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

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ABSTRACT: *This study investigated the influence of self and social awareness on Business Education students' academic performance in Federal Universities in South-South, Nigeria. Two specific objectives, two research questions and two null hypotheses guided the study. The ex-post facto research design was used for the study. The population of the study consisted of all the 513 students who were at their second and third year of studies, in Business Education programme in the three Federal Universities in South-South, Nigeria that offer Business Education programme. 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 was used for data collection; an internal consistency reliability coefficient of 0.76 was obtained using Cronbach Alpha reliability technique. Mean and standard deviation were used to answer the research questions, while multiple regression analysis was used to test the null hypotheses at .05 level of significance. The result revealed that there was a significant influence of self awareness and social awareness on Business Education students' academic performance in Federal Universities in South-South, Nigeria. It is recommended, among others, that a balanced combination of emotional and cognitive strategies should be employed in training students. This will facilitate the identification, recognition and development of their emotional skills which will in turn contribute to their personal, academic and career success.*

KEYWORDS: Business Education, Student, Academic Performance, Federal University

INTRODUCTION

Business Education is one of the academic programmes offered at the Federal Universities in Nigeria. Adeola (2006) defined Business Education as a programme of study that offers students opportunity to develop skills, abilities and understanding necessary to enter and progress in particular business occupations. It also prepares students for job competence, occupational intelligence and work adjustment. Students' exposure to business skills, according to Adeola (2006) is to create a pool of men and women of character and competence, people who are balanced in their physical and emotional well-being and who will be effective in the design and implementation of national development programmes.

Durgut, Gerekan and Pehlivan (2013) stated that emotions have a significant role on human life and they are the inseparable part of the interpersonal relationships through physical and spiritual health. For many years, educators, professionals and the public alike have been focusing on the intellectual performance of individuals. In the past, perceived cognitive potential, more than any other factor has been seen as a predictor of academic performance. It has, however, been established according to Goleman (1995) that despite an individual

having the intellectual potential to succeed at institutions of higher education, he/she may experience difficulty dealing with emotional issues in the area of building relationships, and effective decision-making. These observations, among others, have led to the realization that individuals may require more than intellectual abilities to exist and thrive academically. All students, according to Dweck (1996), at one point or the other, experience frustration and failure to achieve their goals and they often depend on their guts to control their negative thoughts and feelings. According to Goleman (1998), most of these problems are the result of misinterpretation of the sentiments, feelings and emotions of the concerned individuals, group of individuals, society or the nations.

Self-awareness is the ability to understand ones feelings, attitudes and behaviours. Increasing self-awareness also has important implications for academic performance. Several studies show practicing mindfulness is an effective and efficient technique for improving cognitive function resulting in increased test performance, memory and reading comprehension. Self-awareness is to inform ones' self of interest to identify feelings and how it affects performance. Self-awareness is the key to sensitize a person of strength and weakness. Udoudo (2014) describe self-awareness as the foundational building block of an individual's emotional intelligence as individuals high in emotional awareness recognize how feelings affect one's performance. Johnson (2009) agreed that emotional health is fundamental to effective learning and that the most critical element of a students' success is an understanding of how to learn. He added that students who are self-aware and intrinsically motivated will definitely have very high academic performance.

Social-awareness is the ability to enter and sustain satisfactory interpersonal relationship. According to Petrides and Furnham (2006), social-awareness emphasizes social relationships and social influence. Persons with good sociability have better social interaction. They believe they have good listening skills and can communicate clearly and confidently with people from diverse background. They also believe that individuals with social-awareness empathize with others, comprehend and accept the emotions of others as well as see things from another person's point of view and therefore develop a stronger bond and understanding with other people.

High self and social awareness can contribute positively to a students' learning process. Students with low self and social awareness may find failure more difficult to deal with, thus undermining their academic performance. For instance, Oyinloye (2005) attributes the problem of poor academic performance to low level of emotional intelligence among students. Oyinloye believes that students who lack emotional intelligence show some adjustive challenges or in some way, fail to handle effectively the demands of school work. It may not be out of place to notice that such students, having little or no emotional intelligence, may not be capable of attaining personal goals which include high academic performance.

