



Survey of emotional intelligence and parental expectation on academic performance among students of federal college of education katsina, Katsina state, Nigeria

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Abstract

The study surveyed emotional intelligence and parental expectation on academic performance among students of Federal College of Education Katsina. Two objectives and hypotheses guided the study. The study adopted a correlational research design. The population of the study comprised all the under graduate students of Federal College of Education Katsina with a total number of 1,259 students. The study adopted a multi-stage sampling techniques to arrive at 306 sample students. Three sets of instruments were used by the researcher to measure emotional intelligence, parental expectation, personality and students' academic performance with a reliability index of 0.82, 0.76 and 0.88 respectively. The null hypotheses were analyzed using Pearson Product Moment Correlation. The result of the study revealed that, there is significant relationship between emotional intelligence and students' academic performance; and there is significant relationship between parental expectation and students' academic performance. Thus, the study concluded that students with high emotional intelligence showed significantly higher academic performance and students with high parental expectation showed significantly higher academic performance in Federal College of Education Katsina. Based on these, it was recommended among others that, College counsellors and lecturers in Federal College of Education Katsina should consciously help their students to develop better emotional intelligence. This can be achieved by promoting effective intrapersonal and interpersonal relationship between lecturers and students.

Keywords: emotional intelligence, parental expectation and academic performance

Introduction

Education is perhaps the best legacy parents can leave for their children. It is one of the most valuable possessions a person can have and use it to curtail poverty, hunger, curable disease and ignorance (Agwu in Agbe, *et al.*, 2012) [6]. It is believed that no nation can rise above its educational system, therefore, people must be developed or built up accordingly so that they can make their own contribution to the development of the nation; scientifically, technologically, socially, economically, politically and culturally. Despite this assertion, the issue of students' academic performance in Nigeria secondary schools has not been encouraging. This was argued by scholars such as Ariyo (2006) [9] who argued that, academic performance has been a matter of concern to many stakeholders including parents, government, administrators, educators, psychologists, counsellors and education planners.

The concept of academic performance refers to how well students can accomplish the classroom tasks given to them by their teachers (Abdulkadir, 2020) [1]. It is the extent at which they cope with their learners' ability to communicate the knowledge they have acquired within a given period of time verbally or most of the time, to put it down on paper and measured using test or any other valid Instruments (Abdulkadir, 2020) [1]. It can also refer to the measure of students' academic output which can be determined by the grades they obtained at the end of a program (Tambawal & Bashar, 2015) [19]. Therefore, the ultimate goal of a school is to transform its students by providing knowledge and skills and by building character and instilling virtue. The main

goal of teachers is therefore to obtain maximum achievement from each student. At the end of each academic year, it is the students' academic performance that will determine whether or not they will progress to the next class.

According to Tayo (2007) [20] academic performance is knowledge attained or skills developed in school subjects designed through test and examination scores or marks assigned by the subject teachers. Calvin and Chumber in Muhammad and Bashar (2014) [13] define academic performance as some methods of expressing student's scholastic standing usually in grades, for courses such as average or poor performance. Thus, it is a known fact that in Nigeria, students are judged through their academic performance in order to get promotion into the next class, job placement and admission into secondary and tertiary institutions.

Academic performance is traced to activities of the teacher and learners in the classroom. The teachers influence the learning task, define and clarify it, source and present learning materials. The teacher also measures learning achievement and gives encouragement to learners to go on and tackle new tasks. Teachers' personality, that is what he teaches and how he teaches are crucial factors in successful learning in the classroom. However, the teacher does not do the learning for the learner, the learner learns by himself and are either inherent in the learners (IQ) or externally imposed (environment) (Muhammad & Bashar, 2014) [13].

