



INFLUENCE OF SELF AND RELATIONSHIP MANAGEMENT ON BUSINESS EDUCATION STUDENTS' ACADEMIC PERFORMANCE IN FEDERAL UNIVERSITIES IN SOUTH-SOUTH, NIGERIA

UDO SAMUEL DAVID and ASUQUO EFFIONG EDET, Ph.D

Department of Vocational Education

University of Uyo, Nigeria.

08038943171, 08030673110,

drasuquoe@gmail.com, udosamueld@gmail.com

ABSTRACT

This study investigated the influence of self and relationship management on Business Education students' academic performance in Federal Universities in South-South, Nigeria. Two specific objectives, research questions and null hypotheses guided the study. The ex-post facto research design was used for the study. The population of the study consisted of 513 second and third year Business Education students. A sample of 356 Business Education students from two intact years was selected for the study using stratified sampling technique. The validated instrument, Emotional Competency Inventory (ECI) with 0.76 reliability coefficient was used for data collection. Mean and standard deviation were used to answer the research questions, while multiple regression analysis was used to test the hypotheses at .05 level of significance. The result revealed that there was a significant influence of self and relationship management on Business Education students' academic performance in Federal Universities in South-South, Nigeria. It was recommended, among others, that teachers should create the opportunity to interact with students. This can lead to the students acquiring useful life skills such as emotion management, relation's management and self control by means of exposing them to different activities that can benefit their immediate community which, in turn, helps in improving emotional intelligence.

Introduction

Self-management is the capacity to manage one's emotional states or to shift undesirable emotional states to more adequate ones. Zimmerman (2008) defines self-management as the control of one's present conduct based on motives related to a subsequent goal or ideal that an individual has set for him or herself. In other words, self-management involves controlling one's

behaviour in order to achieve a goal. One important domain where self-management is used is school, where students are required to pay attention, follow instructions, and inhibit inappropriate reactions so that they may fit into the school environment while working toward achieving their personal goals.

Zimmerman (2000) further defines self-management as self-directive process

by which learners monitor personal, behavioural, and environmental situations to establish effective learning strategies, set goals, observe, reflect, and alter mental aptitude into academic aptitude. This implies that self-management is understood in the social cognitive perspective as dependent upon the situation and context where learners do not self-manage systematically in all situations. Adaptation and having the skills to self-manage are as applicable to self-management as having positive self-efficacy.

Self-management in this study refers to the degree to which students appropriately regulate and express their feelings and behaviours, as well as how they think about the consequences of behaviour in school contexts. In contrast to social control, self-management is more aligned with the concept of personal control, which is defined as the ability of the individual to refrain from meeting needs in ways which conflict with the norms and rules of the community.

Goleman (1998) maintained that individuals with this competency are able to manage their impulsive feelings and distressing emotions well. Also, they stay composed, positive and unflappable even in trying moments. Moreover, they think clearly and stay focused when working under pressure. In addition, they are able to deal calmly with stress. This competency could equally be very indispensable in Business Education because students need to control their emotions very well. It is a well-known fact that Business Education students use office machines like stapler and perforator

which could be injurious if thrown at someone at the slightest provocations. These impulsive or spontaneous reactive behaviors without forethought could lead to certain behaviour and poor performance.

Relationship management is the capacity to read, be sensitive and influence other people's emotion. Relationship management at a very basic level may be seen as one of the behavioral patterns observed in students and used by students to accomplish their goals. Adeoye (2008) defined relationship management as understanding others and relationship, resolving conflicts skillfully, negotiating disagreements, communicating skillfully, being popular, outgoing, friendly, involved with and sought out by peer, being concerned, considerate, helpful and democratic. Adeoye maintained that relationship management has as its purpose to help students feel comfortable with themselves, with each other, and with the situation in which they find themselves. It, therefore, implies that students with good relationship management may be highly committed to the academic performance.

