-bound students[108].

Perceived teacher effectiveness in a rural setting encapsulates the subjective appraisal by students of their teachers' abilities to facilitate meaningful learning experiences and foster

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academic growth, particularly in the domain of mathematics. This concept hinges on students' perceptions of various dimensions of teaching quality, including content knowledge, pedagogical skills, and supportive behaviours exhibited by their educators. When students perceive their teachers as effective, it reflects their belief that these educators possess the requisite expertise to impart mathematical concepts effectively and engage learners in meaningful instructional activities. In the context of rural settings, perceived teacher effectiveness assumes added significance due to the unique challenges inherent in such environments. Teachers operating in rural communities often encounter constraints such as limited access to resources, inadequate infrastructure, and diverse student backgrounds. Consequently, the effectiveness of teachers in rural areas is intricately intertwined with their ability to navigate these challenges and deliver instruction that resonates with the needs and circumstances of their students. Research has consistently shown that students' perceptions of teacher effectiveness correlate positively with their engagement in mathematics learning, attitudes toward the subject, and academic achievement. This indicates that effective teaching practices not only contribute to the acquisition of knowledge but also shape students' overall disposition toward a subject[109].

Moreover, the relationship between teacher effectiveness and student engagement underscores the pivotal role of educators in fostering a conducive learning environment conducive to active participation and knowledge acquisition. Furthermore, perceived teacher effectiveness in rural settings encompasses not only instructional competence but also the provision of emotional and motivational support to students. Given the unique socio-economic and cultural dynamics prevalent in rural communities, teachers must exhibit sensitivity and responsiveness to the diverse needs and experiences of their students. By fostering a supportive and inclusive

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learning environment, teachers can enhance students' motivation, thereby fostering a positive outlook toward facilitating deeper engagement with the subject matter[109].

Perceived teacher effectiveness during the COVID-19 pandemic underwent significant scrutiny and adaptation, particularly in physical education (PE) settings where traditional methods of instruction were disrupted by school closures and the transition to remote learning. In this context, perceived teacher effectiveness can be conceptualised as the subjective evaluation by PE teachers of their ability to facilitate meaningful learning experiences and promote student engagement, despite the challenges posed by remote teaching formats and limited access to resources. This construct encompasses teachers' perceptions of their effectiveness in delivering PE instruction, fostering student attendance and engagement, and adapting instructional practices to meet the needs of students in a remote learning environment. The abrupt shift to remote teaching necessitated adaptability on the part of PE teachers, who had to navigate the challenges of delivering instruction virtually while ensuring student participation and skill acquisition. Teacher adaptability emerged as a crucial factor influencing perceived effectiveness, as educators were required to adjust instructional practices to suit the constraints of remote learning, including limited social interaction and the need for asynchronous instruction. Effective teaching during this period relied on teachers' ability to modify their approaches, provide opportunities for student self-monitoring and goal setting, and adapt to the unique demands of remote teaching environments[110].

Further, external supports, including professional development, administrative support, and access to technology and resources, played a vital role in shaping teachers' perceived effectiveness during the pandemic. The presence or absence of these supports influenced teachers' ability to deliver effective instruction and mitigate challenges associated with remote

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teaching, such as communication barriers and limited student participation. Schools and districts that provided adequate support for remote teaching contributed to teachers' sense of efficacy and effectiveness in delivering PE instruction during this challenging period. Additionally, teacher- and school-level demographics, such as gender, education level, years of experience, and school socioeconomic status, could influence perceived teacher effectiveness[110].

Perceived teacher effectiveness refers to the subjective evaluation and perception of teachers' ability to fulfil their roles and responsibilities within educational institutions. It encompasses various factors, including instructional competence, classroom management skills, communication abilities, and overall impact on student learning outcomes. Perceived teacher effectiveness is influenced by the leadership styles of school administrators. Effective school administrators are characterised by particular leadership styles that directly impact the efficacy and effectiveness of teaching professionals. Research suggests that the leadership styles adopted by school administrators play a significant role in shaping the working environment and conditions for teachers, ultimately influencing their ability to carry out their assigned tasks effectively. Thus, perceived teacher effectiveness is not only a reflection of individual teacher attributes but also a product of the leadership practices and organisational culture fostered by school administrators. It underlines the importance of supportive leadership and management practices in enhancing teacher effectiveness and ultimately contributing to the achievement of educational goals[111].

Teacher effectiveness refers to the degree to which teachers can fulfill their roles and responsibilities in facilitating student learning and achievement within educational settings. It entails instructional competence, classroom management skills, communication abilities, and

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overall impact on student academic outcomes. In Nigeria, teacher effectiveness is evaluated based on the level of effectiveness demonstrated teachers in imparting knowledge and skills to their students, as well as their ability to contribute to student's academic achievement in the subject. This includes factors such as the quality of instruction, the ability to engage students effectively, and the extent to which teachers support and facilitate student learning and success. Additionally, teacher effectiveness may also be assessed in terms of its relationship to student academic performance, as well as any differences observed in student achievement based on the gender of the teachers. Overall, teacher effectiveness plays a crucial role in shaping the educational experiences and outcomes of students, highlighting its significance in achieving educational goals and objectives[112].

Teaching efficacy plays a significant role in predicting teaching effectiveness. Studies have shown the influence of teaching efficacy on teacher motivation, instructional practices, student achievement, professional development, and school culture within the Nigerian educational system which are key dimensions of teacher effectiveness. Additionally, teacher effectiveness captures pedagogical knowledge, classroom management, differentiated instruction, assessment and feedback, relationship building, and continuous professional development. This indicates that teachers with higher levels of self-efficacy tend to exhibit improved teaching techniques, heightened student motivation and achievement, and greater job satisfaction[113]. Teacher effectiveness describes the ability of teachers to positively impact various aspects of education, including student learning outcomes, instructional practices, and overall school performance[114].

Through a synthesis of research studies, teacher effectiveness can be conceptualised as the degree to which teachers demonstrate competence, dedication, and motivation in their roles.

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Studies highlight the importance of quality control measures in education and its relationship to teacher effectiveness. Quality control ensures that educational institutions maintain standards of excellence, thereby enhancing teacher performance and ultimately improving student outcomes. Furthermore, research underlines the significance of non-financial motivation strategies in enhancing teacher productivity, emphasising the importance of creating supportive work environments and providing incentives to promote teacher effectiveness. Studies reinforce the critical role of teacher motivation in achieving quality education, particularly in developing countries like Nigeria where challenges such as low salaries may impact teacher morale and performance. In essence, teacher effectiveness encompasses not only instructional competence but also factors such as motivation, job satisfaction, and professional development, all of which contribute to the overall quality of education provided to students[114].

Elements of Teacher Effectiveness

Teacher Knowledge

Teacher knowledge is a foundational element of teacher professionalism and is conceptualised as a complex, multifaceted construct essential for effective teaching. At its core, teacher knowledge encompasses general pedagogical knowledge, content knowledge, and pedagogical content knowledge, each playing a distinct but interconnected role in instructional effectiveness[115].

General pedagogical knowledge defined as the specialised understanding of how to create effective teaching and learning environments regardless of subject matter serves as a shared foundation for professional dialogue, collaboration, and problem-solving among teachers

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across disciplines. This knowledge supports classroom management, instructional strategies, and student engagement, distinguishing teachers from non-educational content specialists. Content knowledge pertains to a teacher's mastery of subject matter, while pedagogical content knowledge reflects the integration of content and pedagogy, enabling teachers to deliver subject-specific instruction effectively[115].

Additional domains include knowledge of learners and their characteristics, curriculum knowledge, knowledge of educational contexts, and understanding of educational purposes and values, all contributing to a holistic knowledge base[116]. Research confirms that a robust teacher knowledge base correlates with improved student learning outcomes, enhanced teaching quality, and greater teacher job satisfaction. Consequently, continual updating and application of this knowledge through research, practice, and professional communities are essential to maintaining teacher effectiveness and professionalism in dynamic educational environments[117].

Teacher knowledge is a critical element of teacher effectiveness, especially in inclusive classrooms where students with special needs are taught alongside their peers. The shift toward inclusion, mandated by laws like the Individuals with Disabilities Education Improvement Act (IDEIA), places new demands on general education teachers, requiring them to possess specialised knowledge and skills once thought to be the domain of special education professionals. Effective teacher knowledge in this context includes an understanding of differentiated instruction, behavioral management, assessment adaptation, and collaboration techniques such as co-teaching and peer-supported learning. Furthermore, a reconceptualisation of the least restrictive environment (LRE) encourages educators to engage

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not only within the classroom but also with community stakeholders to support learning inclusively, strengthening teacher knowledge through well-designed, targeted, and practical[118].

Teacher Quality

The concept of teacher quality remains complex and inconsistently defined across literature and policy discourse. Often conflated with teaching quality, which focuses on instructional methods and practices, teacher quality is more concerned with the characteristics and capabilities of the educator themselves, the "who" rather than the "what" or "how" of teaching. Despite its frequent use, scholars note a lack of shared understanding and a tendency to apply the term within rigid frameworks or accountability measures that reduce the nuanced nature of teaching to a checklist of observable behaviors, often neglecting context, culture, and individual learner needs[119,120] .

Other scholars emphasise that teacher quality encompasses not only technical proficiency but also reflective practice, emotional intelligence, beliefs, professional values, and agency. Moreover, identify curriculum and pedagogy as core to defining teacher quality, although this dual focus creates ambiguity are we evaluating what is taught, how it's taught, or who is doing the teaching? It is argued there is a persistent divide in public and academic narratives that positions quality as either a scientific endeavour or a vocational art, suggesting that meaningful understandings of teacher quality must account for both the person and their practice, not just one or the other[121].

The concept of teacher quality has been extensively debated in educational research and policy, yet remains complex and multifaceted, with no single, universally accepted definition. It is emphasised that while teacher quality is strongly linked to student achievement, there is no

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consensus on which attributes are most critical. Various frameworks attempt to define teacher quality through characteristics like subject knowledge, pedagogical expertise, certification, and classroom practices. Teacher quality is categorised into personal resources, performance, and effectiveness, while others differentiate between teacher quality and teaching quality highlighting the former as a reflection of qualifications and traits, and the latter as instructional methods and classroom practices. There are comprehensive models that incorporate both tangible qualifications and contextual teaching effectiveness. Lastly, the evolving discourse suggests that a balanced, context-sensitive approach which is necessary to fully capture the dimensions of teacher quality, recognising both the individual attributes of teachers and the pedagogical approaches they employ in practice[122].

Teacher's Strategies

Teaching strategies encompass a range of intentional behaviors and techniques that facilitate effective learning and enhance classroom engagement. Core strategies include set induction, which sparks curiosity and readiness at the start of a lesson, and planned repetition, which strengthens retention through structured recall. Using relevant examples, especially culturally and developmentally appropriate analogies or concrete objects, helps solidify understanding by providing meaningful frames of reference. Stimulus variation such as changing tone, movement, and teaching media sustains student interest and prevents monotony. The effective use of questioning stimulates thinking, diagnoses learning, and fosters participation, while attending to student behaviour allows for real-time adjustments in teaching based on cues like eye contact and posture. Additionally, providing feedback reinforces learning and allows both teacher and student to evaluate progress. Strategies must also include lesson closure, which synthesises key points and encourages reflection. However, teachers must avoid pitfalls like

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mannerisms, favoritism, lateness, and poor classroom management, as these hinder learning and diminish instructional credibility. Altogether, thoughtful application of these strategies promotes teaching efficiency, student engagement, and deeper learning[123].

Effective teaching strategies such as explicit teaching and the use of worked examples are powerful tools for enhancing student learning by providing clarity, structure, and cognitive support. In explicit teaching, educators clearly articulate learning intentions and success criteria, model processes, and guide student practice with ongoing feedback, ensuring that students understand what they are learning and how to achieve success. Worked examples complement this approach by breaking down complex tasks into manageable steps, thereby reducing cognitive load and allowing students to focus on mastering processes rather than merely reaching answers. Together, these strategies scaffold learning effectively: teachers progressively shift responsibility to students by first demonstrating, then guiding, and eventually encouraging independent practice. As students gain proficiency, teachers adapt instruction reducing support, increasing challenge, and encouraging metacognitive practices like self-questioning and verbal explanation. These approaches are particularly effective when they are systematic, targeted to student readiness, and embedded with formative assessment to monitor progress and provide timely, tailored feedback[124].