Statement of the Problem

The decline in the academic performance of University students in Nigeria has been a major source of concern to stakeholders and policy makers in the education sector. Measures taken by the government at various levels to tackle this problem and improve the academic performance of students have focused more on improving infrastructure, equipping the schools and providing qualified teachers, without any effort to address the emotional stability of the students. 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. It is against this background that this study was undertaken to determine the influence of self and social awareness 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 social awareness 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-awareness on Business Education students' academic performance in Federal Universities in South-South, Nigeria.
2. determine the influence of social-awareness 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-awareness on Business Education students' academic performance in Federal Universities in South-South, Nigeria?
2. What is the influence of social-awareness on Business Education students' academic performance in Federal Universities in South-South, Nigeria?

Null Hypotheses

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

- HO₁: There is no significant influence of self-awareness on Business Education students' academic performance in Federal Universities in South-South, Nigeria
- HO₂: There is no significant influence of social-awareness 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 design was adopted because the study involves drawing generalization based on analysis of data collected from a fraction of the population. The area of the study is 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 zone has five Federal Universities in it, they include; Federal University, Otuoke, Bayelsa State; University of Benin, Edo State; University of Calabar, Cross River State; University of Port Harcourt, Rivers State and University of Uyo, Akwa Ibom State. The population of the study consisted of all the 513 Business Education students who were at their second and third year of studies, as at the period of this study, in the three Federal Universities in South-South, Nigeria that offer Business Education programme. The Universities are: 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 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. Two instruments were used in the study for collecting data. These were: Emotional Competence Inventory and Students Cumulative Grade Point Average Information Format (SCGPAIF). The Emotional Competence Inventory was adapted with some modifications by the researcher, based on information gathered from available literature on emotional intelligence, particularly Egbedion (2010), Udoudo (2014), Hein (1999) and Goleman (1998), and were organized under two clusters namely self-awareness and social-awareness. Each of the items had five responses on a 5 point rating scale: 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 sample under study for 2014/2015 academic year. The GPA was used as a variable representing their academic performance. The instruments were subjected to face validity by three experts in research in the Faculty of Education, University of Uyo, Uyo.

The instrument was administered twice to Business Education students in the three Federal Universities who were not part of the study within a two-week interval between each administration. 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, while multiple regression analysis was used to test the null hypotheses at .05 level of significance. In answering the request questions, students who ticked 'Consistently' and 'Often' in the questionnaire were considered to have high emotional intelligence, and students who ticked 'Sometimes' in the questionnaire were considered to have average emotional intelligence while students who ticked 'Rarely' and 'Never' in the questionnaire were considered to have low emotional intelligence. In testing the hypotheses, when the F-cal is greater than the F-crit, the null hypothesis is rejected. On the other hand, where the F-cal is less than the F-crit, the null hypotheses is upheld.

RESULTS

Research Question 1

What is the influence of self-awareness 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 Awareness

Self Awareness	N	Grand Mean GPA
High	104	3.48
Average	167	3.16
Low	85	2.90

Data in Table 1 show the grand mean score of students' performance based on their self awareness. The results indicate that 104 students with high self awareness had a greater Grand Mean score (3.48) than those with average (3.16) and low (2.90) self awareness. This indicates that, students with high GPA have high self awareness than students on other levels of classification.

Research Question 2

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

Table 2: Grand Mean Performance Test Scores of Students Based on Social Awareness

Social Awareness	N	Grand Mean GPA
High	163	3.14
Average	114	3.23
Low	79	3.54

Data in Table 2 show the grand mean score of students' performance based on their social awareness. The results indicate that 163 students with high social awareness had a lower grand mean GPA score (3.14), those with average social awareness had grand mean GPA score of 3.23, while students with low social awareness had high grand mean GPA score of 3.54. This indicates that, students that are high in social awareness Perform low academically.