Relationship management is described by Goleman (1998) as friendliness with a purpose: moving people in the right direction. It incorporates persuasion, conflict management, collaboration, and handling other people's emotions; it allows individuals to put their emotional intelligence to work. Relationship management, contains eight emotional competencies namely developing others, inspirational leadership, influence and communication. Others are change catalyst,



conflict management, building bonds and teamwork, and collaboration. These competencies could equally be relevant for the academic performance of Business Education students. According to Stubbs (2005), teamwork entails respecting, being helpful as well as being cooperative with all members of a group while collaboration entails balancing a focus on tasks with attention to relationships, sharing plans, information and resources as well as promoting a climate that encourages cooperation and sharing of knowledge. Stubb maintained that when members of a team or organization are collaborating, they will work towards a common goal and they can build external relationships which could be beneficial to the organization.

Goleman (1998) pointed out that although each of the emotional competencies makes a unique contribution to performance, the general list of emotional competencies is to some extent applicable to all situations. However, different performances make differing emotional competencies demand. On this basis, it is obvious that although all the emotional intelligence competencies may be very important, some of them could be more indispensable assets to Business Education students.

Statement of the Problem

The Federal Government of Nigeria (2013) in her National Policy on Education describes the goals of education in Nigeria to include the development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively

to the society. In the policy, it is stated that University education shall make optimum contribution to national development by intensifying its programmes for the development of high level manpower within the context of the needs of the nation. Thus, the academic performance of Business Education students in Federal Universities in South-South, Nigeria ought to reflect the beliefs on which the Nigeria's philosophy of education is based. One of such beliefs is that education is an instrument for national development and social change.

Goleman (1998) observed that educational institutions are responsible for achieving the emotional competence of students by means of building and improving their emotional intelligence and skills but that the University environment is not doing much to guarantee the emotional safety of the students. This creates a stressful, depressive and nervous environment for the students. As a result, they become distracted and may lose concentration on their academic work. Goleman (1998) contended that focusing solely on academic development is not enough, because the inappropriate behaviour of some students is often due, in part, to a lack of emotional stability. Therefore, unless emotional growth and social skilling take place, students are likely to pass through the school ill-equipped to deal with life challenges. It is against this background that this study was undertaken to determine the influence of self and relationship management on Business Education students' academic performance in Federal Universities in South-South, Nigeria.



Purpose of the study

The main purpose of this study was to determine the influence of self and relationship management on Business Education students' academic performance in Federal Universities in South-South, Nigeria. Specifically, the study was designed to:

1. Determine the influence of self-management on Business Education students' academic performance in Federal Universities in South-South, Nigeria.
2. Determine the influence of relationship management on Business Education students' academic performance in Federal Universities in South-South, Nigeria.

Research questions

The following research questions were raised to guide the study.

1. What is the influence of self-management on Business Education students' academic performance in Federal Universities in South-South, Nigeria?
2. What is the influence of relationship management on Business Education students' academic performance in Federal Universities in South-South, Nigeria?

Statement of hypotheses

The following hypotheses were formulated and tested at .05 level of significance.

Ho₁: There is no significant influence of self-management on Business Education students' academic performance in Federal Universities

in South-South, Nigeria

Ho₂: There is no significant influence of relationship management on Business Education students' academic performance in Federal Universities in South-South, Nigeria.

Methodology

The ex-post facto design was used for the study. The area of the study was the South-South geopolitical zone of Nigeria which is made up of six states, including Akwa Ibom, Bayelsa, Cross River, Delta, Edo and Rivers states. The population of the study consisted of 513 second and third year Business Education students in University of Benin, Edo State; University of Calabar, Cross Rivers State and University of Uyo, Akwa Ibom State. A sample of 356 comprising year two and three Business Education students was selected for the study. This sample was drawn from the three Federal Universities offering Business Education programme out of the five Federal Universities located within the area of study. This sample size was statistically determined using Yaro Yamane formula. The researcher used this formula because it is scientific in nature. The stratified sampling technique was used in selecting the sample for the study.

