

Effects of Perceived Parental Encouragement, Achievement Motivation, and Emotional Intelligence on the Academic Achievement of Secondary and Preparatory School Students

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Abstract

This study was conducted to determine the relationship between perceived parental encouragement, achievement motivation and emotional intelligence with the academic achievement and to investigate to what extent these variables predicts the academic achievement of students. Participants of the study comprised of 361 in-school adolescents who were in secondary and preparatory schools in the four Wollega zonal towns in the year 2015/16. From each four Wollega zonal towns, two schools (one secondary and one preparatory) were randomly selected; hence, 4 secondary and 4 preparatory schools were included in the study. Perceived parental encouragement scale, academic motivation scale–high school version and emotional intelligence scale, each having 15 items, 28 items and 33 items, respectively were adapted and used. Descriptive statistics, Pearson correlation, independent sample t-test, one-way ANOVA, and standard multiple linear regression were used in the analysis. The result revealed significant mean differences between male and female secondary and preparatory school students i.e. male students' achievement was significantly higher than their female counterparts. Significant mean difference was also observed among students in their academic achievement in terms of their father's/male guardian's level of education. Students who came from fathers/male guardians whose level of education was 1st degree and above were found to be superior in their academic achievement as compared to others coming from fathers/male guardians whose level of education was senior secondary and below. However, in terms of mother's/female guardian's level of education and locality of residence the academic achievement of students did not show significant mean differences. The present study revealed that students' academic achievement was positively and significantly correlated with both students' achievement motivation and emotional intelligence. However, the relationship between students' academic achievement and perceived parental encouragement scores was found to be negative and non-significant. Standard multiple linear regression analysis has shown that achievement motivation is the only predictor variable that has significantly contributed to the variance explained in academic achievement, while the contribution of both perceived parental encouragement and emotional intelligence were found to be non-significant. Students with low achievement motivation and emotional intelligence seem to be impeded to perform well academically. It is therefore, recommended that counseling psychologists and school counselors should work on the emotional well-being and achievement motivation of students in the school.

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INTRODUCTION

The wealth or poverty of nations depends greatly on the quality of education. The secret in the standard of living and growth of the developed countries lies on the provision of quality education. This means that quality education is the backbone for the development of one country. Quality of education is mostly assessed on the basis of academic performance, and achievement scores are considered to be its primary indicators. However, achievement scores alone neither provide sufficient understanding of the causes of students' success or failure, nor suggest the ways for improving the achievement. It is thus, Nasir (2012) suggests the need to identify and analyze those factors that can affect academic performance. A number of studies discussed here under have brought to light the major factors (such as parental encouragement, achievement motivation and emotional intelligence) that affect the academic achievement of students at all levels of education. These factors play an important role to promote or decline academic achievement. Thus, the understanding of these factors can suggest some measures for improving the quality of education.

Existing literature highlighted the positive effects of parental encouragement on children's academic success. For instance, a study by Bindu and Arun (2014) confirmed that high levels of parental encouragement have positive effects on children's academic achievements. Parents can provide encouragement and support for their children in various ways. In encouragement, the parents help the child, guide him/her and coax him/her so that the child may not feel discouraged at a particular point difficulty. Zhou and Glick (2005) revealed that parents who closely supervise and monitor how and when their adolescents spend their time or who their friends are, in fact are indirectly exerting influence and presenting encouragement to their children in their learning process. Likewise, Roth (2008) suggested that the most important role of high school students' parents

is to always offer encouragement, support and guidance to their children for they play a significant role in the progress of their offspring to be successful in their education, academic achievement, career and other accomplishments in life.

Another key to understanding academic achievement may be achievement motivation. Motivation has received much attention from many researchers with different psychological and philosophical perspectives in different fields of study, especially psychology and education due to its significant effect on students' learning, persistence and academic achievement. Most scholars argue that the motivational aspect of the child constitutes an important factor which can promote or impede the scholastic attainment of the child. For instance, Atkinson and Raynor (1974) underscored the importance of motivation when they explained that motivation influences both efficiency in the execution of an activity (and therefore the level of performance) and persistence or more generally, the time spent in a particular endeavor. From this, it can be inferred that if children are not motivated adequately they will not utilize their potentials to the optimum i.e. students who are not motivated to succeed will not work hard.

