

Relative Influence of Self-Regulation, Emotional Intelligence, Self-Efficacy, and Goal Orientation on School Engagement among Public Secondary School Students in Ibadan, Nigeria

Authors : Ogunremi Beatrice, Oluwole David Adebayo

Abstract : Public secondary school students are face with some challenges from the parents, government and teachers in school. Some of the challenges that arises from the parents are lack of attention and adequate communication. From the government are unavailability of useful instructional materials, competent and professionally trained teachers for each subject the students do in school. The challenges that arise from the teachers most often are mismanagement of time, inability to understand the capacity of the student and lack class management and follow up. This study investigated self-regulation, emotional intelligence, self-efficacy and goal orientation as predictors of school engagement among public secondary school students in Ibadan. A structured questionnaire was administered on 258 students from six mixed secondary schools in Ibadan. Pearson Product Moment Correlation method was used for data analysis. Four hypothesis were raised and answered, the results showed there is positive and significant relationships between school engagement among public secondary school students and each of the independent variable: Self-regulation, Emotional intelligence, Self-efficacy, Goal orientation. On the basis of these findings, it was recommended that the parents have to encourage their children on how to be goal oriented ,build their self-efficacy skill, to be self-regulated and emotionally intelligent in order to be effective in school and be able to increase their intellectual ability.

Keywords : emotional intelligence, self-efficacy, goal orientation, school engagement, self-regulation

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