Emotional Competency Inventory (ECI) developed by Hay Group (2005) from 20 of the emotional competencies identified by Goleman (1998) was adapted with some modifications by the researcher, based on information gathered from available literature. Each of the items on emotional intelligence competencies was nominally assigned five responses on a 5-point rating scale as follows: Consistently = 5, Often = 4,

Sometimes = 3, Rarely = 2, Never = 1. On the other hand, Students Cumulative Grade Point Average Information Format (SGPAIF) was developed by the researcher for the collection of semester GPA of students. The GPA was used as a variable representing their academic performance. The instrument was subjected to face validity by three research experts in the Faculty of Education, University of Uyo, Uyo. Their comments and corrections were incorporated in the final copy of the instrument. An internal consistency reliability coefficient of 0.76 was obtained using Cronbach Alpha reliability technique.

The data obtained were analyzed through Statistical Package for Social Sciences (SPSS) using the mean and standard

deviation to answer the research questions, and multiple regression analysis for hypotheses at .05 level of significance. In answering the research questions, students who checked 'Consistently' and 'Often' in the questionnaire were considered to have high emotional intelligence, while those who checked 'Sometimes' were considered to have average emotional intelligence. 'Rarely' and 'Never' were considered to have low emotional intelligence. In testing the hypothesis, where the F-cal was greater than the F-crit, the hypothesis was rejected and where the F-cal was less than the F-crit, the hypothesis was upheld.

Results

Research question 1

What is the influence of self-management on Business Education students' academic performance in Federal Universities in South-South, Nigeria?

TABLE 1

Grand Mean Performance test scores of students based on self-management

Self Management	N	Grand Mean GPA
High	88	3.41
Average	159	3.28
Low	109	3.08

Data in Table 1 show the grand mean score of students' performance based on self-management. The results indicated that 88 students with high self-regulation had a greater grand mean performance score (3.41) than those with average (3.26) and low (3.08) self management respectively. This indicates that, students with high GPA have high self-management

than students on other levels of classification.

Research question 2

What is the influence of relationship management on Business Education students' academic performance in Federal Universities in South-South, Nigeria?

TABLE 2

Grand Mean Performance test scores of students based on relationship management

Relationship Management	N	Grand Mean GPA
High	71	3.14
Average	213	3.18
Low	72	3.53

Data in Table 2 show the grand mean score of students' performance based on relationship management. The results indicate that 77 students with high relationship management had a low grand mean GPA score (3.14); those with average relationship management had grand mean GPA score of 3.18; and students with low relationship management had high grand

mean GPA score of 3.53. This indicated that students with high relationship management performed low academically.

Hypothesis 1

There is no significant influence of self-management on Business Education students' academic performance in Federal Universities in South-South, Nigeria.

TABLE 3

Regression Analysis for influence of self-management on Business Education students' academic performance

Model	Sum of Squares	df	Mean Square	F-cal	F-crit
1 Regression	.150	1	2.958	5.20	4.78
Residual	199.723	355	.569		
Total	199.873	356			

R=0.27, R²= 0.01

The data in Table 3 show the regression analysis for the influence of self-management on academic performance of Business Education students. The result showed an F-calculated value of 5.20 with the critical F value of 4.78. Since the F-calculated is greater than the F-critical, the hypothesis was rejected, thus, there is a significant influence of self-management on

Business Education students' academic performance

Hypothesis 2

There is no significant influence of relationship management on Business Education students' academic performance in Federal Universities in South-South, Nigeria.



TABLE 4

Regression Analysis for influence of relationship management on Business Education students' academic performance

	Model	Sum of Squares	df	Mean Square	Fcal	Fcrit.
1	Regression	.149	1	.149		
					.262	4.78
	Residual	200.569	355	.567		
	Total	200.718	356			

$$R=0.27, R^2= 0.01$$

The data in Table 4 show the regression analysis for the influence of relationship management on academic performance of business education students. The result shows an F- calculated value of 0.262 with critical F-value of 4.78. Since the F-cal was less than the F-crit, the hypothesis was accepted, thus, there is no significant influence of relationship management on Business Education students' academic performance

Discussion of findings

Self-management and students' academic performance

The finding in this aspect of the study indicated that there was significant influence of self-management on academic performance of students in Business Education. This finding is in consonance with Goleman (1998) who maintained that individuals with adequate self-management competency are able to manage their impulsive feelings and distressing emotions well. Also, they can stay composed, positive

and unflappable even in trying moments. Moreover, they think clearly and stay focused when working under pressure. In addition, they are able to deal calmly with stress. Business Education students who are aware of themselves can as well manage themselves.

