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Relationship among Emotional Intelligence, Parental Involvement and Academic Achievement of Secondary School Students in Ibadan, Nigeria.

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Abstract

This study investigated the relationship among emotional intelligence, parental involvement and academic achievement of 500 Senior Secondary School Students in Ibadan, Nigeria. The participants ranged in age between 14 and 18 years ($M=16.5$, $SD. = 1.7$). Two hypotheses were tested for significance at .05 margin of error, Using Pearson Product Moment Correlation Coefficient and Multiple Regression Statistics. Results showed that both emotional intelligence and parental involvement could predict academic achievement. Similarly, there were significant positive relationship between emotional intelligence and academic achievement; and between parental involvement and academic achievement. The implications of these results for academic are discussed.

Introduction

Academic achievement is undoubtedly a research after the heart of educational psychologists. In their attempt to investigate what determines academic outcomes of learners, they have come with more questions than answers. In recent time, prior literature has shown that learning outcomes (academic achievement and academic performance) have been determined by such variables as; family, school, society, and motivation factors (e.g., Aremu & Soka, 2003; Aremu and Oluwole, 2001; Aremu, 2000). In the same vein, Parker, Creque, Harris, Majeski, Wool, and Hogan (2003) noted that much of the previous studies have focused on the impact of demographic and socio-psychological variables on academic achievement. More recently, another emerging dimension to the determinant of academic achievement is government factor (e.g., Aremu & Soka, 2003; Aremu, 2004). In spite of the seeming exhaustiveness of literature on the determinants of academic achievement of learners, there seems to be more area of interest to be investigated. This becomes obvious in view of the continue interest of researchers and Educational psychologists; and the continued attention of government and policy makers and planners.

Academic performance (most especially of secondary school students) has been largely associated with many factors. Most students in secondary schools in Nigeria are daily confronted with challenges of coping with their academics under serious emotional strains occasioned by long walk to school, poor school environment, and been taught by unmotivated teachers. Couple with this, is an 'uncooperative' -to -study attitude of parents who more often

than toil to provide for the needs of the family. These would definitely not augur well for academic success.

It is therefore, instructive in the present study to investigate the relationship among emotional intelligence, parental involvement and academic achievement of students in secondary schools. This become pertinent in view of the fact that much has not been really achieved in this area in Nigeria.

Emotional Intelligence and Academic Performance

In the beginning, psychologists focused on cognitive constructs like memory and problem solving in their first attempt to write on intelligence. This did not last when researchers began to challenge this orientation and recognised that there are other non-cognitive aspects of intelligence. For instance, Robert Thorndike wrote about social intelligence in 1937. And as early as 1943, David Wechsler proposed that the non-intelligence abilities are essential for predicting ability to succeed in life. Imbrosciano and Berlach (2003) have remarked that "success" may be viewed in three main domains. A good student is often referred to as being "intelligent", or "well behaved", or "academically successful". Arising from this are the questions: Are there any connection between these domains? Is there a strong connection, between intelligence and academic achievement? Do students with high intelligence behave better? These and many more questions underscore the important place intelligence has been found to play in academic success.

Goleman (1995) gave a short of answer when he asserted that success depends on several intelligences and on the control of emotion. Specifically, he stressed that intelligence (IQ) alone is no more the measure of success. According to him intelligent account for only 20% of the total success, and the rest goes for Emotional and Social intelligences. Abisamra (2000) then queried that if this is found to be so, why the teachers don't begin to teach its components (i.e., emotional intelligence) to students at schools? He then concluded that if emotional intelligence affects student achievement, then it is imperative for schools to integrate it in their curricula and thereby raising the level of students' success.

According to Salovey and Mayer (1990), Emotional Intelligence is being able to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this to guide one's thinking and actions. Again, Salovey and Mayer (1993) wrote that an emotionally intelligent person is skilled in four areas: identifying, using, understanding, and regulating emotions. Similarly, Goleman also stressed that emotional intelligence consists of five components: Knowing one's emotions (self-awareness), managing them, motivating self, recognising emotions in others (empathy), and handling relationships.

In recent times therefore, social scientists and educational psychologists are beginning to uncover the relationship of emotional intelligence to other phenomenon. These are: leadership (Ashfort & Humphrey, 1995); group performance (Williams & Sternberg, 1988); academic achievement (Abisamra, 2000); and policing (Aremu, 2005). The foregoing attest to the significance of emotional intelligence to all constructs (school achievement inclusive). As a matter of fact, emotional intelligence (EI) has recently attracted a lot of interest in the academic literature.

