

EMOTIONAL INTELLIGENCE AND PARENTAL SUPPORTIVENESS AS PREDICTORS OF STUDENTS ACHIEVEMENT IN SENIOR SECONDARY SCHOOL FINANCIAL ACCOUNTING

ADEOLA, KIADESE LUKMAN AND BOLARINWA, KAYODE OMOTAYO

Department of Business Education,
Adeyemi College of Education,
PMB 520, Ondo, Ondo State.

ABSTRACT

This study investigated Emotional Intelligence and Parental supportiveness as Predictors of Students' achievement in senior secondary Financial Accounting using descriptive research design of correlation type. A total of Two hundred SS II financial accounting students selected through purposive sampling technique participated in the study. Three research questions were raised and answered at .05 level of significance. Two validated instruments; emotional intelligence and parental involvement rating scale (EIPRS) and financial accounting achievement test (FAAT) were the major instruments used for data collection. The Pearson moment correlation and multiple regressions were the statistical tools used for data analysis. Findings from the study revealed that both emotional intelligence and parental supportiveness predict students' achievement in financial accounting. It was recommended among others that counselors and teachers should work on the emotional well being of the students in the school, while parent should be positively disposed to the academic pursuit of their children.

Introduction

Financial accounting is one of the vocational subjects offered at the senior secondary level of Education in Nigeria. Other vocational subjects such as Technical drawing, typewriting, and shorthand form part of the curriculum of the senior secondary Education. The financial accounting is tremendously important to the economy of Nigeria, as it provides a solid foundation for the training of future accountants, managers and entrepreneurs (Aluwong, 2002). Every individual irrespective of its

class require the knowledge of accounting to meet its day to day activities. Noran (2006) buttresses this point, when he says accounting is the language of business and everyday activities.

The general objectives of teaching financial accounting as stated in the National curriculum for senior secondary schools (1985) are to provide:

- (1) Specialized instruction to prepare students for careers in the book-keeping and Accounting fields.
- (2) Fundamental instruction to help students assume their economic role as consumers, workers and citizen.
- (3) Background instruction to assist students in preparing for other professional careers requiring advanced study in bookkeeping and accounting.
- (4) Bookkeeping and Accounting skills for personal use in the future with particular emphasis on wise planning of income and expenditure.

However, documentary evidence revealed students poor performance in Financial Accounting despite its laudable and well articulated objectives. The WAEC chief examiners report (2008) also showed students abysmal performance in the subject. The poor performance of students in the subject has been a source of concern to Business educators about the future career of students offering the subjects. Academic performance (most especially of secondary school students) has been largely associated with many factors. In recent time, literature has shown that learning outcomes (academic achievement and academic performance) have been determined by such variables as: family size, society and motivational factors (Aremu & Sokan, 2003; Aremu and Oluwole, 2001). 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 the students personal and teachers' factor (Adekola, 2008).

In spite of the seeming exhaustiveness of literature on the determinant of academic achievement of learners, there seems to be more area of interest and variables to be investigated such as emotional intelligence and parental supportiveness among others. Emotional intelligence is a relatively recent behavioural model (Aremu, 2006). To clarify the construct, Mayer and Salovey (1987) posited that emotional intelligence involves the ability to perceive accurately, appraise and express emotion, ability to access and to generate emotional knowledge, and the ability to promote emotional

and intellectual growth. Again Salovey and Mayer (1993) wrote that an emotionally intelligent person is skilled in four areas; identifying, using, understanding, and regulating emotions. Similarly, Goleman (1995) also stressed that emotional intelligence consists of five components; Knowing ones emotions (self awareness) managing them, motivating self, recognizing emotions in others (empathy) and handling relationships.

Researchers are beginning to uncover the relationship between emotional intelligence with other phenomenon. These are leadership (Ashfort &Humphrey, 1995); group performance (Williams &Sternberg, 1988) and academic achievement (Aremu, 2006).The foregoing attest to the significance of emotional intelligence to all constructs (school achievement inclusive). Finnegan (1988) argued that school should help students to learn the abilities underlying the emotional intelligence. This he believes could lead to achievement from formal education years of the child. Parker, Summerfeld, Hogan, and Majeski (2002) discovered that various emotional and social competencies were strong predictors of academic success. Similarly Aremu (2006) 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 school curricula.

Parents among others also constitute a powerful factor that can influence the overall academic performance through regular visitation and involvement in students' academic work (Ojedele 2006). Epstein (1997) identified five main components of parental involvement as:

- i. Parents fulfilling their obligation towards their children i.e. providing food, clothing, shelter etc
- ii. Parents providing academic instruction;
- iii. Parents participating in activities in school;
- iv. Parents mediating home-based learning activities
- v. Parents providing support and reinforcement of school based learning and conduct.

