

Effect of Emotional Intelligence, Self-Efficacy and Parental Involvement on Students' Academic Performance: A Study on Secondary School Students in Abeokuta, Ogun State, Nigeria

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Abstract:

This study examined the effect of emotional intelligence, self-efficacy, and parental involvement on student's academic performance. A hundred and fifty students randomly selected from fourteen randomly selected secondary schools in Abeokuta Metropolis were used for the survey. Self-administered questionnaires consisting of measures of emotional intelligence (EI), self-efficacy (SE), parental involvement (PI) and academic performance (AP) were employed for data collection. The analysis techniques employed were descriptive statistics, correlation and multiple regression. Data collected were analysed electronically using SPSS 21. Results from the analysis revealed that there is a very strong positive imperfect but significant relationship among the independent variables (emotional intelligence, self efficacy and parental involvement) on students' academic performance. In addition, the independent variables individually have positive and significant effect on students' academic performance. The regression ANOVA analysis also shows that the independent variables have a joint significant effect on students' academic performance. In terms of

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magnitude of effect, parental involvement has the most significant effect followed by self-efficacy and then emotional intelligence.

Key words: Academic Performance, Emotional Intelligence, Parental Involvement, Self-Efficacy

INTRODUCTION

The transition from middle school to secondary school may be an overwhelming and stressful experience for young adolescents. Developmentally, students are entering a period in their lives when their physical, cognitive, psychological, and social characteristics are beginning to evolve. Secondary school students experience both a contextual change and a personal change during this transition. It may often be a confusing time for students, their families, and the other adults in their lives who seek to support their healthy development and learning. The secondary school learning environment may be more complex than elementary school and academic achievement expectations increase. Children are more likely to have higher academic achievement levels and improved behaviour when families are involved in their education (Bryan, 2005), belief in their ability to succeed and able to effectively manage their own and other people's emotion.

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 (Aremu and Sokan, 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 (Aremu and Sokan, 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 Ogun State, 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' attitude of parents, students' lack of belief in their ability to succeed and students' lack of ability to recognize their own and other people's emotion. These would definitely not augur well for academic success.

It is therefore, instructive in the present study to investigate the effect of emotional intelligence, self-efficacy, and parental involvement on student's academic performance in secondary schools. This became pertinent in view of the fact that much has not been really achieved in this area in Nigeria.

STATEMENT OF THE PROBLEM

The problem of minimal or no parental involvement in the education of secondary school students in Abeokuta has reached an alarming proportion that is believed to begin to be having an

inverse effect on the students' standard of education. As a result, the impact of parental involvement on students' performance has become a concern to educational department officials and school managers who are continually extending invitation to parents to be involved in the education of their children in order to improve the students' academic performance.

Secondly, an exhaustive review of related literature on emotional intelligence and academic performance of students has been conducted in order to evolve a research study. Emotional intelligence is able to encourage motivation level, organizing, directing and activating the child's behaviour at school. According to Mohd Azhar Abd. Hamid et al. (2005), emotional intelligence help students facilitate an efficient response, adapt and react to change the environmental situations to achieve success in areas where they are involved. Therefore, the levels of emotional intelligence of students need to be studied to help students achieve personal excellence in any field they are involved. In fact, parents and teachers are giving more focus on intellectual intelligence by finding a variety of alternative for the development of the student's mind so that they will achieve excellent results in examinations until the formation create emotions to assist thought, to understand emotions and emotional knowledge acquired, is thought to control emotions to promote emotional development of the intellect.

Thirdly, this study aims to investigate the influence of self-efficacy on academic performance of secondary school students in Abeokuta metropolis. It is hoped that the results of this study will help to provide insights in helping curriculum developers to design effective intervention strategies to increase the self-efficacy beliefs of students so as to improve their academic performance in school. Therefore, the level of self-

efficacy in students' needs to be studied to help students achieve personal excellent performance in their academics.

The statement of the problem therefore seeks to determine the effect of parental involvement, self-efficacy, and emotional intelligence students' academic performance.

PURPOSE OF THE STUDY

The purpose of this study is to examine the effect of emotional intelligence, self-efficacy, and parental involvement on students' academic performance.

