

# **AN INVESTIGATION OF RELATIONSHIP AMONG EMOTIONAL INTELLIGENCE, PARENT ASSISTANCE AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS IN MAWLAMYINE TOWNSHIP**

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## **Abstract**

This study investigated the relationship among emotional intelligence, parent assistance and academic achievement of high school students in Mawlamyine Township. The participants ranged in age between 15 and 18 years. Quantitative approach was used in this study. Students' emotional intelligence was examined by using questionnaire survey method. In this study, three levels of emotional intelligence were measured with a modified Myanmar Version of Emotional Intelligence Scale (SEIRS) questionnaire developed by (Schuttle, Haggerty, Cooper, Golden & Domheim, 1998). It includes 33 items in which each item is rated with a five-point likert scale. Questionnaire for students is comprised with two sections; student's personal data are in section A and the items of high school students' emotional intelligence are in section B. Questionnaire for parents include three sections. A total number of 500 students (235 male and 265 female students) and their respective parents participated in this study. The required sample was selected by using random sampling technique. The overall results showed that most of grade ten students fell into moderate emotional intelligence level group. The results showed that the participants would be classified into three groups: low emotional intelligence group (19%), moderate emotional intelligence group (65%), and high emotional intelligence group (16%). Data analysis involved the use of confirmatory factor analyses, descriptive and inferential statistics. After conducting factor analysis, six factors: positive affect, non verbal emotions, emotional management, happy emotions, emotion others and own emotions for SEIRS was only validated. Furthermore, there were only 25 items left for emotional intelligence.

**Key words:** Emotional Intelligence, Parent Assistance

## **Introduction**

Education provides awareness and enables man to harmonize himself with his environment leading to constructing and molding a peaceful society. The quality of education can be assessed on the basis of the achievement of the aims and objectives of education. Academic achievement is undoubtedly a research after the heart of educational psychologists. The role of parent assistance in children's education has become a central issue in educational policy and research.

### **Significance of the Study**

Imbrosciano and Berlach (2003) have remarked that „success“ may be viewed in three main domains. A good student is often referred to as being „intelligent“, or „well behaved“, or „academically successful“. Arising from this are the questions: Are there any connection between these domains? Is there a strong connection, between intelligence and academic achievement? Do students with high intelligence behave better? These and many more questions underscore the important place intelligence has been found to play in academic success. In essence, the importance of emotional intelligence on academic achievement has been found to be very significant.

On parent assistance and academic achievement, studies have shown to date that the two constructs seems to be positively related. Findings have demonstrated that parent's assistance in

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the education of the children has been found to be of benefit to parents, children, and schools (Tella 2003). The obviousness of the research findings reported in this study is that parent assistance improves facets of children's education such as daily attendance (e.g. Cotton & Wikelund, 2001), student achievement (e.g. Cotton & Wikelund, 2001) behavior (Simon, 2000) and motivation (e.g. Cotton & Wikelund, 2001). Nevertheless, and in spite of the studies reviewed, there is still a need to further investigate the relationship among emotional intelligence, parent assistance and academic achievement of high school students most especially in country like Myanmar.

### **Purposes of the Study**

The primary purpose of this study is to investigate the significant impact of these two constructs (emotional intelligence and parent assistance) on academic achievement of high school students.

1. To find out school differences in emotional intelligence
2. To find out gender differences in sub skills of emotional intelligence
3. To investigate the effect of emotional intelligence on high school student's achievement
4. To investigate the effect of parent assistance on high school student's achievement
5. To explore how students' emotional intelligence and achievement differ by parent assistance level
6. To investigate the relationship among sub scales of emotional intelligence, academic achievement, family income and parent assistance

### **Definitions of Key Terms**

**Emotional Intelligence.** Emotional intelligence (EI) is "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions (John D. Mayer and Peter Salovey, 2013).

**Parent Assistance.** Parent assistance is any intervention for parents aimed at reducing risks and promoting protective factors for their children, in relation to their social, physical and emotional well-being (Gardner, 2003).