Specifically, Finnegan (1998) argued that school should help students learn the abilities underlying the emotional intelligence. This he believes could lead to achievement from formal education years of the child. In a recent studies conducted by Parker, Summerfeldt, Hogan and Majeski (2001, 2002) they discovered that various emotional and social competencies were strong predictors of academic success. Similarly, Parker, et al..(2003) found emotional intelligence to be significant predictors of academic success. In the same vein, Low and Nelson (2004) reported that emotional intelligence skills are key factors in the academic achievement and test performance of high school and college students respectively. Likewise, Abisamra (2000) reported that there is a positive relationship between emotional intelligence and academic achievement. He therefore canvassed for inclusion of emotional intelligence in the schools' curricula. Petrides, Frederickson and Furnham in Cotton and Wiklund(2005) argued that any investigation of the potential effects of emotional intelligence on academic performance must be pursued in a specific context .In essence, the importance of emotional intelligence on academic achievement has been found to be very significant .Nevertheless, and in spite of the studies reviewed, there is still a need to further investigate the relationship of emotional intelligence to academic achievement most especially in country like Nigeria, where most researchers are yet to show interest in the construct.

Parental Involvement and Academic Performance

On parental involvement and academic achievement, studies have shown to date that the two constructs seems to be positively related. Findings have demonstrated that parent's involvement in the education of the children has been found to be of benefit to parents, children, and schools (Tella and Tella 2003; Campbell, 1995; Rich, 1987). Rasinki and Fredrick's (1988) concluded that parents play an invaluable role in laying the foundation for their children's learning; Zang and Carrasquillo (1995) also similarly remarked that when children are surrounded by caring, capable parents and are able to enjoy nurturing and moderate competitive kinship, a foundation for literacy is built with no difficulty. Cotton and Wiklund (2005) ably capped it by asserting that the more intensively parents are involved in their children's learning; the more beneficial are the achievement effects. Thus, it is believed that when parents monitor homework, encourage participation in extracurricular activities, are active in parents –teacher associations, and help children develop plans for their future; children are more likely to respond and do well in school.

Based on the results of Sixty-six studies, Henderson and Berla (1994) were of the opinion that repeated evidence has confirmed that the most accurate predictor of student achievement is the extent to which the family is involved in the child's education, and not the family's level of income. As a matter of fact, McMillan (2000a) noted that parental pressure has a positive and significant effect on public school performance. This becomes particularly obvious when the exactness of the parental pressure is brought to bear on the children's academic performance.

Similarly, Schickedanz (1995) also reported that children of passive parents were found to perform poorly academically .Valez in Ryan (2005) reported that academic performance is positively related to having parents who enforce rules at home. The obviousness of the research findings reported in this study is that family involvement improves facets of children's education such as daily attendance (e.g. Cotton & Wiklund, 2001; Simon, 2000),

student achievement (e.g. Cotton & Wikelund, 2001; Sheldom & Epstein, 2001 a, Simon, 2000; Van Voorhis, 2001) behaviour (e.g. Sheldom & Epstein, 2001b; Cotton & Wikelund, 2001; Simon, 2000) and motivation (e.g. Cotton & Wikelund, 2001; Brooks, Bruno & Burns, 1997). It is on this note that (Deutsher and Ibe, n.d*) posited it was expected that parent involvement would have a large role on children's performance. The foregoing, have shown that one of the greatest barriers to high academic achievement for a good number of students, is lack of parental involvement in children's education.

In sum, research has shown that parents do want to get along with their children's education knowing fully well that such involvement could promote better achievement. However, parents need a better little direction as to how they can effectively do this. According to a magazine reports (2002), six types of programmes could be utilized by schools to build strong parental skills. These are: one, school can assist families with parenting and child-rearing skills; two, schools can communicate with families about school programmes and students progress and needs; three, school can work to improve families as volunteers in school activities; four, schools can encourage families to be involved in learning activities at home; five, schools can include parents as participants in important schools decisions, and six, schools can coordinate with business and agencies to provide resources and services for families, student, and the community. The importance of these programmes further attest to the fact that student's academic performance is dependent upon the parent-school bond. Thus the importance of parental involvement on academic performance cannot be overemphasised. The stronger the relationship, especially between the parents and their wards' education, the higher the academic achievement. Adeyemo (2005) saw reason in this by stressing that there is need to foster home school partnership.

In his attempt to give more meaning to his contribution on parental involvement and children's education, (Epstein, 1997) put up a model in which he analysed how children learn and grow through three overlapping spheres of influence: family school and community. According to him, these three spheres must form partnership to best meet the needs of the child. Epstein (1997) again identified six types of involvement based on the relationships between the families, school and community. These are: parenting (skills), communicating, volunteering, learning at home, decision making, and collaborating with the community. He stressed it clearly that these six types of involvement need to be included to have successful partnerships (between the home and the school). Baker and Soden (1997) remarked that much of the research that examined the relationships between parent involvement and children's education assesses parent involvement by utilizing one particular measure, such as counting the number of parents that volunteer, coming to meetings, or coming to parent-teacher conferences. Other studies utilized measures that consists of a view closed-ended questions that target particular aspect of parent – involvement and often focus on the number of times parents participate in some particular events (Goldring & Shapira, 1993; Griffith, 1996; Grolnick & Slowiczek, 1994, Zellman & Waterman, 1998). According to Baker and Soden (1997), this type of measure does not allow for a rich picture of parent involvement, nor generate new ideas.