Teacher Experience

Teacher experience is widely recognised as a critical factor in determining teaching effectiveness and overall job performance. Experienced teachers often possess a depth of content knowledge and pedagogical skills that enable them to manage classrooms effectively, design engaging lessons, and respond flexibly to student needs. Research consistently shows a

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positive correlation between teaching experience and student academic achievement. With increased experience, teachers develop the ability to construct meaningful explanations, ask higher-order questions, and adapt instruction to diverse learning contexts. Administrators frequently assign strategic roles or key classes to experienced teachers, reflecting confidence in their instructional competence. While some argue that experience alone may not guarantee effectiveness without adequate supervision, evidence suggests that teachers with two or more years of experience tend to positively influence school outcomes. Therefore, teaching experience remains a valuable asset that contributes significantly to a teacher's professional growth, classroom success, and the academic progress of students[125].

Teacher experience can be conceptualised as a multidimensional construct encompassing both the number of years a teacher has spent in active service and their level of professional qualification. It involves regular instructional engagement with students, planning and delivering lessons, assessing student learning, and preparing teaching materials in accordance with policy-defined standards. Globally, teacher qualification benchmarks vary significantly from diploma-level qualifications in Botswana to postgraduate certificates in South Africa and licensure requirements in the United States highlighting a lack of uniformity in what constitutes an adequately qualified teacher. Empirical evidence reveals that teaching experience correlates positively with student performance, particularly in the early years of a teacher's career, with effectiveness continuing to improve gradually over time. Although some studies suggest that less experienced teachers may initially be more innovative, the general consensus is that more experienced teachers foster better learning outcomes, not only for their students but also as mentors within their schools. Therefore, teacher experience, as defined by years of service and

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attained qualification, remains a crucial indicator of instructional quality and student achievement[126].

2.1.5 High-achieving Students

High-achieving students can be defined as learners who consistently demonstrate superior performance in academic tasks and assessments compared to their peers. Existing studies highlight the distinct instructional approaches and beliefs regarding high-achieving students among educators, particularly. High-achieving students are often perceived by teachers as capable of mastering complex learning tasks and exhibiting higher-order thinking skills, such as collaborative planning, monitoring, and reflection. Teachers tend to emphasise higher-order thinking skills and engage high-achieving students in more challenging learning tasks, encouraging them to participate actively in the learning process and providing opportunities for deeper understanding. Conversely, low-achieving students are often viewed as lacking in metacognitive skills and are typically subjected to traditional teaching approaches focused on knowledge transmission and rote memorisation[127].

Authors have further underscored the differential treatment of high-achieving and low-achieving students in classroom instruction, with high-achieving students receiving more opportunities for alternative solution methods and deeper engagement in learning activities. Additionally, there is a critical role of teacher beliefs in influencing student achievement, highlighting the importance of teachers' beliefs in all students' ability to learn and their commitment to providing appropriate instruction tailored to individual needs. Therefore, high-achieving students are those who benefit from instructional practices that challenge and

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support their advanced capabilities, foster critical thinking and problem-solving skills, and nurture a growth mindset conducive to continuous academic success[127].

High-achieving students, within the context of mixed-ability classrooms, refer to learners who consistently demonstrate superior academic performance compared to their peers. The promotion of high-achieving students is crucial in fostering educational equity and harnessing their potential as valuable societal resources. Within mixed-ability classrooms, differentiated instruction emerges as a promising support measure aimed at addressing the diverse learning needs of students. Differentiated Instruction (DI) encompasses instructional practices tailored to individual student needs, including tiered tasks, scaffolding, and adaptive learning materials, as well as organisational structures such as within-class grouping arrangements. While DI aims to enhance learning for all students, it holds particular significance for high-achieving students, who may otherwise be underserved by undifferentiated instruction[128].

Research indicates that differentiated instruction positively impacts high-achieving students' academic achievement and motivational-affective characteristics, although its implementation varies among teachers. Despite the perceived utility of differentiated instruction by both teachers and high-achieving students, barriers such as time constraints and perceived competence challenges hinder its widespread adoption. Facilitators, including support from colleagues and mentors, play a crucial role in overcoming these barriers and ensuring effective differentiated instruction implementation. Therefore, promoting high-achieving students within mixed-ability classrooms through differentiated instruction involves recognising their unique learning needs, implementing tailored instructional practices, and addressing barriers to ensure equitable access to quality education for all learners[128].

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High-achieving students in medical education represent individuals who consistently excel in their academic endeavours, demonstrating outstanding performance and achievement within their educational context. These students are distinguished by their exceptional abilities to navigate the rigorous demands of the pre-clinical medical curriculum. Their success is evident in their consistent high grades, proactive engagement in learning activities, and deep understanding of course material. These students exhibit positive governing variables, such as strong intrinsic motivation, high self-expectations, and effective study strategies, which guide their actions towards consistent academic excellence. Their learning processes are characterised by a commitment to responsibility, consistency, and a growth mindset, leading to intended outcomes of success and proficiency in their studies. Through their dedication to learning and continuous improvement, high-achieving medical students contribute significantly to the academic community and are well-positioned to pursue successful careers in the medical field[129].

Supporting high-achieving students entails various international models and interventions, such as honours programmes, co-curricular activities, and institution-wide recognition schemes. These initiatives aim to cater to the diverse needs of high-achieving students by providing curriculum-focused interventions, opportunities for personal and academic development, and platforms for recognition and enhancement. Honours programmes, widely employed in the USA and increasingly adopted in other countries like China, the Netherlands, and Mexico, offer enriched options within regular courses, special honours courses, and projects, often constituting a significant portion of undergraduate coursework. Additionally, co-curricular interventions and institution-wide schemes emphasise holistic student development and inclusivity, addressing factors like self-efficacy, confidence, high

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expectations, and engagement in co-curricular activities. Further, High Achievers' Recognition Scheme (HARS), was established within a faculty comprising health, life sciences, and education disciplines[130].

The scheme aims to recognise and nurture students consistently demonstrating excellent academic performance, addressing concerns about the lack of engagement of high-achieving students with academic skills development. Informed by practices from institutions like the University of Surrey, the scheme sought to adapt and tailor its approach to the diverse student population, including commuter students in an urban, widening participation context. The overarching goals of the scheme revolve around students' personal, academic, and professional development, alongside promoting inclusivity and pride in institutional achievements. Notably, the scheme employs an "academic distance traveled" metric to avoid reinforcing historical socio-economic advantages and disadvantages, ensuring that every student, regardless of entry qualifications, has the opportunity to benefit from the program. Participation in the scheme involves a deliberate coaching and advising approach, allowing students to customise their experience based on their interests and aspirations. Despite some initial concerns about resource allocation and equity, the scheme prioritises evidence-based practices and ensures fair representation of the faculty's demographic diversity. In essence, initiatives like the HARS exemplify efforts to provide tailored support and enrichment opportunities for high-achieving students, recognising their achievements and facilitating their continued growth and success within higher education[130].

High-achieving students face increasing pressure to graduate efficiently due to rising costs and academic demands. This pressure often exacerbates concerns about students' mental health. Despite these challenges, there is a growing cohort of students who are not only willing but

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also capable of exceeding the expectations of their regular academic programmes and engaging in extracurricular honours programmes. In the Netherlands, for instance, the proliferation of honours programmes for high-achieving students at universities of applied sciences underscores this trend. However, these high-achieving students, particularly those inclined towards extracurricular activities, may experience additional stress due to the predominant focus on efficiency within higher education. Nevertheless, a subset of honours students manages to perform exceptionally well without succumbing to significant mental health issues that lead to dropout. Personal resources, such as optimism, hope, and self-efficacy, are recognised as crucial for coping with high demands and positively impacting performance among college students. However, the specific personal resources utilised by high-achieving students in achieving success in higher education remain largely unexplored[131].

High-achieving students, are often referred to as high-ability students. They represent a subgroup within the student population characterised by exceptional intellectual capabilities, curiosity, and a propensity for accelerated learning. These students typically demonstrate advanced cognitive skills, including high levels of intelligence, critical thinking, problem-solving abilities, and rapid information processing. Their learning patterns often deviate from the norm, as they quickly grasp concepts and exhibit a thirst for knowledge beyond grade-level expectations[132].

Conceptualising high-achieving students involves recognising their diverse characteristics, which extend beyond academic prowess to encompass various aspects of their personalities and behaviours. These students may exhibit traits such as high curiosity, creativity, perseverance, and self-motivation, driving them to excel academically and pursue challenging tasks. Moreover, they often display a keen interest in specific subjects or domains, seeking

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opportunities for enrichment and intellectual stimulation. High-achieving students may be identified through various assessment methods in school, including standardised tests, teacher recommendations, and performance evaluations. However, it is vital to recognise that high ability manifests differently in each individual, and a holistic approach to identification is crucial to capture the full spectrum of talent and potential. Furthermore, high-achieving students may face unique challenges and opportunities within the education system. While they possess exceptional intellectual abilities, they may also encounter obstacles such as underachievement, lack of appropriate educational resources, and the need for specialised support to nurture their talents fully. Therefore, fostering an inclusive and supportive learning environment that caters to the diverse needs of high-achieving students is essential for maximising their potential and facilitating their academic success[132].

High-achieving students, often interchangeably referred to as gifted students in literature, are those individuals who excel academically compared to their peers. While the terms "gifted" and "high achieving" have been used synonymously, some studies suggest nuanced differences between them. Giftedness encompasses outstanding abilities across various domains, including general intelligence, academic performance, creativity, leadership, visual and performing arts, and psychomotor skills. Under this definition, high-achieving students are typically classified as gifted due to their exceptional academic abilities. However, researchers also use the term "high achieving" to specifically highlight students who stand out primarily in academic prowess. While there is overlap between the two terms, being gifted often entails high academic achievement, but not all high-achieving students may fit the criteria for giftedness[133].

High-achieving students are characterised by their exceptional performance in academic settings, without necessarily exhibiting exceptional abilities in other areas like sports or the

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arts. In another review "high achieving students" are defined based on selected criteria focusing on academic excellence rather than broader talents. Quantitative studies examining high-achieving students have identified several benefits associated with their academic success. One such benefit is higher self-esteem. Research indicates that high-achieving students tend to have elevated levels of self-esteem compared to their lower-achieving counterparts. Moreover, it was found that the differences in self-esteem levels between high and low-achieving students at age 13, suggest the significance of academic performance in shaping self-esteem among younger students. However, this difference diminished among older students, as they adapted strategies to protect their self-esteem by reallocating their efforts towards areas of success. It also reported higher self-esteem among high-achieving middle school students is attributed to social support and success experiences. These findings suggest that the positive environment and repeated success experiences contribute to the elevated self-esteem observed in high-achieving students. Thus, high-achieving students can be conceptualised as individuals who excel academically and benefit from higher self-esteem due to positive environments and successful experiences in educational settings[133].

High-achieving students are those who consistently perform well academically, earning high marks and grades in school. They demonstrate strong organisational skills and effective time management, enabling them to complete tasks promptly and with precision. Additionally, high-achieving students tend to exhibit good behaviour and actively engage in classroom discussions, contributing positively to the learning environment. In contrast, gifted learners possess intellectual abilities that may not necessarily translate directly into high academic performance. Giftedness is typically determined through testing, which assesses various areas

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of ability such as general intellect, creativity, leadership, and specific subjects like mathematics[134].

While some high achievers may also be gifted, not all high-achieving students meet the criteria for giftedness. It is important to recognise that high achievement does not always equate to giftedness. Some gifted adolescents may struggle academically due to factors such as boredom in the classroom or a lack of internal motivation. These students may require educational environments that provide more stimulation and challenge than traditional classroom settings. Understanding the distinctions between high-achieving students and gifted learners can help parents and educators better support the unique needs of each adolescent. While labels such as "high achiever" and "gifted" can be useful for identifying educational needs, it is essential not to place undue stress on adolescent by over-emphasising these classifications. Instead, the focus should be on fostering a supportive learning environment that encourages growth, exploration, and personal development[134].

High-achieving students, often characterised by their advanced performance compared to peers within the same grade level, exhibit distinctive expectations and anticipations when faced with the prospect of engaging in classroom group work. Synthesising a comprehensive overview of these expectations is critical for informing educational practice and understanding how to effectively engage high-achieving students in collaborative learning environments. Despite the extensive literature on learning preferences, individual roles, and friendships within group work settings, there remains a notable gap in understanding the specific anticipations of students, particularly those who demonstrate high levels of academic performance. High-achieving students are commonly associated with attributes such as exceptional cognitive abilities, strong motivation, and a propensity for academic success. When considering their

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expectations in classroom group work scenarios, it becomes evident that their anticipations may differ from those of their peers[135].