On parental involvement and academic achievement, studies have shown to date that the two constructs seems to be positively related. Findings have demonstrated that parents' involvement in the education of the children has been found to be of benefit

to parents, children and school (Tella and Tella; 2003, Campbell; 1995, Rich, 1987). Ransinki and Fredrick (1988) reported that parents play an invaluable role in laying the foundation for their children 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 kingship, 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 learning; the more beneficial are the achievement effects. Thus, it is believed that when parents monitor homework, encourage participation in extra curricular 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. Campbell (1995) observed that high levels of parents involvement in their children education result in higher students achievement; higher attendance levels; a decline in dropout rates; fewer disciplinary problems; and better students motivation, self esteem and behaviour. Thus, there is a need to further investigate the relationship among emotional intelligence, and parental supportiveness on students' achievement in Financial accounting especially in Nigeria.

Research questions

The following research questions were raised to guide this study;

- (i) Is there any significant linear relationship between the independent variable (emotional intelligence and parental supportiveness) and dependent variable (students' achievement in financial accounting)?
- (ii) Will the predictor variables (emotional intelligence and parental supportiveness) jointly predict students' achievement in financial accounting?
- (iii) What is the relative contribution of the predictor variables (emotional intelligence and parental supportiveness) to the variance in the dependent variable (students' achievement in financial accounting)?

Methods

The correlation survey research design was adopted in this study. A total of two hundred Senior Secondary 2 financial accounting students selected through purposive sampling techniques from five secondary schools in Ifo local government of Ogun

state, participated in this study. Two research instruments were used for data collection. The students' emotional intelligence and parental involvement rating scale (SEIPIRS) and Financial Accounting Achievement Test (FAAT). The SEIPIRS has three sections. Section A contained a personal data in which participants are expected to tick their gender, age and class. The section B of the SEIPIRS contains items on emotional intelligence which were adapted from the 33 items emotional intelligence scale by (Schutter, Haggerty, Cooper, Golden & Dornhein, 1998) with a cronbach alpha 0.90 for internal consistency and 0.78 test –retest reliability after two weeks interval. This section contained 10 items – statement 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 SEIPIRS is on parental involvement .This 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 & Child (2000) family involvement questionnaire .Two examples in this 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 C of the instrument. The second instrument which is the financial accounting test comprised of 50 multiple choice questions with 5 options per item derived from selected concepts from senior secondary school financial accounting. The content validity of FAAT was established by two experienced financial accounting teachers and three NECO examiners .It also yielded a reliability coefficient value of 0.65 using test retest technique. The item analysis of the instrument was also conducted in order to determine the difficulty and discrimination indices of the items. As regards procedure permission were obtained from the principals of the sampled schools after which the researchers with the assistant of the subject teacher administered the two instruments on the participants. The instruments were collected back from the students after the administration for scoring and analysis.

Results

Question 1: Is there any significant linear relationship among the independent and dependent variables?

Table 1: Correlation between variables

Variables	N	Mean	S.D	Pearson r	Sig. of r
Achievement scores	200	52.00	6.524	0.66	0.000
Emotional Intelligence scores	200	36.88	3.463		
Parental Involve. Scores	200	37.27	3.804	0.62	0.002

The result in table 1 revealed a significant outcome. The result showed that the relationship between the students' achievement and emotional intelligence scores ($r=0.66$) is very high, positive and significant. The relationship between the students' achievement and parental involvement scores ($r=0.62$) is also high, positive and significant. Hence, there exist a positive and significant relationship between the possible pairs of independent and dependent variables.

Question 2: Will the predictor variables, when combined, significantly predict students' academic achievement?

Table 2: Regression of Independent variables on the dependent variable

Multiple R	R2	Adjusted R2	Error of Estimate	df	F	Sig. of F
0.707	0.5	0.496	6.54	(2,197)	5.441	0.001

The result in table 2 revealed a significant outcome ($F(2,197) = 5.44, P < 0.05$). This implied that the predictor variables jointly and significantly predict the dependent variable (achievement of students). The result in table2 further revealed that the predictor variables, when combined, accounted for only 50% of the variance obtained in the dependent variable.

Question 3: What is the relative contribution of the predictor variables to the variance in the dependent variable?

Table 3: Relative contribution of Emotional intelligence and Parental Involvement to students' Academic Achievement

Variable	Multiple R	R2	Adjusted R2	Error	df	F	Sig. of F
Emo. Int.	0.66	0.436	0.431	6.52	(1,198)	3.855	0.000
Parental Involvm	0.62	0.384	0.372	6.539	(1,198)	3.048	0.000

The result in table 3 revealed the relative contribution of each of the predictor variables to the variance in the dependent measure. According to the table, emotional intelligence alone contribute significantly to the variance in the dependent variable ($F(1,198) = 3.85, P < 0.05$). However, emotional intelligence alone accounted for 43% of the variance in the dependent variable. Also, Parental involvement alone contribute significantly to the variance observed in the dependent variable ($F(1,198) = 3.04, P < 0.05$). Parental involvement alone accounted for 38% of the variance in the dependent measure

Discussion of Findings

In this study three research questions were raised and answered. Findings from research question 1 revealed a positive and significant relationship between emotional intelligence, parental supportiveness and students' achievement in financial accounting. This finding is consistent with evidence of (Parker; 2003, Aremu, Adeyinka & Tella 2007) on the relationship between emotional intelligence, parental involvement, and academic success. Similarly, Abisambra (2000) had reported that there is a positive relationship between emotional intelligence and academic achievement.