In this review so far, efforts have been made on what researchers have published on emotional intelligence and parental involvement, and how these could impact on academic achievement. It is the primary purpose of this study therefore to investigate the significant impact

of these two constructs (emotional intelligence and parental involvement) on academic achievement of in-school adolescents. To effectively anchor this purpose, three hypotheses were tested for significance at .05 margin of error. They are:

- There will be no significant relationship between emotional intelligence, parental involvement and participants' academic achievement.
- Emotional intelligence and parental involvement are not significant predictors of participants' academic achievement.
- There will be no relative effects of emotional intelligence and parental involvement on the academic achievement of the participants.

Population and Sample

The population of this investigation consisted of in-school adolescents who were in senior secondary schools in Ibadan, Oyo State, Nigeria. It was from this population that a sample of 500(250 males and 250 females) adolescents was drawn through a randomized process from 10 senior secondary schools. The participants ranged in age between 14 and 18 years ($M = 16.5$; $SD = 1.7$).

Measure

This study used a questionnaire titled Student Emotional Intelligence and Parental Involvement Rating Scale (SEIPIRS). The researchers developed the questionnaire, which was in three sections. The section A of The (SEIPIRS) contained a personal data in which participants were expected to tick their gender, age, class, and subjects' combination. The section B of the (SEIPIRS) contains items on emotional intelligence which were adapted from the 33 items Emotional Intelligence Scale by (Schuttle, Haggerty, Cooper, Golden & Dornheim, 1998) with a cronbach alpha of 0.90 for internal consistency and 0.78 test-retest reliability after two weeks interval. This section contained 10 item-statements structured as follows: 1 = very much unlike me, 2 = unlike me, 3 = like me, and 4 very much like me.

The section C of the instrument is on parental involvement. This also contained a 10 item statement structured on a 4 point rating format (4=strongly Agree, 3=Agree, 2=Disagree, and 1 =strongly Disagree. Items in this section were as well adapted from Fantuzzo, Tighe & Childs (2000) family involvement questionnaire. Two examples of the statements in the section are:

-My parents always check my school works.

-My parents always reward me each time I perform very well.

Using a split-half method, co-efficient alphas of 0.59 and 0.71 were returned for section B and C of the instrument respectively.

Also, as part of measure, data on academic achievement were collected from the schools' record of students' scores in English Language and Mathematics of the term preceding the administration of the questionnaires.

Procedure

Permissions were obtained from the principals of the sampled schools after which the researchers with other research assistants administered the questionnaires on the participants. Informed consent of the participants was also sought before the administration of the questionnaire.

Data Analysis

Relationship between the independent variables (emotional intelligence and parental involvement) and dependent variable (academic achievement) was ascertained using the corresponding scores obtained from the variables and tested the same through Pearson product moment correlation coefficient statistics. Similarly, data on the prediction variables were analysed using Multiple Regression Statistics. All analyses were carried out at .05 margin of error.

Results

The results of the analysis on the study are presented in the tables below.

Research Question 1: There will be no significant relationship between emotional intelligence, parental involvement and participants' academic achievement.

Table 1: Mean, Standard Deviation and Inter Correlation Matrix of the Independent and Dependent Variables.

Variables	No	X	SD	Academic Achievement	Emotional Intelligence	Parental Involvement
Academic Achievement	500	58.5	10.6	1.0000	0.3108*	0.3261*
Emotional Intelligence	500	45.2	4.8	0.3108*	1.0000	0.0012
Parental Involvement	500	43.8	4.2	0.31261*	0.0012	1.0000
*P<0.001						

In table 1, the inter-correlation matrix of the independent (emotional intelligence and parental involvement) and dependent (academic achievement) variables scores are computed. In the table, there is a positive and significant relationship of 0.318 between emotional intelligence and academic achievement, a positive and significant of 0.3261 also existed between parental involvement and academic achievement. While no positive relationship existed between emotional intelligence and parental involvement.

Research Question 2: Emotional intelligence and parental involvement are not significant predictors of participants' academic achievement.

Table 2: A Stepwise Multiple Regression Analysis on Independent and Dependent Variables.