## **Related Literature Review**

### **What is Emotional Intelligence?**

John Mayer and Peter Salovey define emotional intelligence as the ability to reason with emotion. US psychologists John Mayer and Peter Salovey published the first formal definition of emotional intelligence in 1990. Their publication also claimed that it might be possible to assess and measure a person's emotional intelligence. Mayer and Salovey believed that emotional intelligence is a subset of social intelligence and is about a person's ability to: (1) perceive emotion in oneself and others, (2) integrate emotion into thought, (3) understand emotion in oneself and others, and (4) manage or regulate emotion in oneself and others. They have also described emotional intelligence as being „knowledge of self and others" and, more specifically, „the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking".

## **Emotional Intelligence and Success**

Goleman focused to a large extent on the power of emotional intelligence to help individuals achieve success and he closely equated success with money and earning power. Goleman also claimed that 20% of success in life is down to IQ and 80% to EQ, although critics argue that he had little or no scientific evidence to back this up. Whilst Mayer and Salovey claim that there is research to show that IQ contributes to 25% of the success achieved by individuals, they cannot make similar quantifiable estimates about the impact of emotional intelligence.

Emotions are critically important to our success and to our very survival. There are many reasons for this. First, emotions contain data and information about us, other people, and the world around us. Second, emotions assist us in thinking and decision making. Third, emotions are not chaotic, they can be understood and predicted and often follow certain rules or patterns. And fourth, because emotions contain data, we must remain open to our emotions, no matter how uncomfortable it may feel, and utilize these emotional data points in our thinking, decisions, and our actions.

## **Defining Parent Assistance**

Reynolds (1996, p. 1121) defined parent assistance as “any interaction between a parent and child that may contribute to the child’s development or direct parent participation with a child’s school in the interest of the child.” This definition suggests that an overall assistance will lead the child to a better future. Grolnick and Slowiaczek (1994) defined parent assistance as the dedication of resources by the parent to the child within a given domain. They described three areas in which parents are assisted: behavioral, cognitive, and personal. Parents need to be assisted in every area of their child’s life, so this sounds like a pretty accurate definition of parent assistance.

Parent assistance in the learning process is important to student achievement. Children greatly benefit, when parents are involved in helping children increase academic skills. Parents want to help their child to achieve and can be the most effective educators for providing help.

## **Methodology**

### **Sampling**

In this study, a total number of 500 students (235 male and 265 female students) and their respective parents participated from 10 high schools located in Mawlamyine Township. The required sample was selected by using random sampling technique.

### **Research Method**

Quantitative research design was used in this study. Descriptive survey method as quantitative design was applied.

### **Research Instrumentation**

In order to get necessary information for the study, two questionnaires were conducted; one for Grade Ten students and the other for respective parents. In this study, three levels of emotional intelligence were measured with a modified Myanmar Version of Emotional Intelligence Scale (SEIRS) questionnaire developed by (Schuttle, Haggerty, Cooper, Golden & Domheim, 1998). It includes 33 items in which each item is rated with a five-point likert scale.

Questionnaire for students is comprised with two sections; student's personal data are in section A and the items of high school students' emotional intelligence are in section B. The internal consistency of emotional intelligence scale is 0.784.

Questionnaire for parents includes three sections. Name the parent or guardian, number of children, family member, age of children, parent's education level and income, nationality and religion, are in section A and parent assistance questionnaire are in section B and C. In Section B parent assistance questionnaire, 19 items are included; 5 items for family rules (e.g., Identifying regular study time.), 12 items for parent-student partnership concerning assistance of students' education (e.g., Providing students' classroom requirements.), 2 items for parent's educational values and interests (e.g., Exploring parents' expectations about students' education.). The scale reported satisfactory internal consistency with Cronbach's alpha 0.58.

## **Data Analysis and Research Findings**

### **Confirmatory Factor Analysis for Emotional Intelligence**

Confirmatory factor analyses were used to establish the factor structure of the SEIRS. The reliability coefficients were largely acceptable for each of these six theoretically derived emotional intelligence (Alpha = 0.814).

In this study, the Kaiser Meyer Olkin Measure of Sampling Adequacy was 0.822. This was above the recommended value of 0.7 that is indicating that there were sufficient items for each factor in SEIRS. And Bartlett's Test of Sphericity was significant ( $p < 0.001$ ). This means that the variables are highly correlated enough to provide a reasonable basis for factor analysis. The six factors also have eigenvalues (a measure of explained variances) greater than 1.0, which is a common criterion for a factor to be useful. Throughout this analysis process, items with initial value of less than 0.02 without loading were discarded.