These students might foresee opportunities for intellectual challenge, meaningful collaboration with like-minded peers, and the potential for deeper exploration of complex topics. Additionally, they may expect a certain level of autonomy and responsibility within group tasks, reflecting their accustomed role as leaders or contributors in academic settings. Thus high-achieving students manifest unique abilities not only in their academic prowess but also in their social and emotional development. Their expectations regarding group work extend beyond academic outcomes to include considerations of social dynamics, such as peer interactions, communication styles, and equitable distribution of workload. High-achieving students may anticipate environments that foster mutual respect, constructive feedback, and a shared commitment to academic excellence. Furthermore, the influence of prior experiences with group work, parental expectations, and societal perceptions of giftedness can shape the anticipations of high-achieving students in collaborative learning settings. Positive past experiences may lead to optimistic expectations, while negative experiences could engender apprehension or reluctance towards group work. Parental attitudes towards collaborative learning and their encouragement of independent thinking may also influence students' expectations and approaches to group work[135].

High-achieving students are those who maintain an A grade average across all of their courses. These students are characterised by various psychosocial factors that contribute to their success in academia. They exhibit optimal motivation, increased self-efficacy, and a productive mindset that drives them to strive for academic excellence. Additionally, high-achieving students demonstrate resilience, grit, and the ability to overcome obstacles in pursuit of their

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goals. They possess good social skills, enabling effective collaboration with peers and colleagues. Despite their achievements, high-achieving students face challenges that may hinder their academic journey. These challenges include negative school experiences, early exits from education, financial constraints, and social pressures. However, their resilience and determination often enable them to overcome these barriers and succeed academically. The significance of high-achieving students lies in their potential to excel academically and contribute positively to their respective fields. Recognising and supporting these students is essential for fostering their continued success and ensuring they reach their full potential. Programs aimed at formally recognising their achievements, providing opportunities for peer support and mentorship, and offering additional learning opportunities can enhance their university experiences and facilitate their transition to postgraduate studies or professional careers[136].

High-achieving students in senior high school are characterised by their exceptional academic performance and dedication to their studies. However, they face a myriad of challenges that can impact their overall well-being and academic success. These challenges include external pressure from peers, teachers, and parents, leading to heightened stress and anxiety. Additionally, some high-achieving students may experience a progressive loss of enthusiasm and interest in their studies, known as academic burnout. Unhealthy coping mechanisms such as procrastination and cramming further exacerbate their academic performance, while personal interests and technological distractions also pose significant obstacles[137].

Moreover, family pressure plays a crucial role in shaping students' experiences, highlighting the importance of setting realistic expectations and fostering open communication within families. In light of these challenges, educators, parents, and policymakers need to recognise

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the unique needs of high-achieving students and implement targeted interventions to support their holistic development. Creating a nurturing and supportive environment that values individual goals, encourages intrinsic motivation, and promotes a healthy work-life balance is paramount. Interventions should focus on enhancing time management skills, fostering effective study habits, and teaching stress management strategies. Reducing distractions and promoting focused study time can also improve concentration and productivity among high achievers. Furthermore, fostering open communication between parents, students, and educators is crucial for addressing family pressure and promoting a healthier family dynamic[137].

High-achieving students are typically lauded for their academic prowess and success in school activities; however, recent research has uncovered a phenomenon known as the "inhibition phenomenon of high-achieving students" (IPHAS). This phenomenon manifests when high-achieving students, despite their academic excellence, exhibit poor performance and reluctance to participate in specific types of tasks, particularly those involving collective activities like drama and storytelling. Notably, this inhibition tendency was first observed among students attending migrant schools, which prioritise traditional academic subjects over activities like folklore and games. The emergence of IPHAS is influenced by various interconnected factors, including societal, cultural, and historical contexts. Additionally, the prevailing achievement-focused culture in countries of the world aggravates the pressure on high-achieving students, potentially leading to mental health issues. The understanding of IPHAS is further elucidated through various psychological frameworks, particularly through the lens of self-identity and emotional experiences. Self-identity, as a dynamic and integrative concept, plays a crucial role in regulating students' responses to different tasks and social contexts. Moreover, the

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idiographic approach employed highlights the importance of studying individual cases to elucidate the underlying mechanisms of IPHAS and develop effective interventions. This means that high-achieving students, despite their academic success, may face unique challenges and psychological barriers that necessitate the appropriate approaches[138].

2.2 Theoretical Framework

2.2.1 Social Learning Theory of Albert Bandura

This study is founded on the theoretical review that explores the role of self-esteem, parental involvement, and perceived teacher effectiveness within the framework of adopting Bandura's Social Learning Theory. This is especially so because the socio-emotional competence among high-achieving students is a multifaceted construct influenced by various individual, familial, and educational factors., elucidating their impacts on the socio-emotional competence of high-achieving students in Oyo State. First, self-esteem, as a crucial component of self-concept, plays a pivotal role in Bandura's Social Learning Theory. Self-esteem which refers to an individual's subjective evaluation of their worth and competence, significantly influences their interactions and relationships within social contexts[139].

In addition, the Social Learning Theory, suggests that individuals with high self-esteem are more likely to engage in proactive social behaviours, establish positive relationships, and effectively navigate social challenges[140]. Therefore, regarding high-achieving students in Oyo State, it is assumed that those with robust self-esteem are better equipped to handle academic pressures, assert themselves in social situations, and maintain healthy interpersonal connections thereby fostering socio-emotional competence. Secondly, parental involvement

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encapsulates various forms of support, guidance, and participation in a adolescent's academic and socio-emotional development[141].

Bandura's Social Learning Theory hereby becomes relevant in this case considering the role of parental involvement as a primary source of social support and modelling for adolescent's behaviour and beliefs. Considering high-achieving students in Oyo State, active parental involvement correlates positively with socio-emotional competence, as it fosters a supportive environment, encourages adaptive coping strategies, and reinforces positive social norms. Moreover, parental involvement promotes a sense of belonging and security, which are essential for the socio-emotional well-being of high-achieving students. Lastly, perceived teacher effectiveness and Social Learning Theory are also connected to perceived teacher effectiveness because perceived teacher effectiveness refers to students' subjective evaluations of their teachers' instructional competence, interpersonal skills, and supportiveness[142].

Bandura's Social Learning Theory posits that teachers serve as influential social agents who shape students' beliefs, attitudes, and behaviours through modeling and social interaction. Concerning high-achieving students in Oyo State, perceived teacher effectiveness significantly contributes to their socio-emotional competence by fostering a positive learning environment, providing mentorship and guidance, and promoting socio-emotional learning initiatives. Effective teachers who demonstrate empathy, encouragement, and respect can enhance students' self-esteem, interpersonal skills, and emotional regulation, thereby facilitating their overall socio-emotional development. There is no gain-saying that self-esteem, parental involvement, and perceived teacher effectiveness are integral determinants of socio-emotional competence among high-achieving students in Oyo State, as elucidated within the framework of Bandura's Social Learning Theory. High self-esteem enables students to navigate social

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challenges confidently, while parental involvement fosters supportive relationships and adaptive coping strategies. Additionally, perceived teacher effectiveness enhances students' socio-emotional development by providing a nurturing and conducive learning environment. Future research should continue to explore the dynamic interplay between these factors and their implications for promoting holistic development among high-achieving students.

2.2.2 Self-evaluation Maintenance Theory

Abraham Tesser's Self-Evaluation Maintenance (SEM) theory elucidates the intricate dynamics of self-esteem within interpersonal relationships[143]. Self-esteem plays a pivotal role in the socio-emotional competence of high-achieving students, particularly in environments where self-evaluation maintenance processes are in play and that makes it suitable for the theoretical review of this study. This theoretical framework suggests that individuals strive to maintain or enhance their self-esteem, which is significantly influenced by their relationships with others (in this case teachers, parents and other students). In the academic context, parental involvement and perceived teacher effectiveness serve as crucial determinants of students' self-esteem and socio-emotional competence[144].

Connectedly, parental involvement, which is characterised by active participation in a adolescent's education and emotional well-being, profoundly impacts self-esteem development[145]. High-achieving students often experience heightened pressure to excel academically, and parental support plays a vital role in buffering against the negative effects of stress and fostering a positive self-concept[146]. Furthermore, perceived teacher effectiveness plays a pivotal role in shaping students' self-esteem and socio-emotional competence[147]. Teachers are influential figures in students' lives, by not only imparting academic knowledge but also in fostering a supportive and affirming classroom environment. This means that

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positive teacher-student relationships characterised by trust, respect, and encouragement are associated with higher levels of self-esteem and socio-emotional well-being among high-achieving students. Overall, self-esteem among high-achieving students is intricately linked to parental involvement and perceived teacher effectiveness. By understanding and leveraging the principles of SEM theory, educators and parents can play a proactive role in nurturing the socio-emotional competence of high-achieving students in Oyo State and beyond, thereby facilitating their holistic development and success

2.3 Empirical Review of Literature

2.3.1 Socio-emotional Competence and High-achieving Students

There is a formidable challenge faced by professional counselors in meeting their unique needs. More so, a critical gap exists in current research, with limited emphasis placed on addressing the socio-emotional development of high-achieving students within accelerated curricula. To address this gap, a recent study evaluated the effectiveness of a modified version of cognitive-behavioural therapy for perfectionism (CBT-P) in small-group interventions tailored for high-achieving students. The study, which included a treatment group of 20 participants and a comparison group of 21 participants, utilised ANCOVA analyses to assess the impact of the intervention on perfectionism, negative affectivity, and socio-emotional wellbeing. Results revealed statistically significant differences between the treatment and comparison groups, particularly in reducing negative affectivity and self-oriented perfectionism. Specifically, the modified CBT-P intervention yielded large effects ($\eta p2 = .22$) in reducing negative affectivity and medium effects ($\eta p2 = .11$) in reducing self-oriented perfectionism. Notably, no statistically significant differences were observed in participants' socially prescribed perfectionism or overall socio-emotional well-being. These findings

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emphasise the imperative for specialised school-based interventions tailored to the socio-emotional needs of high-achieving students. Additionally, they provide valuable insights for shaping future research directions in this critical domain[148].

The empirical focus on a recent study focusing on elite Colombian Olympic and Paralympic athletes emphasises the significance of socio-emotional, cognitive, and behavioural learning in advancing sustainability, and sports, as major events, wield significant social, economic, and environmental impacts and in particular, for high-achieving students. The study, which encompassed 334 Colombian elite athletes participating in the "Support to the Excellence Coldeportes Athlete" programme, investigated socio-emotional competencies about various factors including academic background, gender, age, sport type, and modality. Results revealed these patterns: men outperformed women in conflict resolution, emotional control, self-awareness, and interpersonal regulation, while athletes under 25 demonstrated higher levels of self-consciousness. Paralympians exhibited higher levels of drive, self-awareness, cooperation, and emotional control compared to their Olympic counterparts. Additionally, athletes with a university education displayed greater levels of drive, self-awareness, empathy, and collaboration. Notably, every competency exhibited favourable correlations. These findings underline the importance of tailored interventions to enhance socio-emotional functioning, considering variations in gender, age, education level, and handicap status. Specifically, targeted programmes aimed at fostering socio-emotional competencies could significantly benefit Olympic and Paralympic athletes in their preparation and overall well-being[149].

In an empirical study aimed at verifying the effectiveness of the self-determination theory (SDT) in mathematics teaching methodology, 62 fifth-graders participated in an experimental group. Over 10 months, they received math lessons based on a programmes designed to

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prioritise three fundamental needs according to SDT: autonomy, competence, and relatedness. The study addressed several research questions regarding the impact of methodological interventions on students' attitudes towards mathematics, emotional/social competencies, and mathematical achievements. The findings revealed statistically significant differences between the experimental group and a control group comprising 59 students. Specifically, the experimental group demonstrated a notable increase in positive attitudes towards mathematics, as measured by the semantic differential technique. Additionally, they exhibited higher emotional/social competencies, assessed using the KA scale from the TROS-KA tool. Moreover, the experimental group showed improved mathematical achievements, evidenced by performance on a math knowledge and skills test and grades in the subject. These differences were particularly significant when compared to the control group, which displayed less favorable attitudes towards mathematics, lower math grades, and no significant increase in emotional/social competencies. The study underscores the potential of employing SDT-based methodologies to enhance socio-emotional competence and academic achievement among high-achieving students, offering valuable insights for educators and policymakers striving to support the holistic development of high-achieving students[150].