A third, key to understanding academic achievement is emotional intelligence. According to Salovey and Mayer (1990), emotional intelligence is a type of social intelligence that involves the ability to know and monitor one's own and others' emotions and to use the information to guide thinking and actions. In other words, emotional intelligence involves both intrapersonal and interpersonal skills.

It is obvious that the primary focus of education is academic performance that has been measured using traditional intelligence tests or other forms of standardized examination, and schools can't ignore or neglect the development of emotional domains and other personal factors contributing to the success of students (Nelson & Low, 2003).

Recently, empirical findings reveal that emotional intelligence influences students' academic success and other issues even more than the IQ does. Supporting this view, Goleman (1995) argues that emotional intelligence predicts success at work, at school, and in relationships, as well as or better than IQ. Literature reveals that emotional intelligence skills and competencies are essential to success and that significant positive relationships exist between emotional intelligence and academic achievement among secondary school students. For instance, Oyinloye (2005) attributes the problem of poor academic achievement to low level of emotional intelligence among secondary school students. This scholar argues that students who lack emotional intelligence show some adjustment problems or in some ways fail to handle effectively the demands of school work. Such students might be said to have little or no emotional intelligence and may not be capable of attaining personal goals which include high academic achievement. Similarly, Farooq (2003) examined the effect of emotional intelligence on academic performance of adolescent students and found that students with high emotional intelligence show better academic performance than the students with low emotional intelligence.

Studies conducted in Ethiopia have shown that school factors, teachers' related factors, parental or family related factors and students' related factors have adverse effect on learners' academic performance. For instance, Zenebe (2015) identified factors affecting the academic achievement of students, such as physical environment and the school facilities, instructional facilities and materials, teachers' qualification and training, teachers' experience, teachers' attitude towards teaching profession, and parental involvement. Nigussie (2010) also indicated that teachers' educational level, teaching experience and subject matter knowledge significantly predicted students' academic performance. In the same way,

Abesha (2012) reported positive and significant relationship between academic achievement and students' attitude towards school, values of education, and achievement motivation. Moreover, a study by Amogne (2015) revealed that socioeconomic status of parents (particularly educational level and occupational status of parents) has strong association with the academic performance of students. He reported that students from educated and better off families have scored higher results in regional examination than their counterparts.

As indicated in the above paragraph, there have been relatively few empirical studies conducted to examine the potential factors accounting for academic achievement of secondary school students in the Ethiopian context. In addition, those studies that have been conducted were not comprehensive enough in revealing which factors are potentially strong in affecting students' academic success at secondary schools as they focused on few factors and it is evident that academic achievement is a product of multifaceted factors.

Consequently, the present study extends on previous works by examining the effects of a range of non-cognitive factors (such as perceived parental encouragement, achievement motivation, and emotional intelligence) on academic achievement. This will help our comprehensive understanding of the potential factors which account for academic performance of secondary and preparatory school students and to develop and employ the possible and timely strategies for intervention.

MATERIALS AND METHODS

Research Design

This study adopted correlational survey research design in order to determine the relationship between perceived parental encouragement, achievement motivation, and emotional intelligence with the academic

achievement and to examine to what extent these variables predicts the academic achievement of secondary and preparatory school students.

Study Site

This study was conducted on some selected secondary and preparatory schools in the four Wollega zonal towns (Dembi Dollo, Gimbi, Nekemte, and Shambu).

