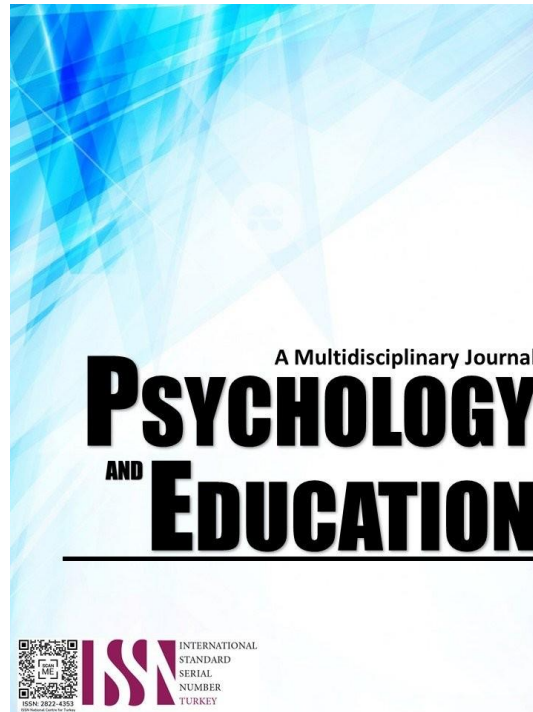


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PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 18

Issue 3

Pages: 277-280

Document ID: 2024PEMJ1661

DOI: 10.5281/zenodo.10884361

Manuscript Accepted: 03-02-2024

Parental Involvement and Emotional Intelligence of Senior High School Students

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Abstract

Parents play a vital role in developing their children's emotional intelligence, which is critical for equipping youth as future leaders with the necessary competencies and resilience to contribute to national development. Thus, this study examined the relationship between parental involvement and emotional intelligence of senior high school students across Sevilla District, Division of Bohol, in the school year 2019 – 2020. A descriptive-correlational research design was employed using standardized tools. Results revealed that the parent-respondents were slightly involved in their children's education regarding home-based involvement, school-based involvement, and home-school conferencing. The student-respondents exhibited a "Low" level of Emotional Intelligence in general; however, they obtained a high rating regarding utilizing their emotions. Other components were rated "Low." Parental involvement did not correlate with the student's emotional intelligence; however, Multiple Regression analysis showed that it predicted the students' ability to manage others' emotions and utilize their own emotions. Recommendations were proposed to address the results and findings.

Keywords: *parental involvement, emotional intelligence, multiple regression, pearson*

Introduction

The youth are future leaders and essential contributors to national development. Thus, they need to be equipped with 21st-century skills and emotional stability. Emotional resilience is a key driver of effective decision-making and a vital leadership attribute (Lerner et al., 2015). While intellectual ability is often seen as a predictor of success, emotional intelligence – the ability to perceive, understand, and manage one's own and others' emotions – is equally important (Goleman, 1995). This skill is essential for the youth, particularly in their future roles in nation-building.

According to the World Health Organization (2019), over 700,000 suicides occur annually, with a significant number involving teenagers. In the Philippines, a trend of suicidal behavior among youth has been observed, with reports from Bohol indicating a rise in teen suicides (Porcalla, 2019; The Bohol Chronicle, 2019). This situation indicates the need for increased emotional resilience among young people to prevent self-harm and other negative outcomes.

Many teenagers today struggle with anxiety, substance abuse, unhealthy relationships, and depression, often stemming from low emotional intelligence. These behaviors suggest the need for supportive guidance from parents and psychosocial interventions in schools to foster healthier emotional coping mechanisms. The critical role of parents in shaping and guiding their children's emotional and overall development is well-established. Parental engagement, including guidance, encouragement, validation, and support, is fundamental in addressing the emotional needs of children (Morris et al., 2017). This supportive role of parents is crucial in helping children develop effective emotional regulation skills.

Research Questions

Motivated by these considerations, the researchers, as values education teachers, examined the relationship between parental involvement and the emotional intelligence of senior high school students of public secondary schools in Sevilla District, Division of Bohol, School Year 2019 - 2020, with the end view of crafting a guidance program that would enhance parental involvement. Specifically, it sought to answer the following:

1. What is the level of parents' involvement in terms of the following contexts of home-based involvement, school-based involvement, and home-school conferencing?
- 2 What is the level of students' emotional intelligence, based on their ability to
 - 2.1 appraise own emotion;
 - 2.2 regulate own emotion;
 - 2.3 manage other's emotion; and
 - 2.4 utilize own emotion?
2. Is there a significant relationship between parental involvement and students' emotional intelligence?
3. Is parental involvement a significant predictor of the different dimensions of emotional intelligence?

Literature Review

The study explored the role of parents in their children's emotional development, drawing on theories from Bronfenbrenner, Mayer and Salovey, Erik Erikson, and Lawrence Kohlberg. Bronfenbrenner's Ecological Theory describes environmental influences on development through four levels: microsystem (immediate surroundings like family), mesosystem (interactions among microsystems),

exosystem (external environments like parental workplaces), and macrosystem (larger societal context). These levels highlight the interplay between various environments in shaping a child's development, emphasizing the critical role of parental involvement (Bronfenbrenner, 1989; 1979; 1995).