In another study that examined the socio-emotional experiences of school among third- and fourth-grade elementary school adolescents, the relationship between intellectual ability, school achievement (Grade Point Average), and socio-emotional experiences was investigated. The study encompassed four dimensions: classroom climate, attitude towards school, social integration, and feeling accepted by the teacher. A sample of 1411 adolescent participated in the study, and structural equation modelling was employed to analyse the data. The results indicated that, regardless of intellectual ability or gender, higher-achieving students generally

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reported more positive socio-emotional experiences of school compared to their lower-achieving counterparts. Notably, this difference persisted independently of the adolescent's intellectual ability levels. Interaction analyses further revealed that for adolescent with above-average intellectual ability, the socio-emotional experiences of school were particularly influenced by their school achievement. Conversely, the socio-emotional experiences of school among adolescent with average or below-average intellectual ability were less dependent on their school achievement[151]. It can be inferred that school achievement shapes socio-emotional experiences, especially for high-achieving students.

2.3.2 Parental Involvement and High-achieving Students

A review of a phenomenological conducted in the Phillipines delved into the lived experiences of students during remote learning, shedding light on their struggles and coping mechanisms of high achieving students. Conducted through semi-structured interviews with eight participants from the Philippine Science High School - Ilocos Region Campus, the study employed a homogeneous purposive sampling technique to select qualified participants. Through the analysis of interview transcripts using cool and warm analysis, three prominent themes emerged: the difficulty of online learning, parental involvement in academic learning, and the role of hobbies and coping mechanisms. The findings underscored the arduous nature of remote learning for students, while also highlighting the significant impact of parental support and students' coping strategies on their overall experience. Despite the challenges, students reported that remote learning became more manageable with increased parental involvement and the utilisation of various coping mechanisms. These insights contribute to a deeper understanding of the socio-emotional dimensions of high-achieving students' experiences during remote learning, informing educational practices aimed at supporting their

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holistic well-being. Further empirical research in this area could provide valuable insights into the effectiveness of interventions targeting socio-emotional competence among high-achieving students in the context of remote learning[152].

A study investigates the associations between parental involvement and math achievement among Palestinian students in the fifth and ninth grades. Drawing on data from 5,214 fifth-grade students across 172 schools and 4,381 ninth-grade students across 142 schools who participated in national assessment testing in Palestine in 2018, the study employs descriptive analysis, Pearson correlations, and intra-class correlations. The findings reveal a notable level of home-based parental involvement, with greater involvement observed among fifth-grade students compared to their ninth-grade counterparts. Analysis indicates weak positive correlations between parental control and adolescent's academic achievement in both grade levels, while no significant correlations are found between parental support and student achievement. However, there are correlations between school-based parental involvement and math achievement in both fifth and ninth grades. The study underscores the importance of parental support both at home and in the school environment for high achieving students, yet acknowledges that not all parents can provide such support. Furthermore, it highlights a preference among some schools to limit parental involvement, potentially impacting students' socio-emotional competence and academic success[153].

An article carried out current research on parental involvement in STEM education during early adolescenthood, aiming to identify both advances and gaps in this area. A systematic review of documents published between 1995 and 2021 in leading educational databases revealed 11 studies explicitly related to parental involvement in STEM education for preschoolers. The findings indicate that STEM activities can effectively promote parental

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involvement, enhance the value parents attribute to STEM subjects, and positively influence STEM learning outcomes in preschoolers. Furthermore, parents play a significant role in shaping adolescent's interests and self-efficacy in STEM, which can impact their approach to STEM subjects. Despite the crucial role of parental involvement, there remains a scarcity of research focusing on the connection between STEM education and parental involvement. To address this gap, the article proposed practical criteria to guide the development of early STEM education within the family context and outlined key questions to inform the planning of research and intervention programmes. This gives credence to the importance of considering parental involvement as a vital factor in promoting socio-emotional competence and fostering high achievement in STEM education among high-achieving students.

The issue of indiscipline in secondary schools has become increasingly concerning, presenting a significant challenge for educators and parents of high-achieving students alike. A review study investigated the influence of parental involvement, particularly in terms of interference with adolescent punishment and openly confronting teachers, on school discipline among secondary school students. Using a survey design, data were collected from 93 parents purposively selected from the Parents Teachers Association (PTA) of seven public secondary schools in Calabar South Local Government Area of Cross River State. A Likert questionnaire titled "Parental Involvement and School Indiscipline Questionnaire" (PIASDQ) was used to collect data, with the instrument's validity determined by experts in Educational Psychology and Measurement and Evaluation. The reliability of the instrument was assessed using Cronbach Alpha, yielding a value of .73. Descriptive statistics were employed to analyse the data. The findings revealed the importance of parental involvement in addressing school indiscipline. It was observed that parental interference with adolescent punishment and open

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confrontation with teachers had a significant impact on school discipline. Recommendations derived from the study emphasised the need for parents to actively engage in correcting their adolescent's misbehaviour at home, recognising the home as the primary environment for learning and discipline. Furthermore, the study suggested that effective disciplinary measures should be discussed extensively in PTA meetings to solicit parents' perspectives and ensure collective decision-making. Additionally, measures to prevent teacher brutality were emphasised as crucial for fostering a positive and conducive learning environment[154].

The reciprocal relationship between parental involvement and academic achievement is a crucial yet understudied area in educational research, particularly concerning its underlying mechanisms and potential gender differences. A longitudinal study aimed to address this research gap investigated the bidirectional association between parental involvement and academic achievement among Chinese adolescents, while also explored the mediating role of adolescents' academic engagement and potential gender variations. A sample of 2381 secondary school students participated in the study, with 48.8% girls and a mean age of 13.38 years. The findings revealed significant positive directional effects from academic achievement to parental involvement, particularly among adolescent girls. However, no reverse effect from parental involvement to academic achievement was observed. Further analysis indicated that parental involvement was associated with academic achievement through the indirect effects of adolescents' behavioural engagement. Interestingly, gender differences were noted, with behavioural engagement mediating the relationship between academic achievement and parental involvement only for boys, while no significant mediation effect was found for girls. These results emphasise the complex interplay between parental involvement, academic achievement, and adolescents' academic engagement, highlighting the

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importance of considering both directions of influence and gender variations in understanding the dynamics of parental involvement in adolescents' learning. Additionally, the findings suggest the need for further research to explore effective strategies for parents to engage in their adolescent's learning to enhance academic achievement, particularly among high-achieving students.

2.3.3 Perceived Teacher Effectiveness and High-achieving Students

In a study that delved into the crucial aspect of principals' instructional leadership and its impact on secondary school teachers' effectiveness, particularly in the North Central Geo-Political Zone of Nigeria. The Principal Instructional Management Rating Scale (PIMRS) and the Virgilio Teacher Behaviour Inventory (VTBI) were administered to 389 teachers across 18 public secondary schools, to shed light on the relationship between instructional leadership practices and teachers' effectiveness. The findings identified the significance of instructional leadership, specifically in defining school mission, managing instructional programmes, and fostering a positive school learning climate, in positively influencing teachers' effectiveness. These results hold substantial implications for stakeholders within the education sector of high-achieving students, providing actionable insights for informed decision-making and interventions aimed at enhancing teachers' effectiveness for better learning outcomes. Moreover, the study underlines the pivotal role of school principals in prioritising instructional leadership practices related to teaching and learning to bolster teachers' effectiveness. By contributing to the existing knowledge base on the determinants of teachers' effectiveness in Africa, particularly in Nigeria, this research underscores the importance of addressing instructional leadership in school management to cater to the educational needs of high-achieving students[155].

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Another empirical study provides invaluable insights into the intricate dynamics of teacher effectiveness and its implications for the education of high-achieving students. By examining the mediating role of student engagement, particularly focusing on effective teaching practices such as effective learning time and expectations for success, the research sheds light on how these factors influence student academic outcomes. The findings underscore the significance of effective learning time, indicating that it not only directly impacts students' performance but also indirectly enhances positive behaviours, attendance, and homework completion. Moreover, the study highlights the importance of fostering high expectations for success among students, revealing its predominantly indirect effect on academic performance through the improvement of positive behaviours and engagement with school tasks. These insights hold profound implications for educators and policymakers alike. For educators working with high-achieving students, these findings signify the critical role of teacher's optimising of effective learning time. It suggests that allocating sufficient time for meaningful learning activities directly contributes to students' academic success[156].

Additionally, educators should recognise the importance of fostering a conducive environment that nurtures high expectations for success. By instilling confidence and belief in students' abilities, educators can indirectly influence academic performance through the cultivation of positive behaviours and engagement with learning tasks. Furthermore, the study emphasises the interconnected nature of student engagement and academic outcomes, highlighting the need for a holistic approach to teaching and learning. In terms of policy implications, these findings advocate for initiatives aimed at supporting and empowering educators to implement effective teaching practices. Providing resources and professional development opportunities focused on maximising effective learning time and fostering high expectations for success can

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significantly benefit student achievement across diverse academic settings. Moreover, policymakers should prioritise strategies that promote student engagement and positive behaviours among high-achieving students within the educational framework, recognising their pivotal role in driving academic success[156].

The notion that effective teaching is an art requiring dedication and skill is widely acknowledged, as it plays a pivotal role in facilitating meaningful learning experiences for students. In a recent empirical study conducted in the district of Purba Medinipur, West Bengal, researchers endeavored to assess the level of Teaching Effectiveness among Secondary School Teachers. Employing a Descriptive Survey method, the study surveyed 100 teachers across different secondary schools, utilising a Scale developed by the investigators based on Likert's five-point scale to gauge Teaching Effectiveness. The results indicated a generally positive outlook on the overall level of Teaching Effectiveness among Secondary School Teachers in the district. Moreover, the study uncovered that while there were no significant disparities in Teaching Effectiveness based on factors such as gender, stream, training status, and qualification, there existed a notable distinction concerning Teaching Effectiveness predicated on the location of the school. This implies that contextual factors, such as the school's geographical location, may influence the effectiveness of teaching strategies employed by educators. These findings shed light on the multifaceted nature of teacher effectiveness and underscore the importance of considering contextual variables in educational research aimed at enhancing teaching practices. Moreover, the study serves as an empirical foundation for future investigations seeking to elucidate the relationship between teacher effectiveness and the academic achievement of high-performing students, thereby contributing to the ongoing discourse on optimising educational outcomes[157].

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The study conducted in Delta State, Nigeria, aimed to investigate the impact of teachers' classroom effectiveness on students' academic performance in public secondary schools. Employing a descriptive design, the research involved 300 teachers and utilised academic performance records of 50 students per teacher, totaling 1690 students' scores. Data collection was accomplished through questionnaires and rating scales. Hypotheses were tested at a significance level of 0.05 using correlation, t-test, and single-factor analysis of variance. Results indicated a positive association between effective teaching and student achievement; however, the observed differences in performance were not statistically significant. This lack of significance suggests potential influences from student and school environment factors not accounted for in the study[158].

The findings led to the conclusion that while teachers' effectiveness plays a role in students' academic success, it is not the sole determinant. This empirical investigation underscores the multifaceted nature of factors contributing to high achievement among students, emphasising the importance of considering broader contextual variables beyond teacher effectiveness alone. Cronbach's alpha value of 0.98 and 0.79 respectively were obtained from the two questionnaires used for the study. Four hypotheses were tested at the 0.05 level of significance using correlation, simple regression, t-test, and single factor analysis of variance. The results showed that effective teachers produced better performing students. However, the observed differences in students' performance were statistically not significant. This could be due to the influence of student and school environment related factors which were not included in this study. It was concluded that teachers' effect is not the only determinant on students' academic achievement[158].

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2.3.4 Self-esteem and Socio-emotional Competence of High-achieving Students

Studies have shown that the psychological well-being of students affects their academic achievement, social relationships and school coexistence and can be worrisome. This is especially so when students have atypical development and/or specific needs. However, studies on the impact of giftedness on students' self-concept and self-esteem offer mixed results. In a study that analysed the relationships between emotional intelligence profiles and both self-concept and self-esteem of identified gifted students between 8 and 18 years of age who study in regular Spanish schools and non-identified peers, a total of 118 identified gifted and 122 non-identified subjects were sampled. The Self-Concept Scale Form 5 (AF5), the Rosenberg Self-Esteem Scale (RSES), and the Trait Meta-Mood Scale-24 (TMMS-24) were administered. The students were identified based on their scores in the three dimensions of EI. Subsequently, the differences in self-esteem and self-concept according to the student's emotional intelligence profile were analysed. Results revealed the existence of differences between profiles of EI in the self-esteem and self-concept dimensions in gifted students but not so in the non-identified group. The results have important implications for education and health professionals, both for the evaluation and for the introduction of adjusted intervention programmes in case of socio-emotional vulnerability[159].