Population and Sampling

The population of this study was in-school adolescents who were in secondary and preparatory schools in the four Wollega zonal towns in the year 2015/16. From each four Wollega Zonal towns, two schools (one secondary and one preparatory) were randomly selected; hence, 4 secondary and 4 preparatory schools were included in the study. The total population of secondary and preparatory school students was obtained from the record offices. Accordingly, 16,347 students were enrolled in Kelem Secondary, Kelem Preparatory, Shambo Secondary, Shambo Preparatory, Gimbi Secondary, Gimbi Preparatory, Dalo Secondary and Nekemte Preparatory schools. Sample size for this study was decided with the

following formula used for behavioral science studies (Naing, Winn, & Rusli, 2006).

$$n = \frac{Z^2 P (1 - P)}{d^2}$$

Where,

n = sample size,

Z = Z statistic for a level of confidence of 95% (1.96.),

P = expected prevalence or proportion (in proportion of one; if 50%, $P = .5$), and

d = precision (in proportion of one; if 5%, $d = .05$).

Accordingly, the calculated sample size for the desired precision is 384. The total number of students that took part in this study from each school was determined using proportional method. Moreover, although 384 participants filled and returned the questionnaire, at the time of data encoding the responses of 23 participants have been identified as incomplete; consequently, they have not been included in the analysis. Therefore, the analysis and interpretation of the data was performed on responses from 361 participants. Students' population and samples drawn from each school were summarized according to the following table.

Table 1: Secondary and Preparatory School Students' Population and Samples in 2015/16

School	Population	Collected Questionnaire	Analyzed Questionnaire
Kelem Secondary	2400	56	53
Kelem Preparatory	1700	40	35
Shambu Secondary	2058	48	48
Shambu Preparatory	1194	28	28
Gimbi Secondary	2267	54	51
Gimbi Preparatory	3030	71	68
Dalo Secondary	1190	28	28
Nekemte Preparatory	2508	59	50
Total	16347	384	361

Data Gathering Instruments

Perceived Parental Encouragement Scale was adapted from the Parental Pressure to Succeed Scale (PPSS; Sarma, 2014). The PPSS contains 45 items; one subscale (Perceptions of Parental Behaviors) was

chosen to assess perceived parental encouragement in schooling. This scale assesses the extent to which a student perceives that his or her parent (or other family member identified by the student) encourages student behaviors, interests, and beliefs

conducive to academic achievement. The scale is a 15-item instrument, which was rated on a scale ranging from 1 = never, 2 = rarely, 3 = sometimes, 4 = frequently, 5 = almost always.

Achievement motivation was measured with the **Academic Motivation Scale-high school version** (AMS; Vallerand et al., 1992). The scale is a 28-item instrument, which was rated on a 5 point Likert scale: 1= doesn't correspond at all, 2= corresponds a little, 3= corresponds moderately, 4= corresponds a lot, 5= corresponds exactly. A high score on a scale indicates high endorsement of academic motivation.

Emotional Intelligence Scale (Schutte et al., 1998) was adapted and used to assess secondary school students' emotional intelligence. The scale contains 33 item-statements structured as follows: 1 = strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree, 5 = strongly agree.

Academic Achievement- First semester mean score of students was used to measure academic achievement.

Data Analysis

After the necessary data were collected and coded, statistical tests were performed using the Statistical Package for Social Sciences (SPSS) for Window, version 21.0. Statistical methods including descriptive statistics, Pearson correlation, independent sample t-test, one-way ANOVA, and standard multiple linear regression were used in the analysis.

Descriptive statistics were done to summarize the data; Pearson correlation was computed to determine the association of perceived parental encouragement, achievement motivation, and emotional intelligence with the academic achievement; independent sample t-test was used for binary comparison (sex); one-way analysis of variance (ANOVA) and Tukey HSD test were used for

multiple comparisons (location of residence and parents' educational level); and standard multiple linear regression was used to examine whether the dependent variable (academic achievement) was regressed on the independent variables (perceived parental encouragement, achievement motivation, and emotional intelligence) or not.