Therefore, academic performance among secondary school students is influenced by complex and diverse factors

among which factors resident in the learner are the important ones directly linked to academic performance (Bakare in Abdulkadir, Abubakar, Raheem & Solomon 2016) ^[2]. The author further stated that psychological disposition of the learner affects what he wants to learn, how he learns it and his attitude to learning generally. One of the psychological make ups of the learners which is capable of affecting his performance in school include emotional intelligence.

Emotional intelligence is regarded as capacity for recognizing one own feelings and those of others, for motivating ourselves, for managing emotion well in ourselves and in our relationship (Adadu, Torubeli & Adeoye, 2007) ^[3]. Emotional intelligence to Abdulkadir, Abubakar, Raheem and Solomon (2016) ^[2] refers to a type of social intelligence that involves ability to identify and monitor one's own and other emotions, to discriminate among them and use such information (Emotions) to guide one's thinking, actions and relationship with self and others. Emotional intelligence is the individual's ability to sense, understand and effectively apply the power and acumen of emotions as a source of human creativity, innovations, information, intuition, influence and a total of success in human relationship, work and business (Akinboye, 2002) ^[7]. Emotional intelligence competencies include good character, integrity, empathy, honesty, maturity impulse control, emotional self, awareness, human dignity, flexibility, reality, testing, trust, mood management, management of setbacks, pro-activity. These competencies require skills in introducing feelings, paying attention to feelings, giving significance to feelings, thinking about feelings and taking into account in deciding how to act in life, at work and in the country at large. The school involves individual that would be relating with one another at any point in time for psychological well-being. Human relation management as a domain of emotional intelligence involves relating with compassion and empathy. Well-developed social skills and adequate use of emotional awareness to direct feeling and behaviors of school members is fundamental for student academic performance.

According to Adeoye and Torubeli (2011) ^[4], the presence of empathy, social skills and perception are very crucial in any human relationship. It also influences communication, conflict management and using the most effective responses to others' reactions and fine-tunes their own responses to make the interactions in the best direction. Various researchers established the importance of emotional intelligence to success in works, social adjustment and business. For instance, Baron (2002) ^[10], Goleman (2003) ^[11], and Akinboye (2003) have all identified that personal component of emotional intelligence such as: self-awareness, self-management, social management are necessary for success in the world of work. Further, Agbe, Gbenda, Ortese and Yusuf (2012) ^[6] established the relationship between emotional intelligence and the career performance of police in Benue State. Buttressing on these findings, Sjoberg (2009) ^[17] established significant relationship between emotional intelligence and life adjustment. Also Torubeli and Ambakederemo (2014) established significant relationship between emotional intelligence and family well-being in Bayelsa State.

Although, the importance of emotional intelligence has been established, however, there are limited studies on academic performance. For instance, Ortese and Tor-Ayiin (2008)

reported that emotional intelligence competencies such as emotion management, emotional sensitivity and social relationship skills have significant effects on marital adjustment of couples in Nigeria. Similarly Baron (2002) ^[10] revealed that emotional intelligence and academic performance are strongly and positively related. These findings are realistic and factual because emotional intelligence competences have the potential to create warmth, smooth and spontaneous social interaction, business and work (Agbe, Gbenda, Ortese and Yusuf, 2012).

Parental expectations as one of the independent variable of the study was also explored. Parental expectations upon their children's academic performance is consistently high, even across gender and racial lines. Although schools, peers, and the student's community all have an impact on the young adult's self-identity and academic performance, the parent's expectations and perceptions of academic performance for their children have been found to be the key roles in shaping their academic performance (Silvia, 2011) ^[16]. It is observed that, academic performance which is shared with occupational choice is an important precursor for successful career development across the life span and is closely related to adolescence adjustment and well-being (Skorikov, 2010) ^[18].

Statement of the Problem

Academic performance is interestingly an important issue; a fundamental premium upon which teaching/learning activities are measured using some criteria of excellence e.g. good academic performance, poor academic performance and academic failure. The concern for improving academic performance has increased over the years. This can be attributed to the high percentage of poor performance in schools. This remains a major concern as good academic performance determines the upward mobility of the students from one class to another. More so, it is a means of evaluating the extent to which learning has taken place in the students. Various factors have been adduced, however, available literature appear to be scanty on the variables of this study in Nigeria and Katsina state in particular.