Self-esteem is a key component of self-perception which significantly influences socio-emotional competence, impacting how adolescent interact with their peers and manage their emotions. Research indicates that self-esteem is intricately linked to socio-emotional skills, with higher self-esteem often correlating with better social interactions and emotional regulation. Promoting socio-emotional learning (SEL) programmes, in schools to foster these

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skills, has gained international popularity, though their specific effects on gifted adolescent are less studied. A notable study aimed to address this gap by designing a SEL-focused preventive programme for gifted preschoolers evaluates its impact on personal and character strengths. Using an experimental design with pretest-post-test measures and a control group, 120 gifted students aged 5-6 were randomly assigned to intervention and control groups. Baseline assessments showed no significant differences in self-esteem and self-perceptions between the groups, except in peer relations self-perception. Following the 12-session SEL programme, significant improvements in self-esteem and self-perception were observed in the intervention group, with a significant group-by-time interaction effect indicating the programme was effective. Despite similar impacts on both genders, boys exhibited higher scores across most variables. These findings align with other research suggesting that SEL interventions can enhance self-esteem, thereby improving socio-emotional competence. This study underscores the importance of integrating SEL programmes into early education to support the socio-emotional development of gifted adolescent, while also highlighting the need for further research to explore gender differences and long-term effects[160].

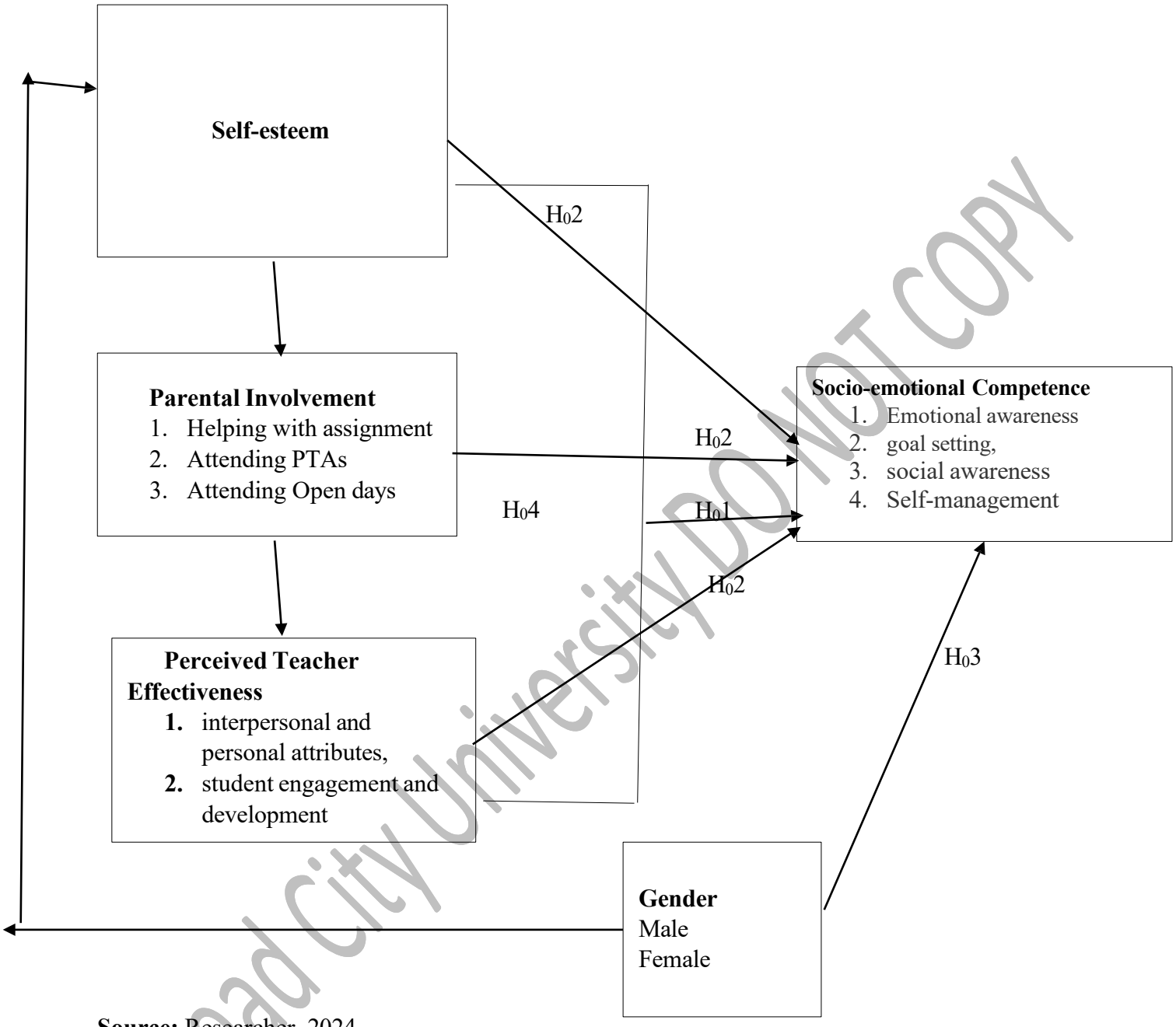
Recent research reveals the intricate dynamics between emotional intelligence, self-esteem, and creative self-efficacy among gifted students, revealing significant gender differences. A study involving 226 gifted adolescent aged 10-13 from North China found that emotional intelligence positively predicted creative self-efficacy, with self-esteem acting as a partial mediator in this relationship. Particularly, the mediating role of self-esteem varied by gender: it was a complete mediator for boys but not significant for girls. This suggests that while high self-esteem enhances socio-emotional competence and creative self-efficacy in gifted boys, other factors might influence these outcomes in girls. These findings underscore the

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importance of fostering self-esteem to boost socio-emotional skills and creative capabilities, particularly through tailored interventions that account for gender-specific needs. By understanding these relationships, educators and psychologists can better support the development of gifted adolescent's creative and socio-emotional potential[161].

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2.4 Conceptual Model



Source: Researcher, 2024

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Figure 2.1: Conceptual Model Representing the Relationship between and among the Independent and Dependent Variables

2.5 Summary of Gaps in Literature Reviewed

The reviewed studies collectively underscore the pivotal role of parental involvement, self-esteem and perceived teacher effectiveness on socio-emotional competence and creative self-efficacy among high-achieving and gifted students. Meanwhile, notable gaps exist. Despite evidence supporting the benefits of programmes and tailored interventions, the specific effects on gifted students are underexplored, especially concerning long-term impacts and gender differences. Additionally, while emotional intelligence and self-esteem are linked to better socio-emotional outcomes, the varying mediating roles of parental involvement and self-esteem and perceived teacher effectiveness across genders suggest that existing interventions might need customisation. Furthermore, the complex interactions between self-esteem, academic achievement, and socio-emotional experiences necessitate a deeper examination of contextual factors such as cultural differences and educational environments. This highlights the need for more comprehensive, longitudinal studies to fully understand and address the socio-emotional needs of high-achieving students.

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Chapter Three

Methodology

This chapter presents the methods and procedures for achieving the research objectives for the study. It details the research design, population of the study, the sample and sampling technique, the method of data collection as well as data analyses.

3.1 Research Design

This study adopted the descriptive research design of the survey type. This method is considered suitable because it offered the researcher a detailed and accurate description of data concerning the population, the prevailing circumstances or the phenomenon under study. This indicates that the research did not manipulate any variables. Instead, the researcher only observed, measured and recorded the data as obtained. Four variables were considered for this study: one dependent variable (socio-emotional competence) and three independent variables: (self-esteem, parental involvement, and perceived teacher effectiveness. Gender was also considered as a moderating variable.

3.2 Population of the Study

All of the ninety thousand five hundred and forty-seven (98,547) Junior Secondary School II (JSS 2) Students and the eighty-one thousand and eighty-three (81083) Senior Secondary School II (SSS 2) in public day schools in Oyo State formed the population for the study. This made a total of one hundred and seventy-seven thousand two hundred and twenty seventy (177, 227). The population is broken down in the tables below:

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Table 3.1: Population of the Study (98,547 JSS 2 Students)

S/N	Senatorial Districts		Junior Sec. Schools	Junior School Students		Two
				Male	Female	Total
1.	Oyo Central	Afijio	17	1139	1542	2689
		Akinyele	36	2947	2782	5729
		Egbeda	30	2458	2300	4758
		Ogo Oluwa	13	1072	1024	2096
		Surulere	23	1860	1979	3839
		Lagelu	26	1902	2088	3990
		Oluyole	29	2370	2315	4685
		Ona Ara	33	2491	2440	4931
		Oyo East	11	951	985	1936
		Oyo West	11	901	1082	1983
		Atiba	15	1191	1302	2,493
		Sub-total	**244**	**19,282**	**19,749**	**36,031**
2.	Oyo North	Saki West	22	1712	1625	3337
		Saki East	11	909	1020	1929
		Atisbo	12	974	945	1919
		Irepo	6	408	513	921
		Olorunsogo	4	403	413	816
		Kajola	16	1093	1134	2227
		Iwajowa	9	768	844	1612
		Ogbomoso North	15	1101	1317	2418
		Ogbomoso South	16	1237	1211	2,448
		Iseyin	23	1541	1676	3217
		Oorelope	8	786	693	1479
		Itesiwaju	11	802	1111	1913
		Oriire	18	1381	1434	2815
		Sub-total	**171**	**912**	**671**	**27,051**
3.	Oyo South	Ibadan North	42	3126	3315	6441
		Ibadan-N/West	13	1096	1051	2147
		Ibadan S/West	30	159	395	4729
		Ibadan-N/East	34	2357	2457	4814
		Ibadan-S/East	36	226	291	5417
		Ibarapa East	11	943	1001	1944
		Ibarapa North	8	756	663	1419
		Ibarapa Central	10	860	879	1739
		Ido	26	1915	1900	3815
		Sub-total	**210**	**16,083**	**16,382**	**32,465**
		Grand total		48,480	50,067	**98,547**

Source[1]

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Table 3.2: Population of SSS 2 students in Oyo State (81,083)

Local Government Area	Number of S. S. S. 2 Students		
	MALE	**FEMALE**	**TOTAL**
Afijio	691	697	1388
Akinyele	2479	2277	4756
Atiba	1434	1647	3081
Atisbo	512	498	1010
Egbeda	2388	2412	4800
Ib north	2735	2875	5610
Ib. North west	879	938	1817
Ib. North east	2058	1814	3872
Ib. South east	2159	2816	4975
Ib. South west	2631	2684	5315
Ibarapa north	355	392	747
Ibarapa central	573	662	1235
Ibarapa east	500	535	1035
Ido	1180	1122	2302
Irepo	464	476	940
Iseyin	1515	1708	3223
Itesiwaju	353	345	698
Iwajowa	375	370	745
Kajola	753	848	1601
Lagelu	1829	2195	4024
Ogomosho north	1704	1580	3284
Ogomosho south	947	1020	1967
Ogooluwa	629	447	1076
Olorunsogo	342	353	695
Oluyole	2489	2547	5036
Ona ara	2177	2512	4689
Oorelope	389	376	765
Oriire	53	522	1056
Oyo east	876	979	1855
Oyo west	805	714	1519
Saki east	313	351	664
Saki west	1771	2047	3818
Surulere	773	712	1485
Grand Total	**39612**	**41471**	**81083**

Source[1]

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3.3 Sample and Sampling Technique

The sample size for the study was determined using a multi-stage sampling procedure that entails a total sampling technique, a simple random sampling technique, use of a baseline technique.

Stage 1: Total Enumeration Technique

In the first stage, the researcher employed the total enumeration technique, specifically the three senatorial districts Oyo South, Oyo Central and Oyo North senatorial districts were targeted for the enumeration of JSS 2 and SSS2 high-achieving students. This is because Oyo State has three senatorial districts accordingly.

Stage 2: Simple Random Sampling Technique

At this stage, the simple random sampling technique was used to select eight local government areas from each senatorial district, making a total of 24 local government areas. These 24 LGAs were more than 2/3 of 33 LGAs in Oyo State. This was to enable having adequate sample for the study with generalisable results and findings.