The Emotional Intelligence Model by Mayer and Salovey adds another dimension, viewing intelligence as encompassing emotional aspects. They propose that emotional intelligence, which involves recognizing, using, understanding, and managing emotions, is crucial for solving emotional problems and regulating behavior (Salovey and Mayer, 1990; Mayer et al., 2002). This model suggests that emotional learning and development significantly begin within the family.

Erikson's Psychosocial Theory of Development provides further insights, positing that personality evolves through eight psychosocial stages, with each stage presenting a crisis that impacts personality development (McLeod, 2018). This theory underscores the influence of parental involvement in helping children navigate these stages successfully, highlighting the role of parents in fostering emotional stability and psychosocial growth.

Kohlberg's Moral Development Theory complements these perspectives by focusing on the evolution of moral reasoning, influenced by cognitive development, experiences, and social environment (Kohlberg, 1981; Pluskwik, 2010). It suggests that a child's moral development is interconnected with their cognitive and emotional growth, again emphasizing the pivotal role of parents.

Despite extensive research on parental involvement's impact on various aspects of child development, a significant gap exists in understanding its specific effects on the emotional intelligence of Senior High School students. This research gap highlights the need for further investigation into how parental involvement influences emotional intelligence during critical adolescent years, particularly focusing on this specific demographic. This study aimed to address this gap, contributing to a deeper understanding of the interplay between parental involvement and emotional intelligence in later stages of child development.

Methodology

This study utilized a descriptive-correlational research design to explore the relationship between parental involvement and students' emotional intelligence by Creswell's methodology (Cresswell J.W. & Cresswell J.D., 2017; Creswell, 2012). Standardized instruments, namely the Family Involvement Questionnaire (FIQ) – High School Version (Grover, 2015) and Schutte Self-Report Emotional Intelligence Test (Schutte, 1998), were employed to gauge parents' involvement and students' emotional intelligence, respectively. The FIQ assessed home-based involvement, school-based involvement, and home-school conferencing, while the Schutte test measured the students' ability to appraise, regulate, manage, and utilize emotions.

The research was conducted in three public high schools in Sevilla, Bohol—Sevilla National High School, Bayawahan National High School, and Cambagui-Calinginan Norte National High School. These schools are located in a fifth-class municipality and offer various academic and vocational programs. The sample comprised 200 participants, including 100 Grade 12 students and 100 parents/guardians, selected through cluster random sampling and drawing of lots from these schools. Grade 12 students were chosen for their maturity and educational experience, and parents/guardians were selected corresponding to the student participants.

Data collection involved obtaining permissions, distributing survey tools during PTA meetings, and giving clear orientations to ensure informed consent and comprehension of the survey items. The study's procedure included a 30-minute response time for the questionnaire, followed by collection, tallying, collation, and statistical analysis of responses. The weighted mean of responses was calculated to measure parental involvement and students' emotional intelligence. Pearson r was used to assess the correlation between these two variables, and Multiple Regression Analysis determined if dimensions of parental involvement significantly predicted aspects of students' emotional intelligence.

Results and Discussion

Parental Involvement

Table 1 presents the respondents' level of parental involvement. Parental involvement pertains to how parents engage in the lives of their children, whether in school or at home, based on the concept postulated by Grover (2015).

Table 1. *Level of Parental Involvement*

<i>Components</i>	<i>Mean</i>	<i>Interpretation</i>
Home-Based Involvement	2.19	Slightly Involved
School-Based Involvement	2.27	Slightly Involved
Home-School Conferencing	2.36	Slightly Involved
Overall Mean	2.27	Slightly Involved

Note: 1:00-1:79 Not Involved, 1.80-2.59, Slightly Involved, 2.60-3.39, Moderately Involved, 3:40-4:19 Involved, 4:20-5:00 Highly Involved

Table 1 indicates that all dimensions of parental involvement are rated as "Slightly Involved," with an overall mean of 2.27, suggesting a moderate level of parental engagement in their children's education. The highest level of involvement is in Home-School Conferencing (mean 2.36), followed by School-Based involvement (mean 2.27), and Home-Based Involvement (mean 2.19).

This trend of limited parental involvement aligns with Jasoria et al.'s (2014) findings, which associate low parental involvement with reduced emotional maturity in students, underscoring the need for schools to develop strategies to increase parental participation. Similarly, Lazaridou and Kassida (2015) observed a comparable trend of limited parental participation in school programs in Central Greece, reinforcing the study's conclusions.