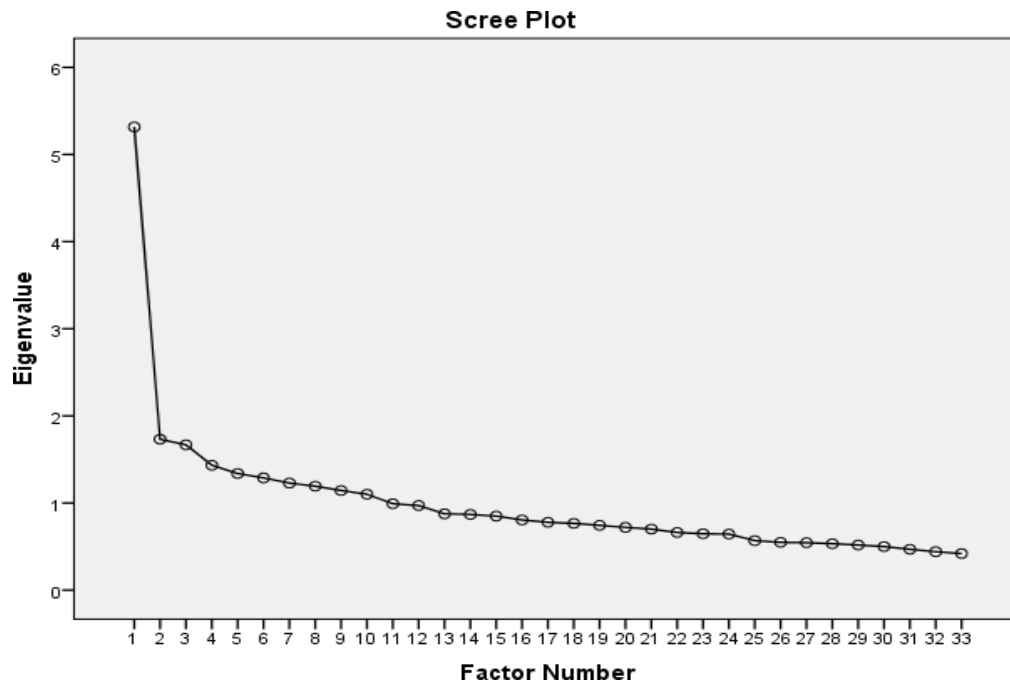
After doing several steps, 8 items were eliminated because they had no loadings with any other factor. By taking out 8 items, the communalities were all above 0.20, it indicated that the relation between each item and other items is satisfactory. Therefore, the responses of 500 students upon 33 items were analyzed by the use of principal axis factoring analysis and varimax rotation for factor analysis methods.

Then, six factors were requested, based on the factor that the items were designed to index six constructs: own emotions component, emotion others component, happy emotions component, emotional management component, non-verbal emotions component, and positive affect component. Table 1 displayed the factor loadings for the rotated factors and communalities based on principal axis factoring with varimax rotation for 33 items of SEIRS. Visual presentation can also be seen in the figure 1.

**Table 1 Factor Loading for the Rotated Factors of Emotional Intelligence**

Emotional Intelligence	Factor						Communality
	1	2	3	4	5	6	
e22 Own Emotions	.487						.276
e20 Positive Affect	.455						.269
e27 Positive Affect	.455						.296
e9 Own Emotions	.446						.227
e19 Own Emotions	.438	.356					.321
e6 Positive Affect	.435						.259
e7 Own Emotions	.389						.231
e21 Emotional Management	.344						.220
e29 Emotion Others		.667					.460
e18 Emotion Others		.489					.298
e25 Own Emotions		.422					.306
e32 Emotion Others		.396					.222
e13 Happy Emotions			.577				.372
e30 Emotion Others			.495				.382
e24 Emotional Management			.478	.337			.420
e26 Emotion Others			.354				.248
e14 Happy Emotions			.327				.153
e1 Positive Affect				.596			.124
e28 Emotional Management				.319			.436
e11 Own Emotions					.493		.268
e15 Non Verbal Emotions					.449		.258
e4 Own Emotions					.324		.268
e10 Positive Affect						.599	.508
e23 Positive Affect						.362	.330
e3 Positive Affect						.325	.256
Eigenvalues	2.269	1.732	1.624	1.042	.946	.916	
% of variance	6.876	5.249	4.922	3.157	2.867	2.777	