Multiple R2= .36714 R Square = .55140		Df	Sums of Squares	Mean Square	Cal.F	Crit.F
Step 1	Regression	1	43224.6673	43224.6673	314.53	2.2
E.I	Residual	498	68437.5211	137.4247432		
	Total	499	111662.1884			
Step 2		S*	S*		0.55140	
P.I						

Significant @0.05

Significant @0.05

Note: E.I –Emotional Intelligence

P.I:-Parental Involvement.

A stepwise multiple regression analysis on the data obtained on independent (emotional intelligence and parental involvement) and dependent (academic achievement) variables were run. Table 2 shows that both emotional intelligence and parental involvement made 55% prediction of academic achievement. From the analysis of variance in table performed on multiple regression, it is seen that the calculated F value =**314.53**, $P < .05$ when the two variables were regressed with the academic achievement. These indicate that both emotional intelligence and parental involvement were good predictors of academic achievement of the participants.

Research Question 3: There will be no relative effects of emotional intelligence and parental involvement on the academic achievement of the participants.

Table 3: Relative Effects of E.I & P.I Variables to the Prediction of Academic Achievement

Model	Unstandardized coefficients		Standardized Coefficients	T	P
	B	Standard Error	Beta		
constant	22.350	3.221		4.20	<.05
E.I	.412	.095	.228	2.31	<.05
P.I	.327	.070	.186	2.04	<.05

The table 3 above shows that each of the independent variables had significant effect on the prediction of academic achievement. Emotional intelligence E.I had the greater effect (Beta = .228; $t = 2.31$; $P < .05$). Parental involvement P.I also had a significant effect with (beta = .186; $t = 2.04$; $P < .05$) respectively.

Discussion

Analyses of relationship among emotional intelligence, parental involvement and academic achievement in this investigation indicated that there is a positive and significant relation among emotional intelligence, parental involvement and academic achievement of the participants. This suggests that emotional intelligence and parental involvement could predict academic achievement.

As predicted in hypothesis 1, analyses have shown that emotional intelligence and parental involvement could significantly predict academic achievement of secondary school students. This finding is consistent with evidence of Parker et al (2001, 2002, and 2003), on the relationship between emotional intelligence and academic success. Similarly, Abisamra (2000) had reported that there is a positive relationship between emotional intelligence and academic achievement. Certainly and in consonant with the present finding, it can be ascertain that emotional intelligence determines to a great extent academic achievement among secondary school students.

In the investigation, it was also found that parental involvement as well predicts academic achievement. This finding is supported by the studies of (Tella and Tella 2003; Campbell, 1995; Rich, 1987; Cotton & Wikelund, 2001; Sheldom & Epstein, 2001a; Simon, 2000; and Van Voorhis, 2001). In these studies, it was consistently reported that there is a positive relationship

between the involvement of the parents and children's academic performance. Thus, it is not out of research context to assert that the degree of parental involvement of the parents in the education of their wards would determine the degree of their (children) academic achievement. This assertion is consistent with the view of Schickedanz (1995) in which he reported that children whose parents are passive perform poorly academically. So also, the fact sheet provided by (The Children Aid Society, 2003) which stated that higher parental involvement is associated with higher educational expectations, enrolment in gifted and talented programs, and positive perceptions of schools, lend a good support to the assertion.

Regarding hypothesis 2, positive relationship was observed for emotional intelligence and academic achievement, and as well for parental involvement and academic achievement. The finding of this hypothesis is a confirmatory of the finding of the first hypothesis earlier reported in the study. The results of the third hypothesis further confirm the first and the second findings on the study by revealing that both emotional intelligence and parental involvement had relative significant effects on the academic achievement of the participants. It is reasonable therefore, to note that both emotional intelligence and parental involvement are good indices of academic achievement.

These findings have some implications. First, parents could have to note that their interpersonal relationships and direct interest in the academics of their children could bring a better academic performance. Thus effort should be made by them to be positively disposed to academics of their children. Two, both the home and the school need to cooperate in making the learners to be well adjusted emotionally as this could make or mar academic achievement. It is therefore, recommended that counselling psychologists and school's counsellors should work on the emotional well-being of students in the school.

Limitations and Conclusion

It is important to acknowledge that this study has some limitations. First, although the sample size for this study was relatively big, the fact still remains that it did not represent the totality of students in the senior secondary schools in Ibadan, Oyo state, Nigeria. Thus, a note of caution needs to be sounded when generalizing the study's findings. Two, the sample was predominantly from a State and one ethnic group in Nigeria (i.e., Yoruba speaking nations). This place great limitation in ascertaining the indispensability of emotional intelligence and parental involvement on academic achievement of secondary school students in Nigeria.

Despite these limitations, the findings of the study have provided a further need on how to improve upon the academics of students. In particular, the study has shown that parental attention and emotional well-being cannot be over emphasized in academic success.

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