Level of Emotional Intelligence

Table 2. *Level of Emotional Intelligence*

<i>Dimensions</i>	<i>Mean</i>	<i>Interpretation</i>
Ability to Appraise Own Emotion	1.84	Low
Ability to Regulate Own Emotion	1.97	Low
Ability to Manage Other's Emotion	2.00	Low
Ability to Utilize Own Emotion	2.67	High
Overall Mean	2.07	Low

Note: 1.00 – 1.74 (Very Low), 1.75 – 2.49 (Low), 2.50 – 3.24 (High), 3.25 – 4.00 (Very High)

Table 2 reveals that students exhibit varying levels of emotional intelligence across four dimensions: appraisal, regulation, management, and utilization of emotions. The students demonstrate high competence only in utilizing their emotions (2.49), whereas their abilities to appraise (1.84), regulate (1.97), and manage (2.00) emotions are rated low. These low scores suggest difficulties in recognizing and understanding emotions, both in themselves and others. Specifically, students struggle with being aware of their emotions as they occur, understanding the nonverbal messages they convey, reassessing the importance of life events, and maintaining optimism in the face of challenges. The overall mean of 2.06 indicates a general low level of emotional intelligence, as defined by Barberry and Greaves (2009) in terms of recognizing, understanding, and managing emotions.

The finding is in contrast to Garg and Singh's (2016) study, which found higher emotional intelligence levels among rural high school students compared to their urban counterparts. The results suggest a pressing need for interventions to enhance students' abilities in the three low-scoring areas to foster emotional stability and resilience. Concurrently, there is a necessity to maintain or improve their ability to utilize emotions effectively, ensuring their development into well-rounded individuals.

Correlation between Parental Involvement and Emotional Intelligence

Table 3 shows a significant relationship between parental involvement and certain dimensions of students' emotional intelligence, specifically in managing others' emotions and utilizing their own emotions.

Table 3. *Correlation of Parental Involvement and Components of Emotional Intelligence*

<i>Components</i>	<i>p-value</i>	<i>Decision on H₀</i>	<i>Relationship</i>
Appraise Own Emotion	0.09	Failed to Reject	Not Significant
Regulate Own Emotion	0.18	Failed to Reject	Not Significant
Manage Others' Emotion	0.04	Rejected	Significant
Utilize Own Emotion	0.01	Rejected	Significant

Note: Level of Significance is 0.05

Moreover, parental involvement is not related to students' ability to appraise or regulate their own emotions, as indicated by p-values of 0.09 and 0.18, respectively, both exceeding the significance threshold of 0.05. These findings challenge previous research by Hoover-Dempsey et al. (2001), Alegre (2011), and Hill and Craft (2003), which linked parental involvement with various aspects of children's emotional intelligence and social behavior.

Conversely, a significant relationship was found between parental involvement and students' abilities to manage others' emotions (p-value 0.04) and utilize their own emotions (p-value 0.01), both below the 0.05 significance level. This aligns with the studies of Tang et al. (2012), Morris, Criss, Silk, and Houlberg (2017), Wong et al. (2018), and Castro, Halberstadt et al. (2015), who reported parental involvement as a predictor of the different facets of emotional intelligence. Also, the result echoes the Bronfenbrenner's theory highlighting the crucial role of environmental contexts, particularly parental involvement, in children's emotional development (Niehaus and Adelson, 2014).

Correlation of Parental Involvement and Emotional Intelligence

Table 4 presents the correlational analysis between parental involvement and students' emotional intelligence using Pearson Moment Correlation Coefficient.

Table 4. *Relationship between Parental Involvement and Emotional Intelligence*

<i>Level of Significance</i>	<i>p-value</i>	<i>Decision on H₀</i>	<i>Relationship</i>
0.05	0.31	Failed to Reject	Not Significant

Table 4 demonstrates that the p-value (0.31) exceeds the significance level (0.05), leading to the retention of the null hypothesis which posits no significant relationship between parental involvement and students' emotional intelligence. This indicates insufficient evidence to assert that parental involvement is a correlate of students' emotional intelligence.

This finding is in stark contrast to Bhatia (2012), who identified a strong impact of healthy family relationships and parental involvement on adolescents' emotional intelligence, and Wang and Sheikh-Khalil (2014), who reported that different forms of parental involvement predict emotional intelligence and academic success among senior high school students from diverse cultural backgrounds.

Conclusion

Based on the findings presented, the following conclusion is derived: Parental involvement is still a determinant of students' ability to utilize their own emotions. It implies that an increase in their involvement will statistically enhance students' ability to utilize their own emotions.

In view of the findings of the study, the following salient points are recommended: (1) Parents should actively involve and engage themselves with their children's education whether at home or in school. They should manage well their time so they can attend to their children's needs. (2) Principals of the chosen schools should conduct seminars on school-stakeholders' partnership and collaboration to strengthen their parental involvement. (3) The schools district supervisor should encourage the principals to strengthen their linkages with the PTA and BOD. (4) The school should conduct personality enhancement seminars and teambuilding activities among students regardless of their age bracket to boost their emotional intelligence. (5) Further research concerning the topic may be replicated to a broader scope. Future researchers may conduct studies focusing on the possible emotional intelligence correlates.

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