RESULTS

Percentage Distribution of the Participants in terms of Some Background Characteristics

Almost equal numbers of students were participated in the study from grade 9, grade 10, grade 11 and grade 12- 85 (23.5%), 92 (25.5%), 93 (25.8%), and 91 (25.2%), respectively. Participants of the study comprise of 205 (56.8%) male and 156 (43.2%) female students. It was found that a greater number of students- 150 (41.6%) and 119 (33%) came from urban and rural areas, respectively; while the remaining 92 students (25.5%) were from suburban area.

When father's/male guardian's level of education is considered, most of the participants (110 or 30.5%) reported that their fathers/male guardians attended primary/junior secondary schools, while (72 or 19.9%), (37 or 10.2%), (74 or 20.5%), and (68 or 18.8%) indicated that their father's/male guardian's level of education was senior secondary, certificate/diploma, first degree and above, and no formal education, respectively. A greater number of students (131 or 36.3%) and (100 or 27.7%) indicated that their mother's/female guardian's levels of education was primary/junior secondary and no formal education, respectively; whereas the remaining students (63 or 17.5%), (31 or 8.6%), and (36 or 10%) reported that their mother's/female guardian's levels of education was senior secondary, certificate/diploma, and first degree and above, respectively.

Table 2: Numbers and Percentages of Secondary and Preparatory School Students in terms of Background Characteristics

Background Characteristics		N	%
Grade	9	85	23.5
	10	92	25.5
	11	93	25.8
	12	91	25.2
Sex	Male	205	56.8
	Female	156	43.2
Locality of Residence	Rural	119	33.0
	Suburban	92	25.5
	Urban	150	41.6
Father's/male guardian's level of education	No formal education	68	18.8
	Primary/Junior secondary	110	30.5
	Senior secondary	72	19.9
	Certificate/Diploma	37	10.2
Mother's/female guardian's level of education	First degree and above	74	20.5
	No formal education	100	27.7
	Primary/Junior secondary	131	36.3
	Senior secondary	63	17.5
	Certificate/Diploma	31	8.6
	First degree and above	36	10.0

Academic Achievement of Students as a Function of Sex

In order to find whether secondary and preparatory school students' academic performance differ as a function of sex, independent sample t-test was performed. When Table 3 is examined, it can be seen that

academic achievement ($t(359) = 6.21, p = .000 < .05$) showed statistically significant mean difference in terms of students' sex i.e. male secondary and preparatory school students ($M = 75.86$) performed significantly higher than their female counterparts ($M = 69.98$).

Table 3: Academic Achievement of Students by Sex

	Sex	N	Mean	SD	df	t	P
Academic Achievement	Male	205	75.86	9.09	359	6.21	.000
	Female	156	69.98	8.65			

Academic Achievement of Students in terms of Locality of Residence

The result of one-way ANOVA performed in order to determine whether there is a statistically significant mean difference among secondary and preparatory school students in

their academic achievement in terms of locality of residence is presented in Table 4. In terms of locality of residence variable (rural, urban and suburban), the academic performance of students ($F(2,358) = .095, P = .910 > 0.05$) showed no significant mean difference.

Table 4: Academic Achievement of Students as a function of Locality of Residence

Sources	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	16.69	2	8.345	.095	.910
Within Groups	31501.61	358	87.993		
Total	31518.31	360			

Students’ Academic Achievement in terms of Fathers/Male Guardian’s Level of Education

One-way ANOVA was performed in order to determine whether there is a statistically significant mean difference among secondary and preparatory school students in terms of their father’s/male guardian’s level of education. Statistically significant mean

difference is observed ($F(4,356) = 2.93, P = .021 < .05$) among students in their academic achievement, according to their father’s/male guardian’s level of education (see Table 5). The following Tukey HSD test table illustrates which group is different from which.