Among the variables of the learner that are considered significant to his/her performance are emotional intelligence and parental expectation. It is in the light of this that the researcher looked into these variables that could bring about improvements among students' academic performance at FCE Katsina. Therefore, the main thrust of this research was to survey emotional intelligence and parental expectation on academic performance among students of Federal College of Education Katsina.

Objectives of the Study

The objectives of this study were to find out:

1. Relationship between emotional intelligence and students' academic performance of Federal College of Education Katsina.
2. Relationship between parental expectation and students' academic performance of Federal College of Education Katsina.

Hypotheses

Based on the objectives of the study, the following hypotheses were formulated:

1. There is no significant relationship between emotional intelligence and students’ academic performance of Federal College of Education Katsina.
2. There is no significant relationship between parental expectation and students’ academic performance of Federal College of Education Katsina.

Methodology

The researcher used a correlational research design of the descriptive type. A correlational design is a type of research that is concerned with determining or measuring the degree of relationship between two or more variables for the purpose of making predictions about such relationships (Nworgu, 2015). The population of the study comprises all the under graduate students of Federal College of Education

Katsina. Therefore the total population of the study was one thousand two hundred and fifty nine (1,259) students. This study adopted a multi-stage sampling techniques. This is because a multi-stage sampling technique allow the researchers to use more than one sampling technique to arrive at sample for the study. Thus, in order to arrive at reasonable sample size, Israel (2013) [12] table for determining sample size from a population was used to determine 306 samples. Consequently, proportionate sampling technique was used to distribute sample across the Departments. At the end simple random sampling technique of fold and random picking method was used to arrive at the individual representation of the study. This is presented in Table 1.

Table 1: Sample Size of the Study

Departments		Gender			Sample Size
S/N A	Humanities	Male	Female	Total	
1.	English	15	10	146	35
2.	Hausa	10	5	198	48
3.	Islamic	5	5	186	45
4.	Arabic	56	75	176	43
5.	PHE	44	23	67	16
B. Sciences					
1.	Biology	25	20	215	52
2.	Chemistry	15	10	123	30
3.	Physics	15	15	85	21
4.	Mathematics	208	233	63	16
	Total			1,259	306

Source: Field Work 2023

Instrumentation

Three sets of instruments were used by the researcher to measure emotional intelligence, parental expectation, personality and students’ academic performance. The following were the instruments: Revised version of Kolo’s Emotional Intelligence Questionnaire (EIQ) with a reliability index of 0.82 was used to measure Emotional Intelligence; Adopted version of Parental expectation scale (PES) developed by Federal Ministry of Education with a reliability index of 0.76 was used to measure the student’s perception of parental expectation; and Researcher designed test in General Studies (English Language) with a reliability index of 0.88 was used to measure students’ academic performance.

The data collected was analyzed using Pearson Product Moment Correlation (PPMC) statistics for Ho₁ and Ho₂. This is because, the tool helps to identify the pattern of relationship that exist between the two variables and measured the strength of the relationship between the two variable.

Results

Hypotheses Testing

Ho: There is no significant relationship between emotional intelligence and students’ academic performance of Federal College of Education Katsina.

Table 2: Relationship between Emotional Intelligence and Academic Performance

Variables	N	Mean	Std. Deviation	r-Cal	P- value	Decision
Emotional Intelligence	306	17.84	2.677	.206	.032	Significant
Academic Performance	306	18.19	1.841			

From the table 2, it can be seen that the relationship between emotional intelligence and students’ academic performance has a calculated R-value of 0.206, p= 0.032 which was positive and significant. Thus, the hypothesis is rejected. This indicated that there is significant relationship between emotional intelligence and students’ academic performance of Federal College of Education Katsina because the p-value 0.032 is less than the 0.05 level of significance. Therefore, hypothesis which states there is no significant relationship

between emotional intelligence and students’ academic performance of Federal College of Education Katsina was rejected. This implies that an increase in emotional intelligence was accompanied with an increase in students’ academic performance.