In the investigation, it was also found that parental involvement and emotional intelligence as well predict achievement. This finding is supported by the studies of (Tella and Tella; 2003, Simon; 2003). Thus, it is not out of research context to assert that the degree of parental involvement 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. This outcome also supported the findings of Aremu et al (2007) that emotional intelligence is a good predictor of academic success and achievement. The results of the third research questions further confirm the first and second findings on the study by revealing that both emotional intelligence and parental involvement had a significant relative contribution on the academic achievement of students in financial accounting.

Conclusion and Recommendation

This study had provided an empirical evidence to confirm that emotional intelligence and parental supportiveness are good predictor of students' academic achievement. It is reasonable therefore to ascertain that both emotional intelligence and parental involvement are good indices of students' achievement in Financial Accounting.

The following recommendations are hereby made;

- Parent should note that their interpersonal relationship 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 and school work of their children.
- Government should equip Guidance and Counseling Centers in schools with psychological inventories to enable counseling psychologist and teachers to work on the emotional well-being of the students.
- Capacity building workshop should be organized for School Counselors to facilitate effective delivery of their professional services in the school.
- The parents and School teachers should foster harmonious relationship; thus the parent and teachers association should be fully supported and strengthening by the government. The forum assists to provide opportunities for parents and teachers to discuss students' welfare and academic progress.

References

- Abisamra, N. (2000): The relationship between emotional intelligence and academic achievement in Eleventh Graders. *Journal Research in education* 3(6),34-43..
- Adekola, B. O. (2008): Some Predictors of Students Achievement in English Grammar and Comprehension in Ogun State Public senior Secondary Schools. *A Ph.D post Field Report submitted to the Post graduate school, Olabisi Onabanjo University, Ago iwoye.*
- Aluwong, S. W. (2002): The impact of goal structures on students' performance in Accounting. *Unpublished Ph.D. thesis, Ahmadu Bello University, Zaria, Nigeria.*
- Ashfort, B. E. & Humphrey, R. H. (1995): Emotion in work place: An appraisal. *Human relation*, 48 (2);, 613-619.
- Camphell, J. (1995): Raising your child to be gifted. Cambridge; Brookline books.
- Cotton, K. & Wikelund, K. R. (2005). Parent involvement in education. Available at; [http:// www.nwrel.org](http://www.nwrel.org). Accessed 28/11/08.

- Epstein, J. L. (1997): *School, family and community partnership; your handbook for action*. Thousand Oaks, Ca: Corwin Press.
- Fantuzzo, J; Tighe, E; & Childs, S. (2000): Family involvement questionnaire: A multivariate assessment of family participant in early childhood education. *Journal of education psychology*, **92**, (2): 377 - 390.
- Finnegan, J. E. (1998): *Measuring emotional intelligence: Where we are today*. Document Reproduction service No. ED 426087.
- Goleman, D. (1995): *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Books.
- Low, G. R, & Nelson, D. A. (2004): *Emotional intelligence; Effectively bridging the gap between high school and college*. Texas study magazine for secondary education, spring Edition.
- Parker, J. D. A; Cresques, R.; Haris, J.; Majeski, S. A.; Wood, L. M, & Hogan. M. J. (2003): *Academic Success in High School: Does Emotion Matter?* ERIC.
- Schickedanz, J. A. (1995): Family socialization and academic achievement. *Journal of education*, **1**: 17 - 34.
- Schutter, N. A. S.; Malouf, J.M.; Haggerty, D.; Cooper, J. T.; Golden, C. J.; & Dorheim, L. (1998): Development and validation of a measure of emotional intelligence. *Personality and individual differences*, **25**: 167 - 177.
- Salovey, P. & Mayer, J. D. (1993): The intelligence of emotion. *Intelligence*, **17**: 433 - 442
- Tella, A. & Tella, A. (2003): Parental involvement, home background and school environment as determinant of academic achievement of secondary school students in Osun state. Nigeria, *Africa journal of cross cultural psychology and sport facilitation*, **5** (2): 42 - 48.
- West Africa Examination Council. (2008): *Highlights of statistics of entries, 2000-2008*. Yaba, Lagos: Test Development and Research Division.

Emotional Intelligence and Parental Supportiveness as Predictors of Students Achievement in Senior Secondary School Financial Accounting

Zang, S. Y. & Carrasquillo, A. L. (1995): Chinese parents influence on academic performance. *New York State Association for Bilingual education journal*, 10: 46-53.