Precisely, this research set to do the following:

1. Determine the effect and significance of emotional intelligence on students' academic performance.
2. Determine the effect and significance of self-efficacy on students' academic performance.
3. Determine the effect and significance of parental involvement on students' academic performance.
4. Determine the joint significant effect of emotional intelligence, self-efficacy, and parental involvement on students' academic performance.
5. Determine the nature and significance of the correlation among emotional intelligence, self-efficacy, and parental involvement on students' academic performance.
6. Determine the proportion of the variation in academic performance that is being explained by emotional intelligence, self-efficacy, and parental involvement.

SCOPE OF THE STUDY

This research work is a case study and it covers hundred and fifty (150) students randomly selected from fourteen randomly selected secondary schools in Abeokuta Metropolis. It also covers four variables: three independent variables (emotional

intelligence, self-efficacy, and parental involvement) and one dependent variable (academic performance).

LITERATURE REVIEW

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 and Humphrey, 1995); group performance (Williams and Sternberg, 1988); academic achievement (Abisamra, 2000); and policing (Aremu, 2004). 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 Wikelund (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.

Self-Efficacy and Academic Performance

Bandura's Social Learning theory (1977, 1986) emphasizes the interaction between behaviour and environment, focusing on behaviour patterns the individual develops to deal with the environment instead of instinctual drives. Models of behaviour can be developed through face to face experiences or through the monitoring of the responses of others. This theory claims that we learn the way we behave by adapting ourselves to readymade models. Consequently, the child is able to learn how to adapt himself to this new behavior by watching the others do it. As Bandura puts it (1986), self-efficacy refers to personal confidence in one's abilities for a successful accomplishment of a certain task. Self-efficacy beliefs are significant influential factors of whether individuals will be able to expend effort on a task and continue to cope with a difficulty. Individuals with a high level of self-efficacy attempt tasks and keep up trying even though tasks might be difficult, while individuals with a low level of self-efficacy most of the times end up giving up easily.

As Bandura explains (1986), an individual's beliefs about his abilities make up his sense of self-efficacy.

The two fundamentals based on Bandura's theory are related to the fact that individuals make personal interpretations of their past achievements and failing experiences and consequently they set goals upon these interpretations. According to Bandura (1986), people tend to avoid situations they believe exceed their capacities, but they are willing to undertake and perform those tasks or activities they consider themselves to be capable of accomplishing successfully. The second fundament refers to the fact that students set individual goals that become their personal standards for assessing their performance.

According to Mento, Locke and Klein (1992), internal rewards for goal attainment, in other words the satisfaction you receive due to performing a successful task, can drive stronger influences on effort and achievement than external rewards such as grades or academic performance. As described by Bandura (1997), self-efficacy beliefs are different with different individuals, they vary under different circumstances, undergo transformations with time, and increase the academic achievements as determined by the following factors: mastery experience, vicarious experience, verbal persuasion, and physiological and emotional states. An individual's sense of self-efficacy is determined by a multitude of personal, social, and environmental factors. Under the social-cognitive perspective of Bandura (1997) and Pajares (2000) these factors can be altered not only to influence the individual's level of self-efficacy, but also his future performance.

Normative goal theory suggests that self-efficacy beliefs have a moderating effect on the performance goals. It is worth posing a question on the essence of self-efficacy and how it is related to the students' academic performance. According to Bandura (1997), an essential factor in a human activity is the

belief in personal efficacy. As Bandura describes self-efficacy, it is argued that beliefs influence human functioning by motivational, decision-making, and affective processes. Based on Bandura (1977), the more an individual believes in his self-efficacy, the more willing he is, which in itself makes it possible for the individual to be fully accomplished. A number of researches have been done for investigating and exploring the way self-efficacy influences different spheres; psychosocial functioning in children (Holden, Moncher, Schinke, and Barker 1990), academic achievement and persistence (Multon, Brown, and Lent 1991), athletic performance (Moritz, Feltz, Fahrback, and Mack 2000), performance at work (Sadri and Robertson 1993). The findings disclosed a significant impact of self-efficacy beliefs on the individual's performance and motivation. Individuals with high level of self-efficacy are inclined to perform activities in a successful way.