Table 5: Academic Achievement of Students in terms of Fathers/Male Guardian’s Level of Education

Sources	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1006.16	4	251.54	2.93	.021
Within Groups	30512.15	356	85.71		
Total	31518.31	360			

As can be seen from table 6, the mean difference that is statistically significant was observed between those students whose father’s/male guardian’s level of education was 1st degree and above and those whose father’s/male guardian’s level of education was primary/junior secondary i.e. secondary and preparatory school students whose father’s/male guardian’s level of education was 1st degree and above have shown better academic performance as compared with those whose father’s/male guardian’s level of education was primary/junior secondary. Another statistically significant mean difference observed was between those whose

father’s/male guardian’s level of education was 1st degree and above and those whose father’s/male guardian’s level of education was senior secondary i.e. students whose father’s/male guardian’s level of education was 1st degree and above have shown greater academic achievement than those whose father’s/male guardian’s level of education is senior secondary. This implies that students who came from father’s/male guardian’s whose level of education was 1st degree and above were superior in their academic performance as compared to others coming from fathers/male guardians whose level of education is senior secondary and below.

Table 6: Tukey HSD test of Academic Achievement of Students in terms of Fathers/Male Guardian’s Level of Education

(I) Your father’s/ male guardian’s level of education is:	(J) Your father’s/male guardian’s level of education is:	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
No formal education	Primary/Junior secondary	.21999	1.42814	1.000	-3.6957	4.1357
	Senior secondary	.58063	1.56551	.996	-3.7117	4.8730
	Certificate/Diploma	-.08097	1.89126	1.000	-5.2664	5.1045
	First degree and above	-3.88295	1.55520	.094	-8.1470	.3811
Primary/Junior secondary	No formal education	-.21999	1.42814	1.000	-4.1357	3.6957
	Senior secondary	.36064	1.40341	.999	-3.4872	4.2085
	Certificate/Diploma	-.30097	1.75943	1.000	-5.1250	4.5231
	First degree and above	-4.10294	1.39190	.028	-7.9193	-.2866
Senior secondary	No formal education	-.58063	1.56551	.996	-4.8730	3.7117
	Primary/Junior secondary	-.36064	1.40341	.999	-4.2085	3.4872
	Certificate/Diploma	-.66161	1.87265	.997	-5.7961	4.4729
	First degree and above	-4.46358	1.53252	.031	-8.6655	-.2617
Certificate/Diploma	No formal education	.08097	1.89126	1.000	-5.1045	5.2664
	Primary/Junior secondary	.30097	1.75943	1.000	-4.5231	5.1250
	Senior secondary	.66161	1.87265	.997	-4.4729	5.7961
	First degree and above	-3.80197	1.86404	.249	-8.9128	1.3089
First degree and above	No formal education	3.88295	1.55520	.094	-.3811	8.1470
	Primary/Junior secondary	4.10294	1.39190	.028	.2866	7.9193
	Senior secondary	4.46358	1.53252	.031	.2617	8.6655
	Certificate/Diploma	3.80197	1.86404	.249	-1.3089	8.9128

*The mean difference is significant at the .05 level.

Academic Achievement of Students as a Function of Mother’s/Female Guardian’s Level of Education

One-way ANOVA was carried out in order to determine whether there is a statistically significant mean difference among secondary and preparatory school students in their

academic achievement in terms of mother’s/female guardian’s level of education. As shown in table 7, in terms of mother’s/female guardian’s level of education, students’ academic achievement ($F(4, 356) = .44, p = .778 > .05$) showed no significant difference

Table 7: Academic Achievement of Students in terms of Mother’s/Female Guardian’s Level of Education

Sources	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	156.04	4	39.01	.44	.778
Within Groups	31362.26	356	88.10		
Total	31518.31	360			

Correlations among Variables of Interest

The result in table 8 revealed that the relationship between students’ academic achievement and achievement motivation scores ($r=.16$) is positive and significant. Similarly, the relationship between students’

academic achievement and emotional intelligence scores ($r=.14$) is positive and significant. However, the relationship between students’ academic achievement and perceived parental encouragement scores ($r = -.04$) is negative and non significant.