Ho: There is no significant relationship between parental expectation and students’ academic performance of Federal College of Education Katsina.

Table 3: Relationship between Parental Expectation and Academic Performance

Variables	N	Mean	Std. Deviation	r-Cal	P- value	Decision
parental expectation	306	14.86	3.125	.120	.045	Significant
Academic Performance	306	18.19	1.841			

From the table 3, it can be seen that the relationship between parental expectation and students' academic performance has a calculated r-value of 0.120, $p= 0.045$ which was positive and significant. Thus, the hypothesis is rejected. This indicated that there is significant relationship between parental expectation and students' academic performance of Federal College of Education Katsina because the p-value 0.045 is less than the 0.05 level of significance. Therefore, hypothesis which states there is no significant relationship between parental expectation and students' academic performance of Federal College of Education Katsina was rejected. This implies that an increase in parental expectation was accompanied with an increase in students' academic performance.

Discussion

The finding in hypothesis one, indicated a significant relationship between emotional intelligence and students' academic performance of Federal College of Education Katsina. This result is in agreement with the earlier study conducted by Ortese and Tor-Anyiin (2008)^[14] who found a significant relationship between emotional intelligence and students' academic performance in school. Emotional intelligence competences such as emotion management, emotional sensitivity and social relationship skills have significant effects among students' in schools. Sjoberg (2009)^[17] established a significant difference between high emotional intelligence and low emotional intelligence. Also Baron (2002)^[10] revealed that emotional intelligence and academic performance are strongly and positively related. These findings are realistic and factual because emotional intelligence competencies according to Agbe, Gbenda, Ortese and Yusuf (2012)^[6] have the potential to create warmth, smooth and spontaneous social interaction, preempt conflict and tension in life, organizations, social interactions for this is that those who are emotionally intelligent can better excel in their academic performance. Thus, this is not farfetched from the argument of Akinboye (2003) that, to achieve success in work, life and social relationships, everyone must possess or develops his/her emotional intelligence skills and competences. It is in the light of this that one agrees with Adeoye and Torubeli (2011)^[4] who posited that most effective person senses others reactions and time-tunes their own responses to make the interaction in the best direction.

Hypothesis two of the study, indicated a significant relationship between parental expectation and students' academic performance of Federal College of Education Katsina. The finding of this study disagree with the study by Alokun, Osakinle and Onijngin (2013)^[8] who found a significant difference between academic performance of students and parental expectation. The explanation for this finding might be that, the perception of students to choose what their parents desire, simply to please them and as the parental expectation on the students increases, there was no corresponding increase in the student academic performance. This finding is in contrary to the findings of Trusty, Plata, and Salazar (2003)^[22], Torpor, Keane, Shelton and Calkins (2011)^[21] and Porumbu' and Necsoi

(2013)^[15] who found a significant relationship between parental expectation and academic performance of students. It can be concluded therefore, that parental expectation significantly improve the academic performance of students as indicated in this study.

Conclusion

Based on the findings of this study, the following conclusions were arrived at:

1. Students with high emotional intelligence showed significantly higher academic performance in Federal College of Education Katsina.
2. Students with high parental expectation showed significantly higher academic performance in Federal College of Education Katsina.

Recommendations

Based on these findings, the following recommendations were put forward:

1. College counsellors and lecturers in Federal College of Education Katsina should consciously help their students to develop better emotional intelligence. This can be achieved by promoting effective intrapersonal and interpersonal relationship between lecturers and students.
2. College counsellors and parents should encourage students to work hard academically in order to improve their academic performance with much regards to their parental desire or wishes on type of performance they want them to achieve.

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