Extraction Method: Principal Axis Factoring, Rotation Method: Varimax



**Figure 1** Items and Their Eigenvalues from Confirmatory Factor Analysis for Emotional Intelligence

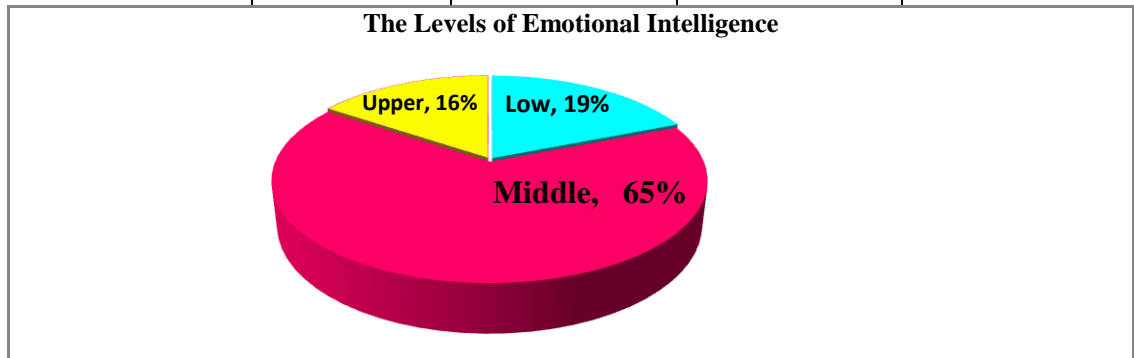
According to the results of Table 1, it was verified that own emotions component items grouped into Factor (1), emotion others component items grouped into Factor (2), happy emotions component items grouped into Factor (3), emotional management component items grouped into Factor (4), non verbal emotions component items grouped into Factor (5), and positive affect component items grouped into Factor (6).

### Emotional Intelligence Level of High School Students

Based on descriptive analyses, high school students in this study were identified into three groups: 16% of adolescent students with scores one standard deviation above the sample mean were considered upper level of emotional intelligence, 65% of adolescent students with scores around the sample mean were grouped into moderate ones and they were identified as moderate emotional intelligence, and the remaining adolescent students of 19% who scored one standard deviation lower than the sample mean were identified as low level of emotional intelligence (see Table 2 & Figure 2). In this study, most of the students reported as moderate emotional intelligence students. This made highlight a good sense of emotional intelligence students in this study.

**Table 2 Levels of Emotional Intelligence of High School Students**

Level	Frequency	f%
Low	95	19
Moderate	327	65
Upper	78	16
Total		100%



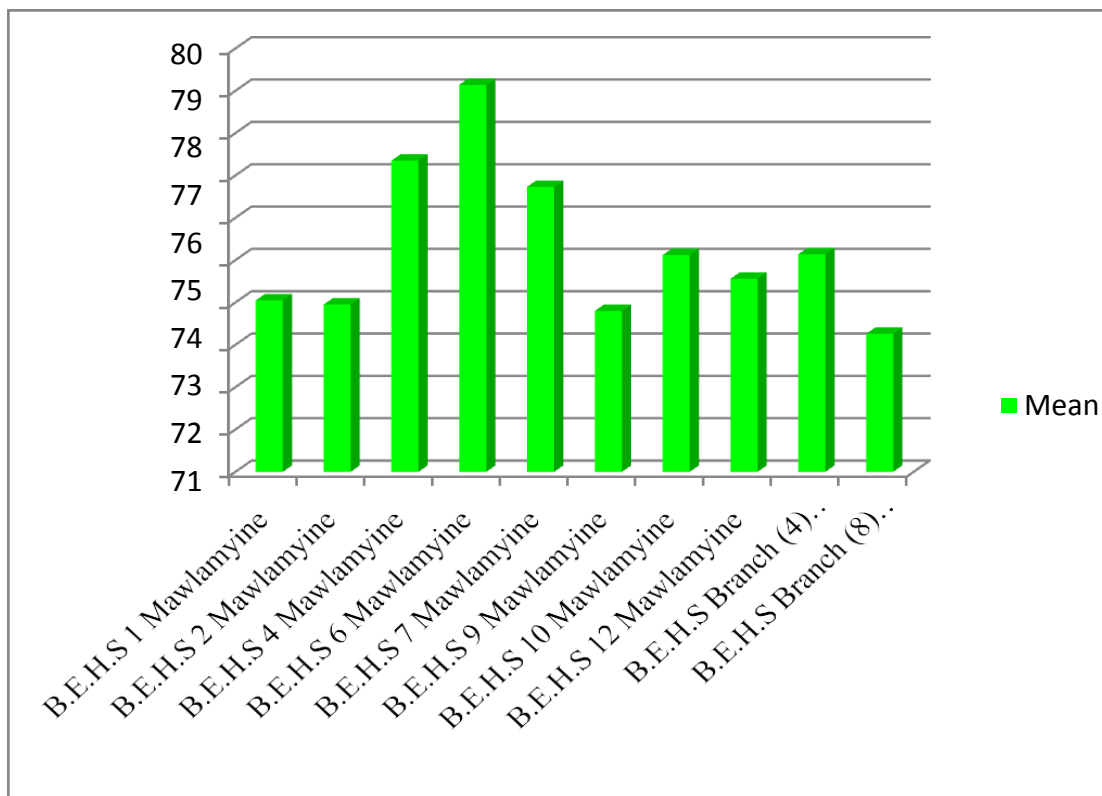
**Figure 2** Three Levels of Emotional Intelligence of High School Students