Self-management is a self-directive process by which learners monitor personal, behavioural, and environmental situations to establish effective learning strategies, set goals, observe, reflect, and alter mental aptitude into academic aptitude. Also Business Education students who can keep impulsive feelings and distressing emotions under control possess the ability to restrain negative actions when provoked or when faced with opposition, hostility or when working under pressure can perform well academically.

Relationship Management and students' academic performance

The finding in this aspect of the study indicated that there was no significant influence of relationship management on

academic performance of students in Business Education. This finding is in consonance with Adeoye (2008) who maintained that individuals with adequate relationship management competency are popular, outgoing and friendly, involved with and sought out by peer. Also, individuals are that are more engaged in socials will likely be distracted from their studies and their emotions will be engaged in that direction. Relationship management involves understanding others and relationship, and negotiating disagreements. Students that are more engaged in relationship management will likely be distracted from their studies and will perform low academically.

Conclusion

Self and relationship management influence Business Education students' academic performance in Federal Universities in South-South, Nigeria. These abilities are essential for teaching and learning. Understanding the influence of these competencies on students' academic performance enables instructors to fine tune their strategies of teaching and learning activities in order to help students learn hence improve their academic performance.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Curriculum experts should develop an affective instructional curriculum that incorporates emotional intelligence skills with the objective of

enhancing personal and career success of students.

2. Business educators should create the opportunity to act and interact with students as this could lead to acquiring them useful life skills by exposing them to different activities that can benefit the local community which, in turn, helps in developing their Emotional Intelligence.

References

- Adeoye, M. A. (2008). Emotional intelligence and self-efficacy as determinants of academic achievement in English Language among students in Oyo State Senior Secondary Schools. Unpublished Ph.D. Thesis. University of Ibadan. Retrieved from <https://www.questia.com/library/journal/1P3-1973238831/emotional-intelligence-and-self-efficacy-as-determinants> on 30 August, 2014
- Egbedion, L. (2010). *Being a top class: The role of emotional intelligence*. Retrieved from www.m8globalgroup.com on 15 November, 2014
- Federal Government of Nigeria (2013). *National Policy on Education*. Lagos: Nigeria Education Research and Development Council
- Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books.



- Hein, S. (1999). *Emotional intelligence and emotional competency*. Retrieved from www.byronstock.com/ei/eiccompetencies.html. on 13 July, 2014
- Stubbs, E. C (2005). Emotional intelligence competencies in the team and team leader: A multi-level examination of the impact of emotional intelligence on group performance. A Doctoral Degree Thesis, Case Western Reserve University. Retrieved from www.Edt.ohiolink.edu/send-pdf.cgi?acc. on 15 October, 2014.
- Udoudo, N. J. (2014). Development and validation of emotional intelligence inventory for mechanical technology occupations in South-South Nigeria. An unpublished Doctoral degree thesis. University of Nigeria, Nsukka
- Zimmerman, B. J. (2008). Goal setting: A key proactive source of academic self-regulation. In D. H. Schunk, and B. J. Zimmerman (Eds.), *Motivation and self-regulated learning: research and applications* (pp. 267-295). New York: Lawrence Erlbaum. Retrieved from http://scielo.isciii.es/scielo.php?pid=S0021212-97282014000200008&script=sci_arttext on 25 August, 2014
- Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive perspective. In M. Boekaerts, P. R. Pintrich, and M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 13-40). San Diego: Academic Press. Retrieved from <https://books.google.com.ng/books?isbn=1136881662> on 25 August, 2014