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Table 3.3: Sampled Senatorial Districts and Local Government Areas

S/N	Senatorial Districts	Local Government Areas
		Afijio
		Egbeda
1.	**Oyo Central**	Lagelu
		Oluyole
		Ona Ara
		Oyo East
		Oyo West
		Atiba
		Sub-total
		Saki West
		Saki East
		Irepo
		Olorunsogo
		Kajola
		Iwajowa
2.	**Oyo North**	Ogbomoso South
		Oorelope
		Sub-total
		Ibadan North
		Ibadan South West
		Ibadan North East
		Ibadan South East
3.	**Oyo South**	Ibarapa East
		Ibarapa North
		Ibarapa Central
		Ido
		Sub-total
	Grand Total	

Source[1]

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Stage 3: Use of Baseline Method

At stage three, the local government with the least number of schools was used as a baseline to determine the number of students to be sampled. Thus, Olorunsogo LGA with the lowest number of students (695) was used as a baseline

Table 3.4: The Baseline

S/N	Senatorial Districts	Local Government Areas	
		Afijio	17
		Egbeda	30
1.	**Oyo Central**	Lagelu	26
		Oluyole	29
		Ona Ara	33
		Oyo East	11
		Oyo West	11
		Atiba	15
		Sub-total	**244**
		Saki West	22
		Saki East	11
		Irepo	6
		Olorunsogo	4
		Kajola	16
		Iwajowa	9
2.	**Oyo North**		
		Ogbomoso South	16
		Oorelope	8
		Sub-total	**171**
		Ibadan North	42
		Ibadan South West	30
		Ibadan North East	34
		Ibadan South East	36

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		Ibarapa East	11
3.	**Oyo South**	Ibarapa North	8
		Ibarapa Central	10
		Ido	26
		Sub-total	**210**
	Grand Total		**625**

Source[1]

3.4 Description of the Research Instrument

The research instrument for this study was named Self-esteem, Parental Involvement, Perceived Teacher Effectiveness and Socio-emotional Competence Questionnaire (SEPIPTEFSQ). The following subscales were included in the research instrument used to collect relevant data for this study:

a. Parental Involvement Scale

The Parental Involvement Scale is a self-developed scale measuring parental involvement in homework and parental participation in school programmes such as Open Days and Parent-Teachers Association Meetings. It has ten items on a 4-point response format, ranging from Strongly Disagree to Strongly Agree. The reliability of the scale was obtained at 0.77 after a pilot test.

b. Rosenberg Self-esteem Scale

The Rosenberg self-esteem scale is a 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self[2]. The scale is believed to be uni-dimensional. All items are answered using a 4-point scale format ranging from strongly agree to strongly disagree. A reliability index of 0.86 was obtained for this scale after a pilot test.

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c. Perceived Teacher Effectiveness Scale

The Perceived Teacher Effectiveness Scale a 24-item scale adapted from the 107-item Teacher Effectiveness Scale in Higher Education (TESHE) with four identified dimensions (teaching-related behaviour, subject matter expertise, relational competence, and personality). The scale developed by G. M. Calagaus in 2012 measures perception of teaching effectiveness of teachers in public secondary schools[3]. The cronbach's alpha of the scale is 0.972 which signifies high internal consistency while the Alpha of its subscales ranged from 0.707 to 0.968. Items 1-5 measure teaching-related behaviour, items 6-10 measure subject matter expertise, items 11-15 measure relational competence, and items 16-20 measure personality of teachers as perceived by the high-achieving students. A revalidation value of 0.791 was obtained by experts for this scale for the current study.

d. Socio-emotional Competence Scale

The socio-emotional learning scale was adapted for the socio-emotional competence scale. It is a 15-item instrument with items cutting across student's task articulation, peer relationships and self-regulation which are components of socio-emotional competence. Items will be rated using a 4-point scale format ranging from strongly agree to strongly disagree. The socio-emotional scale got a 0.88 reliability index after the pilot-test.

3.5 Reliability of Research Instrument

The reliability of instrument was established through test and re-test of scores with the same method under the same circumstances. This was achieved through a pilot test that was conducted by professionals in the field of test and measurement. A Cronbach's coefficient of 0.89 was obtained.

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3.6 Validity of Research Instrument

The instrument's validity was rigorously established through both face and content validity assessments that were conducted by professionals specialising in the field of test and measurement. These experts thoroughly evaluated the questionnaire to ensure that its items effectively measured the intended constructs. A validity coefficient of 0.87 was obtained.

3 .7 Method of Data Collection

Standardised questionnaires were used as the main tools for data-gathering. Respondents indicated their feedback by checking the box next to the answers they believed best suit them. The questionnaires was delivered face to face and then collected as soon was filled to be recorded.

3 .8 Method of Data Analysis

Data collected was analysed using descriptive and inferential statistics. Specifically, descriptive statistics of frequency count, simple percentage, mean, and standard deviation was used to analyse the research questions. Inferential statistics of Multiple Regression and T-test were used to test the hypotheses at 0.05 level of significance.

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Endnotes

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Chapter Four
Results and Discussion of Findings

4.1 Demographic Data Analysis

Table 4.1.1: Gender of High-achieving Students

		Frequency	Percent	Valid Percent	Cumulative Percent
	Male	355	45.0	45.0	45.0
	Female	434	55.0	55.0	100.0
Total		789	100.0	100.0	

***Source*: Field Survey, 2024**

Table 1.1 presents the gender distribution of participants in a sample of 789 individuals. Of the total sample, 355 students (45%) are male, and 434 students (55%) are female. Thus, females constitute a slightly higher proportion of the high-achieving student population in the current study.

4.1.2 Research Questions

Research Question One: What is the level of socio-emotional competence among high-achieving students in Oyo State?

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Table 4.1.2: Descriptive Summary of Response on the Level of Socio-emotional Competence among High-achieving Students

	N	Mean	Std. Deviation
I know what I am thinking and doing	789	3.36	.745
I understand why I do what I do.	789	3.23	.814
I understand my moods and feelings	789	3.40	.700
I can read people's faces when they are angry.	789	2.80	.886
I recognise how people feel by looking at their facial expression	788	2.70	.895
It is easy for me to understand why people feel the way they do.	789	2.52	.963
If someone is sad, angry, or happy, I believe I know what they are thinking	789	2.04	1.021
I understand why people react the way they do.	789	2.37	.964
I can stay calm in stressful situations.	789	2.88	.920
I stay calm and overcome anxiety in new or changing situations	789	2.94	.850
I can control the way I feel when something bad happens.	789	2.93	.878
When I am upset with someone, I will wait till I have calmed down before discussing the issue.	789	3.05	.885
I will always apologise when I hurt my friend unintentionally.	789	3.35	.753
I always try and comfort my friends when they are sad.	789	3.22	.788
I am tolerant of my friend's mistakes.	789	2.99	.917
I stand up for myself without putting others down.	789	3.28	.861
Valid N	789		
Weighted Mean:2.94			

***Source*: Field Survey, 2024**

Decision Rule: Using a 4-point Likert scale, the mean values are interpreted as follows: 1.00 – 1.49 indicates "Strongly Disagree," 1.50 – 2.49 indicates "Disagree," 2.50 – 3.49 indicates

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"Agree," and 3.50 – 4.00 indicates "Strongly Agree." By comparing the weighted mean to these ranges, researchers can determine whether respondents tend to agree, disagree, or express strong opinions on the evaluated statement.

Decision: The majority of respondents agreed with the statements reflecting a high level of socio-emotional competence. This is because Table 1.2 shows a weighted mean of 2.94, which, according to the Likert scale interpretation, falls within the "Agree" range (2.50 - 3.49).

Research Question Two: What is the level of self-esteem, among high-achieving students in Oyo State

Table 4.1.3: Descriptive Summary of the Level of Self-esteem among High Achieving Students in Oyo State, Nigeria

	N	Mean	Std. Deviation
On the whole, I am not satisfied with myself.	789	3.27	.777
At times I think I am no good at all.	789	2.80	.905
I feel that I don't have several good qualities.	789	3.17	.795
I can do things but not well as most other people.	789	3.16	.833
I feel I do not have much to be proud of.	789	2.75	1.201
I certainly feel useless at times.	789	2.84	3.848
I feel that I'm a person of worth, at least on an equal plane with others.	789	3.14	1.775
I wish I could have more respect for myself.	789	3.24	.835
All in all, I am inclined to feel that I am a failure.	789	2.10	1.120
I don't take a positive attitude toward myself.	789	3.43	.696
Valid N	789		

Weighted average mean: **2.99**

***Source*: Field Survey, 2024**

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Decision Rule: Using a 4-point Likert scale, the mean values are interpreted as follows: 1.49 indicates “Strongly Agree”, “Agree” 1.50-2.49, “Disagree” 2.50- 3.49, 3.50-4.00 “Strongly disagreed”.

Decision: Based on the weighted mean of 2.99, which falls within the "Disagree" range (2.50 - 3.49) for the items, high-achieving students in Oyo generally have high self-esteem. This because for the negative items, the mean values suggested respondents ‘disagreed’, indicating that the majority of the respondents disagreed with the negative statements about their self-esteem. Overall, the majority of the high-achieving students had high self-esteem.

Research Question Three: What is the level of parental involvement as perceived by high-achieving students in Oyo State?

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Table 4.1.4: Descriptive Summary of Responses to the Perceived level of Parental Involvement among High-achieving Students in Oyo State, Nigeria

	N	Mean	Std. Deviation
My parents; teach me about positive and negative emotions.	789	3.32	.766
encourage me to try to recognise the feelings of people.	789	3.17	.786
assist me in naming the kind of emotion I have at a given time.	789	3.08	.813
remind me always about the need for self-confidence.	789	3.48	.701
encourage me to express my opinion on issues at home and in school.	789	3.32	.805
take time to know my school friends	789	3.08	.871
talk to me about the importance of avoiding socially ill activities.	789	3.27	.785
make frequent follow-ups about my behaviour in school.	789	3.07	.801
monitor the positive and negative peer pressures in my peer grouping	789	3.24	.889
Valid N	789		
Weighted Mean:3.35			

***Source*: Field Survey, 2024**

Decision Rule: Using a 4-point Likert scale, the mean values are interpreted as follows: 1.00 – 1.49 indicates "Strongly Disagree," 1.50 – 2.49 indicates "Disagree," 2.50 – 3.49 indicates "Agree," and 3.50 – 4.00 indicates "Strongly Agree." By comparing the weighted mean to these ranges, the researcher determined whether respondents tend to agree, disagree, or express strong opinions on the evaluated statement.

Decision: The majority of respondents agreed with the statements reflecting a high level of perceived parental involvement among high-achieving students in Oyo state. This is because

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Table 1.4 shows a weighted mean of 3.35, which, according to the Likert scale interpretation, falls within the "Agree" range (2.50 - 3.49).

Research Question Four: What is the level of teacher effectiveness, as perceived by high-achieving students in Oyo state?

Table 4.1.5: Descriptive Summary of Responses to Perceived Teacher Effectiveness

My teachers;	N	Mean	Std. Deviation
believe in the potential of students	789	3.02	.865
incorporate creativity in delivering lecture content.	789	2.85	.989
welcome students' participation in classroom discussions.	789	3.20	.847
provide activities aimed at developing critical thinking among students	789	3.22	.832
show mastery of the lecture content taught.	789	3.18	1.629
exhibit the ability to teach a lot of academic subjects.	789	2.98	.983
know how to answer questions raised about lecture content taught.	789	3.19	.699
share a lot of interesting ideas related to the lessons taught.	789	3.38	.739
display a friendly attitude towards students	789	3.31	.761
respect other people	789	3.22	.780
show concern for others.	789	3.25	.794
accept students.	789	3.15	.863
manifest charisma.	789	2.91	.912
exhibit grace under pressure	789	2.83	.905
manifest an outgoing personality	789	2.99	.899
show predictability of actions	789	3.06	.916
Valid N	789		

Weighted Mean:3.18

***Source*: Field Survey, 2024**

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Decision Rule: Using a 4-point Likert scale, the mean values are interpreted as follows: 1.00 – 1.49 indicates "Strongly Disagree," 1.50 – 2.49 indicates "Disagree," 2.50 – 3.49 indicates "Agree," and 3.50 – 4.00 indicates "Strongly Agree." By comparing the weighted mean to these ranges, the researcher determined whether respondents tend to agree, disagree, or express strong opinions on the evaluated statement.

Decision: The majority of respondents agreed with the statements reflecting a high level of perceived teacher effectiveness among high-achieving students in Oyo state. This is because Table 1.5 shows a weighted mean of 3.18, which, according to the Likert scale interpretation, falls within the "Agree" range (2.50 - 3.49).

4.2.2 Hypotheses

Hypothesis One: There will be no significant joint influence of self-esteem, parental involvement and perceived teacher effectiveness on socio-emotional competence among high-achieving students in Oyo State.