Table 8: Results of Correlation Analysis among Variables of Interest

Variables	AA	PPE	AM	EI
AA	1	-.04	.16**	.14**
PPE		1	.23**	.25**
AM			1	.53**
EI				1

** Correlation is significant at the .01 level (2-tailed).

One of the main objectives of this study was to examine the unique contribution that perceived parental encouragement, emotional intelligence, and achievement motivation make in predicting academic achievement. To this end, standard multiple linear regression was conducted to determine to what extent each of these independent variables predict the academic achievement.

A regression analysis was computed, with perceived parental encouragement, emotional intelligence, and achievement motivation entered as predictors and academic achievement as the dependent variable. The analysis yielded a significant result $F(3, 357) = 4.75, p = .003$. This implied that the predictor variables jointly and significantly predicted the dependent variable (academic achievement of

students). A regression analysis further revealed that the predictor variables, when combined together accounted for more than 3% of the total variance observed in academic performance ($R^2 = .038$).

Beta weights of each of the predictor variables were examined to determine which of the three independent variables contributed uniquely to the variance explained in academic achievement (see Table 9). Achievement motivation contributed significantly to the variance in the academic achievement in the positive direction ($t = 2.194; p = .029$), while the contribution of both perceived parental encouragement and emotional intelligence were non-significant ($t = -1.764; p = .079$) and ($t = 1.466; p = .143$), respectively

Table 9: Relative Contributions of the Predictor Variables on Academic Achievement

Model	B	SE B	β	t	P
PPE	-.089	.051	-.095	-1.764	.079
AM	.088	.040	.136	2.194	.029
EI	.056	.038	.091	1.466	.143

DISCUSSION

In this study three research questions were raised and answered. Research question 1 was devoted to give answer to whether there are significant mean differences in academic achievement of students by some demographic characteristics (sex, locality of residence and parents' education). Statistically significant mean difference was found between male and female secondary and preparatory school students i.e. male students' achievement was significantly higher than their female counterparts. The result of this study is different from most previous research findings regarding

sex differences in academic achievement of secondary school students conducted globally. For instance, Nasir (2012), Farooq et.al, (2011), Jaeger and Eagan (2007), and Cole and Espinoza (2008), reported better performance of female students than their male counterparts. This sex differences in academic achievement is may be attributed to cultural differences of gender roles. In Ethiopia, still females are accountable to carry out household chores. Thus, they are not getting enough time to deal with their school related activities.

Another demographic characteristic that this research tried to investigate was whether

the academic achievement of students differs as a function of their parents' education. In this regard, significant mean difference was observed among students in their academic achievement in terms of their father's/male guardian's level of education. Students who came from fathers/male guardians whose level of education was 1st degree and above were found to be superior in their academic achievement as compared to others coming from fathers/male guardians whose level of education is senior secondary and below. However, in terms of mother's/female guardian's level of education, students' academic achievement showed no significant difference. This finding is partly in line with Farooq et.al, (2011) who found significant mean differences among students in their academic achievement in terms of both father' and mothers' level of education. They reported that fathers with bachelor degree and master degree education have more affects on students' achievement than any other level of education (e.g., illiterate, secondary, intermediary); and mothers with secondary, intermediary, and bachelor degree-education levels have significant effects on the achievement of their children as compared to other education levels. This result is also partly consistent with the finding by Nasir (2012) who reported parents' education has a significant effect on academic achievement of the students. Moreover, this study is partly supported by Davis-Kean (2005) who concluded that parents' education is strong predictor of academic achievement and this factor affect academic achievement through parents' beliefs and expectations for their children.

Moreover, as a function of locality of residence (rural, urban and suburban) the academic achievement of students showed no significant mean difference. This result is not in line with the finding by Nasir (2012) who found out significance mean difference in academic achievement in terms of locality of residence –

students from urban areas were found to be better than that of students from rural areas. This result is also inconsistent with the study of Tuttle (2004) that reported SAT scores of students from suburban areas were better than the students from rural and urban areas.