According to Bandura (1986) there is a major difference in the way individuals feel and act between those with low self-efficacy and those with a high level of self-efficacy. Individuals suspicious of their own abilities tend to avoid challenges and difficult tasks. As Bandura described (1989), people who doubt their abilities tend not to get engaged in difficult tasks. As stated above, individuals with a high level of self-efficacy cope with challenging situations in a more mature way, while not considering these as a threat.

According to the Social Cognitive theory, self-efficacy is one of the most important variables that influence the academic performance and achievement. Collins (1982) demonstrated in a clear way the importance of self-efficacy beliefs and skill application on academic performance. The study showed that people may perform poorly on tasks not necessarily because they lack the ability to succeed, but because they lack belief in their capabilities.

Different researches indicate that the way learners make use of the learning strategies increases their academic achievements (Hwang and Vrongistinos 2002; McKenzie, Gow, and Schweitzer 2004; Pressley, Borkowski, and Schneider 1987; Rollnick et al. 2008; Yip and Chung 2005). Bandura (1989) has also found that the perceived self-efficacy increases academic achievement in a direct and an indirect way, by influencing individuals' goals. Self-efficacy, together with the goals, influences academic performance. Individuals with a high level of self-efficacy assign higher goals to themselves and exercise more effort and willingness to have them accomplished. Locke and Latham (1990) defined that the more challenging the goals are, the more motivation they stimulate. A high level of motivation and willingness bring about higher academic accomplishments.

Parental Involvement and Academic Performance

On parental involvement and academic achievement, studies have shown to date that the two constructs seem 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 Wikelund (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 (Cotton & Wikeland, 2001; Simon, 2000), student achievement (Cotton and Wikeland, 2001; Sheldom and Epstein, 2001a, Simon, 2000; Van Voorhis, 2001) behaviour (Sheldom and Epstein, 2001b; Cotton and Wikeland, 2001; Simon, 2000) and motivation (Cotton and Wikeland, 2001; Brooks, Bruno and 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 and Shapira, 1993; Griffith, 1996; Grolnick and Slowiczek, 1994; Zellman and 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, self-efficacy and parental involvement, and how these could impact on academic achievement. It is the primary purpose of this study therefore to investigate the significant effect of these three constructs (emotional intelligence, self efficacy and parental involvement) on academic achievement of in-school adolescents.

METHODOLOGY

The purpose of this study is to examine the effect of emotional intelligence, self-efficacy, and parental involvement on students' academic performance. For this study self-administered questionnaires consisting of measures of emotional intelligence, self-efficacy, parental involvement and academic performance were employed for data collection. One hundred and fifty four (154) questionnaires were administered to the eleven (11) students randomly selected from the fourteen (14) randomly selected secondary schools in Abeokuta

Metropolis. However, only one hundred and fifty (150) questionnaires were valid for use.

The emotional intelligence scales constructed by emotional health group (2008) was adopted for use as a measure of emotional knowledge questionnaire. It is a fifteen items scale with responses anchored base on the four likert points. Some of the items of the scale read as follow: (1) If you are sad, grieving or mourning, do you allow yourself to weep? (2) Can you express anger freely and non-destructively in the school? (3) When you are afraid, do you let trusted members see your fear? (4) Can you say 'no' without feeling guilty?

In the attempt to identify the efficacy of the adolescents, the Efficacy survey instrument developed by Hoy & Woolfork (1993) was adopted to measure adolescent's self efficacy. This instrument consists of twenty-four (24) short questions ranging from Strong Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1) in answer choices and had a reliability coefficient of 0.80.

The parental involvement scales constructed by Sui-Chu and Willms (1996) was adopted for use as a measure of parental involvement questionnaire. It is an eight items scale with responses anchored base on the four likert points. Some of the items of the scale read as follow: (1) how often have you talked to mother about planning your high-school program? (2) Since the beginning of the school year, how often have you discussed the selection of courses and programs at school with either or both your parents or guardians? (3) How often do your parents or guardians check on whether you have done your homework? As indicated by Sui-chu and Willms (1996), the instrument has a Cronbach alpha value of 0.79.