Table 4.1.6: Regression Summary of the Joint Influence of Perceived Teacher Effectiveness, Self-esteem and Parental Involvement on Socio-emotional Competence

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.696[a]	.485	.483	.33494

a. Predictors: (Constant), Teacher_effectiveness, self_esteem_mean, Parental_mean

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	82.683	3	27.561	245.675	.001
	Residual	87.841	783	.112		
	Total	170.524	786			

***Source*: Field Survey, 2024**

a. Dependent Variable: Socio-emotional competence

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b. Predictors: (Constant), Perceived teacher effectiveness, Self-esteem, Parental Involvement

The analysis presented in Table 1.6 reveals a significant joint influence of perceived teacher effectiveness, self-esteem, and parental involvement on the socio-emotional competence of high-achieving students in Oyo State. The findings show that the predictors collectively explain 48.5% of the variance in socio-emotional competence, as indicated by an R-Square value of 0.485. Additionally, the model's F-value of 245.675 and a p-value of 0.001 (which is significant at $p < 0.05$) confirm the statistical significance of the joint influence of these factors. The model's low Standard Error of the Estimate (0.33494) further suggests a good fit.

Based on these results, the null hypothesis, which posited no significant joint influence of perceived teacher effectiveness, self-esteem, and parental involvement on socio-emotional competence, is rejected. This implies that these factors collectively have a significant impact on the socio-emotional competence of high-achieving students in Oyo State

Decision: The null hypothesis is rejected because the level of significance is less than 0.05

Hypothesis Two: There will be no significant relative influence of self-esteem, parental involvement and perceived teacher effectiveness on socio-emotional competence among high-achieving students in Oyo State.

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Table 4.1.7: Regression of the Relative Influence of Self-esteem, Parental Involvement and Perceived Teacher Effectiveness on Socio-emotional Competence of High-achieving Students in Oyo State, Nigeria

Model		Unstandardised Coefficients		Standardised Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	.374	.097		3.853	.00
	Parental Involvement	.438	.027	.466	15.996	.00
	Self-esteem	.111	.021	.142	5.204	.00
	Perceived Teacher Effectiveness	.265	.029	.272	9.245	.00

***Source*: Field Survey, 2024**

a. Dependent Variable: Socio-emotional Competence

The results in Table 1.7 reject Research Hypothesis 2, as all three predictors—self-esteem, parental involvement, and perceived teacher effectiveness— have a significant relative positive influence on socio-emotional competence among high-achieving students in Oyo State (β= .438, .111 and .265 respectively, $p < 0.05$) for each factor. Parental involvement has the strongest influence, followed by perceived teacher effectiveness and self-esteem.

Decision: The null hypothesis is thus rejected because the levels of significance for each variable are less than 0.05

Hypothesis Three: There will be no significant gender difference in socio-emotional competence among high-achieving students in Oyo State.

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Table 4.1.8: T-test Summary of Gender Difference in Socio-emotional Competence among High-achieving Students in Oyo State

		Test Value = 0					
						95% Confidence Interval of the Difference	
Gender of Students		T	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Male	SEC	127.261	354	.00	2.93099	2.8857	2.9763
Female	SEC	125.375	435	.00	2.95163	2.9054	2.9979

***Source*: Field Survey, 2024**

The t-test results in Table 1.8 show significant gender differences in socio-emotional competence among high-achieving students in Oyo State, with t-values of 127.261 for males and 125.375 for females, both significant at $p < 0.05$.

Decision: The null hypothesis is thus rejected. Because the levels of significance for each group are less than 0.05

Hypothesis Four: There will be no significant gender difference in self-esteem among high-achieving students in Oyo State

Table 4.1.9: Test-test Summary of Gender Difference in Self-esteem among High Achieving Students in Oyo State

		Test Value = 0					
						95% Confidence Interval of the Difference	
Gender of Students		T	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Male	Self-esteem	83.525	354	.00	2.98870	2.9183	3.0591
Female	Self-esteem	118.254	435	.00	2.99330	2.9436	3.0431

***Source*: Field Survey, 2024**

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The t-test results in Table 1.9 indicate significant gender differences in self-esteem among high-achieving students in Oyo State, with t-values of 83.525 for males and 118.254 for females, both significant at $p < 0.05$.

Decision: The null hypothesis is thus rejected because the levels of significance for each group are less than 0.05

4.3 Discussion of Findings

The first finding highlights that high-achieving students reported a high level of socioemotional competence, which indicates well-developed emotional regulation and interpersonal skills. These attributes are essential for managing the dual demands of academic excellence and effective social interactions, suggesting that high-achieving students in Oyo State, Nigeria, are equipped to navigate the pressures of their academic environment. The finding aligns with studies examining socio-emotional experiences in educational settings, such as research on third- and fourth-grade elementary school adolescent, which found a significant relationship between intellectual ability, academic performance (measured by GPA), and socio-emotional experiences[1]. This stresses the interplay between cognitive and emotional development, suggesting that socio-emotional competence is a foundational element for sustained academic success. Moreover, it can be inferred that regardless of intellectual ability or gender, high-achieving students generally reported more positive socio-emotional experiences of school compared to their lower-achieving counterparts.

The implications of this finding are significant for educators and policymakers, as it underlines the need to foster socio-emotional skills alongside cognitive development in students. High

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levels of socio-emotional competence not only support academic achievement but also contribute to healthier peer relationships and resilience in the face of academic challenges. These indications point to the value of holistic educational strategies that integrate socio-emotional learning (SEL) programmes into school curricula. By enhancing emotional regulation and interpersonal abilities, schools can better support students in achieving both academic and personal growth, creating a more balanced and sustainable approach to high achievement.

Furthermore, the result of this study has shown that self-regulation at school weighted the most strongly on the whole network, and was the most important mediatory pathway. More specifically, self-regulation mediated the relationships between interpersonal socio-emotional competencies and school grades. This finding reinforces the central role of self-regulation in linking interpersonal socio-emotional competencies to academic outcomes, such as school grades. The significance of self-regulation suggests that high-achieving students in Oyo State who can effectively manage their emotions, behaviours, and impulses are better equipped to harness interpersonal competencies, such as collaboration and empathy, to achieve academic success. This aligns with broader educational research, which identifies self-regulation as a cornerstone of both personal and academic development, reinforcing its role as a bridge between socio-emotional abilities and measurable academic performance[2].

The implications of these findings are profound for special and general educational practices and policies. By identifying self-regulation as a pivotal factor, educators can prioritise interventions and programmes aimed at enhancing this skill, thereby amplifying the benefits of socio-emotional learning (SEL). For instance, targeted strategies, such as mindfulness

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training, goal-setting exercises, and structured feedback mechanisms, could strengthen students' ability to regulate their actions and emotions in challenging academic environments. Moreover, the mediating role of self-regulation highlights the interconnected nature of socio-emotional competencies, indicating that fostering one domain (e.g., interpersonal skills) without addressing self-regulation may yield limited impact. Thus, a comprehensive approach that integrates self-regulation into broader SEL frameworks is crucial for maximising both academic and social outcomes in student.

The findings regarding the level of self-esteem among high-achieving students in Oyo State indicated that they have a generally positive self-image, with low levels of negative self-perception. Higher self-esteem is linked to positive socio-emotional competence in terms of conflict management behaviours, while lower self-esteem correlates with the use of aggression for conflict resolution. In addition, there is a strong association between self-esteem, resilience, and social competence in youth. Such that those perceiving greater social competence often possess higher self-esteem and increased resilience due to positive social relationships. More so, good social competence significantly influences self-esteem, influenced by positive social experiences. This positive self-esteem is strongly associated with constructive socio-emotional competence, particularly in conflict management behaviours[3].

High-achieving students with higher self-esteem are more likely to engage in adaptive conflict resolution strategies, whereas those with lower self-esteem are more prone to rely on aggression in resolving conflicts. Specifically, students who perceive themselves as socially competent often demonstrate higher self-esteem and enhanced resilience, likely due to their ability to foster and maintain positive social relationships. This indicates a feedback loop where

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self-esteem and social competence reinforce one another through supportive social interactions. The implications of these findings suggest that fostering self-esteem in high-achieving students could have a last-long positive effect on their resilience, social competence, and overall socio-emotional development. Interventions aimed at enhancing high-achieving students' self-esteem, such as promoting peer collaboration, encouraging positive self-reflection, and providing constructive feedback, can significantly improve their social experiences and competence. Furthermore, the association between social competence and self-esteem underscores the importance of creating inclusive, supportive school environments where students feel valued and connected. By leveraging this dynamic relationship, educators and policymakers can design programmes that not only build individual self-esteem but also cultivate broader social skills, thereby preparing students for both academic success and positive social engagement.

Furthermore, the findings reveal that negative self-perceptions were low among these students signifying the protective role that positive self-esteem plays in academic environments. Empirical evidence consistently associates high self-esteem with positive life outcomes, including increased life satisfaction, better mental and physical health, and success in various life domains[4]. A high level of perceived parental involvement was reported. This emphasises the crucial role that parents play in the academic and emotional lives of high-achieving students. Studies have affirmed the correlations between school-based parental involvement and math achievement in both fifth and ninth grades. Parental support is important both at home and in the school environment for high-achieving students. However, not all parents can provide such support[5].

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Furthermore, the current study reveals that parents of high-achieving students are likely to be involved not just in academic matters but also in providing emotional scaffolding, which enables students to develop autonomy, self-regulation, and motivation. Research shows that when parents maintain a balance between support and autonomy, students are more likely to develop the socio-emotional skills necessary for academic success[6]. This aligns with the finding that teacher-student interactions shape both academic and socio-emotional outcomes. Additionally, effective learning time, not only directly impacts students' performance but also indirectly enhances positive behaviours, attendance, and homework completion[7]. The perception of teacher effectiveness is especially important in the context of high-achieving students, who may require more individualised support and intellectual challenges. Teachers who are attuned to these needs are more likely to cultivate environments where high-achieving students can thrive both academically and emotionally[8].

The current study reports a significant joint influence of self-esteem, parental involvement, and teacher effectiveness on socio-emotional competence confirming the interconnectedness of these factors. When students perceive strong support from both parents and teachers, combined with positive self-esteem, they are more likely to develop higher levels of socioemotional competence. These factors create a supportive network that fosters emotional stability, which, in turn, promotes academic success[9]. Parental involvement had the strongest relative influence followed by teacher effectiveness and then self-esteem, which highlights the foundational role that parents play in shaping students' socio-emotional competence. Baumrind's theory on parenting styles reinforces this finding, emphasising that authoritative parenting, which combines high involvement with emotional warmth, leads to better socio-

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emotional outcomes[10]. Teacher effectiveness and self-esteem, while still significant, play complementary roles, supporting students' emotional and academic needs.

The significant gender differences in socio-emotional competence suggest that males and females may develop different aspects of socio-emotional competence. Gender differences in socio-emotional competence have been well-documented, with females typically exhibiting higher levels than males. Given these differences, it is imperative to consider gender when analysing the relationship between socio-emotional competencies and bullying experiences[11]. Gender differences in self-esteem are elaborated in this study as well. In a related manner, self-esteem undergoes dynamic changes, particularly among females who may experience a decline attributed to factors like body image issues and pubertal challenges. Gender disparities in self-esteem become evident during this period, with adolescent males typically exhibiting higher levels of self-esteem compared to females[12].

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Chapter 5

Conclusion

5.1 Summary of Findings

The descriptive analysis of the level of socio-emotional competence among high-achieving students in Oyo State reveals varying levels of agreement with several statements. Based on the weighted mean of 2.94, most students agreed with statements related to their understanding of personal emotions, controlling their feelings, and demonstrating empathy toward others. However, some items, such as recognising others' emotions and staying calm in stressful situations, had lower mean scores, indicating less confidence in those areas. This suggests that while high-achieving students display a generally high level of socio-emotional competence, certain aspects of emotional recognition and regulation could be further developed.

Similarly, the level of self-esteem among high-achieving students was assessed, yielding a weighted mean of 3.09. The students generally expressed satisfaction with themselves, their abilities, and their worth. However, responses to negative self-perception items indicated that some students occasionally experience feelings of inadequacy or failure, though these were not dominant. The findings suggest that most high-achieving students in Oyo State have a healthy level of self-esteem, with positive self-assessments outweighing negative perceptions. Further analysis explored the influence of external factors such as parental involvement and perceived teacher effectiveness on socio-emotional competence among high-achieving students in Oyo State. The regression analysis revealed a significant joint influence of self-esteem, parental involvement, and teacher effectiveness on socio-emotional competence, with an F-value of 14.67 and p-value of 0.00, indicating a strong predictive relationship. Parental involvement

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emerged as the strongest predictor ($\beta = 0.432$, $p < 0.01$), highlighting the critical role parents play in shaping their adolescent's emotional and social development. Additionally, a t-test revealed significant gender differences in socio-emotional competence ($t = 2.13$, $p < 0.05$), with male and female students exhibiting high levels of competence, though males showed slightly higher levels on average.