Findings from research question 2 revealed that students' academic achievement was positively and significantly correlated with both achievement motivation and emotional intelligence. However, the relationship between students' academic achievement and perceived parental encouragement scores was found to be negative and non-significant. This finding is consistent with previous finding by Abisambra (2000) who had reported that there is a positive relationship between emotional intelligence and academic achievement among adolescent students. The present finding is also partly consistent with the previous findings of Parker et.al, (2003) that revealed positive and significant relationship between emotional intelligence, parental involvement and academic success of secondary school students.

The present finding is inconsistent with the finding by Schickedanz (1995) who found out positive and significant relationship between parental encouragement and the academic achievement of their children. This result is also not in line with the finding by Aremu, Tella and Tella (2005) that revealed positive correlation between academic achievement and parental involvement. These scholars argue that the degree of children's academic achievement is determined by the degree of their parents' involvement in their education. They asserted that more educated parents can improve their children's academic achievement by involving in their educational interests and by helping and supporting them with educational issues. In line with this view, Schickedanz (1995) argue that children whose parents are passive perform poorly academically.

In this study, standard multiple linier regression was carried out to determine which

of the three predictor variables contribute uniquely to the variance explained in academic achievement. It has been found that achievement motivation is the only predictor variable that has significantly contributed to the variance explained in academic achievement. The result of this research is consistent with the view of most scholars who argue that the motivational aspect of the child constitutes an important factor which can promote or impede the educational attainment of the child. For instance, Atkinson and Raynor (1974) underscored the importance of motivation when they explained that motivation influences both efficiency in the execution of an activity and persistence. From this assertion, it can be understood that if children are not motivated adequately they will not work hard. Cognizant of this, even some researchers (e.g., Tucker, Zayco, & Herman, 2002) argue that only motivation directly affects academic achievement; all other factors affect academic achievement only through their effect on motivation.

In this study, however, parental encouragement and emotional intelligence didn't significantly predicted academic achievement of secondary and preparatory school students. This finding is not supported by the study of Tella and Tella (2003) that revealed both parental encouragement and emotional intelligence significantly predicted students' achievement. This finding is inconsistent with most literature that reported significant positive relationships between emotional intelligence and academic achievement among secondary school students. For instance, Oyinloye (2005) attributes the problem of poor academic achievement to low level of emotional intelligence among secondary school students. Similarly, the finding of the present study is not supported by Farooq (2003) who found out those students with high emotional intelligence show better academic performance than the students with low emotional intelligence.

Moreover, this result is not supported by the findings of Aremu, Tella and Tella (2005) that reported emotional intelligence is a good predictor of academic achievement.

CONCLUSIONS AND RECOMMENDATIONS

It can be concluded from this study that significant mean differences were observed in students' academic achievement in terms of some demographic characteristics. Significant mean difference has been found in terms of students' sex i.e. male secondary and preparatory school students' achievement is significantly higher than their female counterparts. Moreover, significant mean difference was observed among students in their academic achievement in terms of their father's/male guardian's level of education. Students who came from fathers/male guardians whose level of education is 1st degree and above were found to be superior in their academic achievement as compared to others coming from fathers/male guardians whose level of education is senior secondary and below. However, in terms of mother's/female guardian's level of education, students' academic achievement showed no significant mean difference. Likewise, in terms of locality of residence the academic achievement of students showed no significant mean difference.

The present study revealed that students' academic achievement was positively and significantly correlated with both students' achievement motivation and emotional intelligence. However, the relationship between students' academic achievement and perceived parental encouragement scores was found to be negative and non-significant.

Standard multiple linear regression analysis has shown that achievement motivation is the only predictor variable that has significantly contributed to the variance explained in academic achievement, while the contribution of both perceived parental encouragement and

emotional intelligence were found to be non-significant.

Students with low achievement motivation and emotional intelligence seem to be impeded to perform well academically. It is therefore, recommended that counseling psychologists and school counselors should work on the emotional well-being and achievement motivation of students in the school. Although the relationship between academic achievement and parental encouragement is negative and non significant for this particular sample, it is impossible to deny the role of parents in their children's academic success or failure. Parents should 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 positively contribute to the academics of their children.

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