Null Hypothesis 1

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

Table 3: Significance of Self Awareness on Business Education Students Academic Performance

Model	Sum of Squares	Df	Mean Square	F-cal	F-crit
1 Regression	10.799	1	10.799	20.12	4.78
Residual	190.553	355	.537		
Total	201.352	356			

$$R=0.232, R^2= 0.054$$

The data in Table 3 show the regression analysis for the influence of self awareness on academic performance of Business Education students. The result shows F-calculated value of 20.12 at degree of freedom (1, 355), the critical F-value is 4.78. Since the F-cal is greater than the F-crit, the null hypothesis is rejected. Thus, there is a significant influence of self-awareness on academic performance of students in Business Education.

Null Hypothesis 2

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

Table 4: Significance of Social-Awareness on Business Education Students' Academic Performance

	Model	Sum of Squares	Df	Mean Square	Fcal	Fcrit
1	Regression	.303	1	.303		
					.534	4.78
	Residual	201.049	355	.566		
	Total	201.352	356			

$$R=0.39, R^2= 0.02$$

The data in Table 4 show the regression analysis for the influence of social-awareness on academic performance of business education students. The result shows an F-calculated value of 0.534. At degree of freedom (1, 355) the critical F-value is 4.78. Since the F-cal is less than the F-crit, the null hypothesis is accepted, thus, there is no significant influence of social awareness on academic performance of students in Business education. The result shows that the coefficient of determination (R^2) is 0.02. This implies that 10% change in academic performance is as a result of social awareness.

DISCUSSION OF FINDINGS**Self-awareness and Students' Academic performance**

The analysis of the influence of self-awareness on Business Education students' academic performance in Federal Universities in South-South Nigeria as presented in Table 1 and 3 shows the grand mean score of students' performance and the regression analysis respectively, of the influence of self-awareness on Business Education students' academic performance. The results indicate that students with high self-awareness had a higher grand mean performance score than those with average and low self-awareness. The regression result shows F-calculated value of 20.12. at degree of freedom (1, 355) and the critical F-value is 4.78. Since the F-cal is greater than the F-crit, the null hypothesis is rejected, thus, there is a significant influence of self awareness on Business Education students' academic performance. Self-awareness having a high influence on Business Education student academic performance implies that the more the level of self-awareness of Business Education students, the better their academic performance will be.

The finding implies that when students are aware of themselves, they would possibly perform better academically. This is because the study shows a significant influence of self-awareness on Business Education students' academic performance. The high performance by students who are aware of themselves indicates that practicing mindfulness is an effective and efficient technique for improving cognitive function resulting in increased test performance, memory and reading comprehension. It also indicates that when people focus attention on them-self, they compare them-self with standards, try harder to meet standards, and show

stronger emotional responses to meeting or failing to meet a standard. Therefore, students should be encouraged to assess their own intrapersonal strengths and weaknesses while being confident, and also learn from their own experiences.

Social-awareness and Students' Academic Performance

The analysis of the influence of social awareness on Business Education students' academic performance in Federal Universities in South-South Nigeria in Table 2 and 4 shows the result for the grand mean score and the regression analysis respectively, for the influence of social-awareness on Business Education students' academic performance based on self-management. The result indicates that with respect to high, average and low social-awareness, students with high grand mean scores had low social-awareness compared to other groups. The result also shows an F-calculated value of 0.534 at degree of freedom (1, 355) with the critical F-value of 4.78. Since the F-cal is less than the F-crit, the null hypothesis is accepted, thus, there is no significant influence of social-awareness on academic performance of students in Business education. The result shows that the coefficient of determination (R^2) is 0.02. This implies that 10% change in academic performance is as a result of social-awareness.

The findings indicate that students who are high in social-awareness have low academic performance. This is because the study shows no significant influence of social awareness on Business Education students' academic performance. This implies that students that are more engaged in socials will likely be distracted from their studies and their emotions will be engaged in that direction.

CONCLUSION

Understanding the influence of emotional Intelligence 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. On the basis of the findings of this study it is concluded that there is an influence of self and social awareness on Business Education students' academic performance in Federal Universities in South-South, Nigeria.

Recommendations

1. Policy makers should consider the importance of designing special educational programs that raise the level of Emotional Intelligence for university students.
2. Balanced combination of emotional mind and cognitive mind in training students will facilitate the identification, recognition and development of their emotional skills which will in turn contribute to their personal, academic and career success.

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