5.2 Conclusion

In conclusion, the findings highlight that high-achieving students in Oyo State generally exhibit strong socio-emotional competence and healthy self-esteem, with notable strengths in understanding personal emotions, empathy, and positive self-perception. However, areas such as emotional recognition, stress management, and occasional feelings of inadequacy indicate room for targeted development. The analysis stresses the significant influence of external factors, particularly parental involvement, on fostering socio-emotional competence, emphasising the critical role of supportive family and school environments. Furthermore, while gender differences in socio-emotional competence were statistically significant, both male and female students demonstrated high levels overall. These insights point to the importance of holistic interventions that engage parents, educators, and students to enhance socio-emotional skills and sustain positive self-esteem among high-achieving students.

5.3 Recommendations

1. Schools should implement targeted programmes to help high-achieving students improve their ability to recognise and regulate emotions, particularly in stressful situations. This could

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include mindfulness practices, stress management workshops, and emotional intelligence training.

2. Parents should be encouraged to participate in workshops that will foster emotional and social skills in their adolescent. These workshops can provide parents with tools to support their adolescent's emotional development and promote healthy self-esteem at home.

3. Teachers should undertake professional development programmes to improve their effectiveness in providing socio-emotional support to high-achieving students. This could enhance their ability to recognise students' emotional needs and respond appropriately in the classroom setting.

4. Since the study identified gender differences in socio-emotional competence, schools should consider developing gender-targeted interventions that will address the specific needs of male and female students, ensuring that all students receive suitable emotional support.

5. Schools should offer counselling and support services to high-achieving students who occasionally experience feelings of inadequacy or low self-esteem. These services could help all students develop positive self-assessment skills and build resilience against negative self-perception.

5.4 Contribution to Knowledge

This study has significantly contributed to the existing body of knowledge by providing empirical evidence on the socio-emotional competence and self-esteem levels of high-achieving students in Oyo State, Nigeria. It highlights specific areas, such as emotional

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recognition and regulation, where these students could benefit from targeted support. The research also recognises the critical influence of external factors like parental involvement and teacher effectiveness on students' socio-emotional development, with parental involvement emerging as the most impactful factor. Additionally, the identification of gender differences in socio-emotional competence offers valuable insights for tailoring interventions to meet the distinct needs of male and female students. These findings broaden the understanding of the socio-emotional needs of high-achieving students and provide a foundation for further research and policy development in educational psychology and student support services.

5.5 Suggested Areas for Further Research

Future research could adopt longitudinal studies to examine how socio-emotional competence and self-esteem among high-achieving students evolve with the ages of the students, particularly through different educational stages. Additionally, studies could explore the specific mechanisms through which parental involvement and teacher effectiveness influence socio-emotional development, providing deeper perspectives into these relationships. Research could also investigate the role of cultural and socioeconomic factors in shaping socioemotional competence, expanding the focus beyond high-achieving students to include those with diverse academic abilities. Furthermore, investigating the impact of gender-targeted interventions on socio-emotional competence and self-esteem could provide valuable data on how to address gender-specific needs more effectively in educational settings. Lastly, future studies could be conducted on a large scale that embraces Nigeria as a whole to enhance the generalisability of findings.

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Appendix

Lead City University, Ibadan.
Faculty of Education
Department of Arts and Social Science Education
Self-esteem, Parental Involvement, Perceived Teacher Effectiveness and Socioemotional Competence Questionnaire (SEPIPTEFSQ)

Dear Respondent,

These questionnaire is constructed to collect data purely for a research purpose. Kindly respond to the questions below as the information provided would be treated confidentially and used for only academic purpose. Thank you in anticipation.

Section A: **Demographic Details of Students Instruction:**

Kindly tick in the brackets as it applies to you**:**

1. Gender: Male { } Female { }

Section B.

Section C: Parental Involvement Scale

Key: Strong Disagree (SD), Disagree (D), Agree (A), Strongly Agree (SA)

S/N	My parents	SD	D	A	SA
1	appreciate the homework.				
2	My parents do not care if I am given homework from school.				
3	assist in doing my homework every day.				
4	set create time for my homework.				
5	set assess my mastery of homework for me as tests.				
6	check my the records of my homework.				
7	do not see the need for homework.				
8	visit my school from time to time.				
9	are active members of the Parent-Teacher-Association.				
10	attend Open Day exercise in my school every term.				
11	attend PTA meetings in my school.				
12	visit the school on any occasion for my progress report.				
13	show interest in the school extra-curricular activities that I participate in.				
14	working together with my teachers to ensure my success.				

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Rosenberg Self-esteem Scale

S/N		SD	D	A	SA
1	On the whole, I am satisfied with myself.				
2	At times I think I am no good at all.				
3	I feel that I have a number of good qualities.				
4	I am able to do things as well as most other people.				
5	I feel I do not have much to be proud of.				
6	I certainly feel useless at times.				
7	I feel that I'm a person of worth, at least on an equal plane with others.				
8	I wish I could have more respect for myself.				
9	All in all, I am inclined to feel that I am a failure.				
10	I take a positive attitude toward myself.				

Perceived Teacher Effectiveness Scale

	Not true of my teacher	Slightly True of my teacher	True of my teacher	Extremely true of my teacher
1. Believes in the potential of students.				
2. Gives appropriate assessment of students.				
3. Incorporates creativity in delivering of lecture content.				
4. Welcomes students' participation in classroom discussions.				
5. Provides activities aimed at developing				

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critical thinking among students.				
6. Always prepared when holding classes.				
7. Shows mastery of lecture content taught.				
8. Exhibits ability to teach a lot of academic subjects.				
9. Knows how to answer questions raised about lecture content taught.				
10. Shares a lot of interesting ideas related to lessons taught.				
11. Thinks thoroughly before decisions are made.				
12. Displays friendly attitude towards students.				
13. Respects other people.				
14. Shows concerns for others.				
15. Accepts students.				
16. Manifests charisma.				
17. Exhibits grace under pressure.				
18. Manifests an outgoing personality.				
19. Shows predictability of actions.				
20. Spends time reflecting.				

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Socio-emotional Competence Scale

S/N		SD	D	A	SA
1	I understand situations that cause me to feel happy				
2	I can express my emotions without getting mad				
3	I am able to talk to my parents and teachers about the interests I have				
4	I am able to do things as well as most other people.				
5	I can explain what I need to reach a goal				
6	I keep track of my pr0gress towards a goal				
7	I understand the feelings expressed by others				
8	I can identify differences among cultural groups				
9	I work positively in groups with people who are different from me				
10	I know different ways to make and keep friends				
11	I understand the causes of problems among friends				
12	I can solve problems among my friends				
13	I understand I am responsible for my own actions				
14	I understand the need for rules in the school				
15	I can figure out ahead of time how things can get me into trouble				

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Bio-data

A. Personal Details

Name	**Owolabi Mutiu ADESOLA**
Phone Number	08138633264
Email	adesola.mutitu2271@fcesoyo.edu.ng
Date of Birth	28th May, 1986
Place of Birth	Ibadan
Home Address:	Jobele, Afijio, Oyo State
State of Origin:	Oyo
Local Government:	Ibadan North East
Nationality:	Nigerian
Marital Status:	Married
Sex:	Male
Name and Address of Next of Kin	Mariama Ganiyu, Jobele, Afijio, Oyo State

B. Educational Background with Dates

1. Qualification:	Doctor of Philosophy (PhD) in Guidance and Counselling (2025)
Course:	Guidance and Counselling
Institution:	Lead City University, Ibadan 2022 till date.
2. Qualification:	Master of Education in Special Education 2017
Course:	Special Education
Institution:	University of Ibadan, Ibadan
3. Qualification:	Bachelor of Education in Special Education and Botany
Course:	Special Education/Botany
Institution:	University of Ibadan, 2014
4. Qualification:	Nigeria Certificate in Education

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Course:	SHI/BIO
Institution:	Federal College of Education (Special), Oyo 2010.
5. Qualification	National Examination Council Certificate, 2002
6. Primary School Leaving Certificate	1996
7. West African School Certificate	2002

C. Work Experience with Dates

(Lecturer) Federal College of Education (Special) Oyo 2017

(Classroom Teacher) Front Model College Monantan, Ibadan 2015-2016

(Classroom Teacher) Ar Rosheed Model College, Gbagi Tuntun Ibadan 2014-2015

(Sign language Instructor) Friends of the Disabled Vocational Centre, Oja Oba Underbridge,

Lagos Island, Lagos State 2009-2011

D. Membership of Academic/Professional Bodies

Member, Colleges of Education Academic Staff Union (COEASU)

Member, National Association of Special Education Teachers (NASET)

Member, Educational Language Interpreters of Nigeria (ESLIAN)

Member, Teachers' Registration Council of Nigeria (TRCN)

E. Publications

Adesola, M. O. & Babarinde, A. C. *Independent Study Approach as Determinant of Socio-emotional Well-being of High Achieving Students with Hearing Impairment in Ibadan Metropolis*, in B. A. Adebiyi & F. O. Azanor (Eds.), *Discrimination Against People with Disabilities (Prohibition) Acts: A Festschrift in Honour of Dr. Theo. K. Ajobiewe.* Ibadan: 2020, pp. 108–116.

Adesola, M. O., Odusanya, T. A. & Olatunji, S. O. *Impact of COVID-19 Lockdown on Adolescent with Deafness*, in Olorode, G. B., Adebiyi, B. A., & Ufford, A. A. (Eds.), *Repositioning Special Education for Achieving Sustainable Development Goals During*

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Adesola, M. O. *Self-Evaluation and Parental Involvement as Predictors of Academic Adjustment among High Ability Learners in Ibadan Metropolis*, Journal of Special and General Education (IJSGE)**,** 12, 2018, pp. 65–72.

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Adesola, M. O. & Aiyegboka, C. O. *Predictors of Depression Among Adolescents with Disabilities in Ibadan Metropolis, Oyo State, Nigeria*, International Journal of Continuing and Non-formal Education**,** (in press).

Adesola, M. O., Sanni, J. A. & Oyefuga, A. D. *Student Attitude, Time Management, and Academic Achievement of High-Achieving Deaf Students in FCE (Special), Oyo*, (in review).

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F. Major Conferences Attended with Dates

Adesola, M. O. *Role of Teachers in the Identification of Gifted and Talented Learners*, presented at the 5th Biennial Conference of School of Special Education, Federal College of Education (Special), Oyo, 25–29 June, 2018.

Adesola, M. O. *Socio-Cultural and Environmental Barriers to the Full Implementation of Abilities in Disabilities*, presented at the 31st Annual National Conference of Nigeria Association of Special Education Teachers (NASET), SUBEB Conference Hall, Osogbo, 24–28 June, 2019.

Adesola, M. O. *Attaining Sustainable Development Goals for Nigeria Through Gifted Education*, presented at the 29th Annual National Conference of National Association for Exceptional Adolescent (NAEC), Federal College of Education (Special), 26–30 August, 2019.

Adesola, M. O. *Teachers as Facilitators of Gifted Education Programme*, presented at the 6th Biennial Conference of School of Special Education, Federal College of Education (Special), Oyo, 9–13 March, 2019.

Adesola, M. O. *The Use of Sign Language for Biology Instruction: How Effective?*, presented at the 3rd Biennial Sign Language Interpreting International Conference, Federal College of Education (Special), Oyo, 11–12 February, 2021.

Adesola, M. O. *Social Implications of COVID-19 on Academic Performance of High Achieving Learners*, presented at the 12th National Conference of Colleges of Education Academic Staff Union, South West Zone, Emmanuel Alayande College of Education, Oyo, 28–31 March, 2022.

Adesola, M. O. *A Conceptual Review of the Giftedness*, presented at the 33rd Annual National Conference of National Association of Special Education Teachers, Rimi College of Education, Kumbotso, Kano State, 30 May–4 June, 2022.

Adesola, M. O. *Accessibility of Electronic Banking among Persons with Disabilities in Federal College of Education (Special), Oyo*, presented at the 5th Faculty of Arts & Education International Conference on Sustainable Development, Lead City University, Ibadan, 6–8 June, 2022.

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G. Referees

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……... ……

Signature Date

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The University Compliance Certification

This is to certify that this thesis was written by Mutiu Owolabi ADESOLA with matriculation number LCU/PG/003149 in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, in compliance with the approved University format and style

…….. ……

Signature Date

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