The goal setting behaviour scales developed by Olusola, Carmen and John (2008) was adopted to be used as a measure of goal setting behaviour questionnaire. It is a thirteen items scale with responses anchored base on the four likert points.

Some of the items of the scale read as follow: (1) It is important for me to do better than other students. (2) Fear of performing poorly in this class is often what motivates me. (3) I always wish to learn as much as possible from the lessons in the class. As indicated by Olusola et al. the instrument has a Cronbach Alpha of 0.85 and 0.74 internal consistency was obtained.

The analysis techniques employed were descriptive statistics, correlation and multiple regression. Data collected were analysed electronically using SPSS 21.

DATA ANALYSIS & RESULTS

Table1: Descriptive statistics and Inter-correlations among the variables.

Variables	N	Mean	SD	Academic Performance	Emotional Intelligence	Self-efficacy	Parental Involvement
Academic Performance	150	43.48	14.622	1.00			
Emotional Intelligence	150	25.60	12.961	.874	1.00		
Self-efficacy	150	26.46	13.155	.876	.996	1.00	
Parental Involvement	150	26.08	12.552	.893	.988	.994	1.00

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

Table 2: Analysis of variance of the joint significant effect of the independent variables

Multiple R (adjusted) = .899				
Multiple R ² (adjusted) = .808				
Standard error of estimate = 6.4136				
ANOVA				
Source of Variation	Sum of square(SS)	DF	Mean square	F
Regression	51751.338	3	17250.446	419.376
Residual	12175.542	296	41.134	
Total	63926.880	299		

Table 3: Effect and significance of the independent variables

	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	Standard error	Beta		
Constant	15.770	.876		17.998	p<0.05
Emotional Intelligence	.521	.314	.462	1.658	p<0.05
Self efficacy	1.574	.426	1.416	3.695	p<0.05
Parental Involvement	2.148	.266	1.844	8.065	p<0.05

DISCUSSION OF RESULTS

Table 1 indicates that Academics performance is significantly correlated with: (1) Emotional intelligence ($r = .874$; $p < .05$); (2) Self efficacy ($r = .876$; $p < .05$); and (3) Parental involvement ($r = .893$; $p < .05$). There were also significant correlations among the independent variables.

Table 2 shows that the independent variables (emotional knowledge, self efficacy and parental involvement) have a joint significant effect on academic performance. This means that the capacity of the three independent variables to predict academics performance could not have happened by chance. The coefficient of determination (R^2) of 0.808 implies that about 80.8% of the variation in academic performance is being explained by emotional intelligence, self-efficacy, and parental involvement.

Table 3 shows that each of the independent variables has a positive and significant effect on academics performance. In terms of magnitude of effect, Parental involvement has the most significant effect (Beta = 1.844; $t = 8.065$; $P < 0.05$), followed by Self-efficacy (Beta = 1.416; $t = 3.695$; $P < 0.05$), and then Emotional intelligence (Beta = .462; $t = 1.658$; $P < 0.05$).

CONCLUSION

From our findings, we can however conclude that emotional intelligence, self efficacy and parental involvement have a great influence on student's academic performance. As such, it is very crucial and pertinent to improve these factors so as to eradicate the persistent occurrence of students' poor performance in the country not only in Abeokuta, Ogun State, but also in other Local Governments and States of the Country, Nigeria.

In addition, when considering these three factors (emotional intelligence, self-efficacy, and parental involvement) for effective students' academic performance; parental involvement should be given the uppermost attention by all concerned stakeholders, followed by students' self-efficacy and students' emotional intelligence.

RECOMMENDATIONS

1. Parents need to be orientated and enlightened more often on the need to be actively involved in their children academic development by providing all round support which in the long run effectively enhances their academic performances.
2. Students should be enlightened and counselled on ways to improve their emotional intelligence and self-efficacy, knowing too well that their level of emotional knowledge and efficacy has a significant influence on their academic performances and their general wellbeing.

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