**Comparison of Students’ Emotional Intelligence by School**

Descriptive statistics were again conducted in order to find out school differences in emotional intelligence. The analyses revealed that there were slight differences in mean scores by school in emotional intelligence (see Table 3 & Figure 3).

**Table 3 Means and Standard Deviations for Emotional Intelligence by Schools**

School	N	Mean	Std. Deviation
B.E.H.S 1 Mawlamyine	50	74.05	7.98
B.E.H.S 2 Mawlamyine	50	73.95	7.81
B.E.H.S 4 Mawlamyine	50	77.35	10.51
B.E.H.S 6 Mawlamyine	50	79.14	9.14
B.E.H.S 7 Mawlamyine	50	76.73	8.02
B.E.H.S 9 Mawlamyine	50	73.80	9.36
B.E.H.S 10 Mawlamyine	50	75.12	7.76
B.E.H.S 12 Mawlamyine	50	74.56	8.49
B.E.H.S Branch (4) Mawlamyine	50	75.14	8.68
B.E.H.S Branch (8) Mawlamyine	50	73.26	8.42



**Figure 3 Comparisons of Emotional Intelligence by School**

Then, one way analysis of variance (ANOVA) was conducted to find out the differences among school, regarding the students' emotional intelligence.

**Table 4 ANOVA Table of Mean Comparison for Emotional Intelligence by School**

Emotional Intelligence	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1569.39	9	174.38	2.328	.014
Within Groups	36703.31	490	74.90		
Total	38272.70	499			

**Note:** \*The mean difference is significant at the 0.05 level.

ANOVA result showed that there was a significant difference among schools at the 0.05 level (see Table 4).

And then, to find out difference among six subscales of emotional intelligence by gender, descriptive analysis revealed the differences in means and standard deviations of six subscales of emotional intelligence between boys and girls (see Table 5).

**Table 5 Comparison of Mean and Standard Deviation for Categories of Emotional Intelligence by Gender**

Categories of Emotional Intelligence	Gender	N	Mean	Std. Deviation	Std. Error Mean
Positive Affect epercent	Boy	214	85.76	13.91	.95
	Girl	286	89.21	12.09	.71
Non verbal emotions epercent	Boy	214	60.47	19.53	1.34
	Girl	286	67.62	18.69	1.11



Categories of Emotional Intelligence	Gender	N	Mean	Std. Deviation	Std. Error Mean
Emotional Management epercent	Boy	214	72.80	19.92	1.36
	Girl	286	76.43	17.45	1.03
Happy Emotions epercent	Boy	214	82.45	14.02	.96
	Girl	286	85.65	11.29	.67
Emotion Others epercent	Boy	214	69.60	16.10	1.10
	Girl	286	72.19	16.98	1.00
Emotions Own epercent	Boy	214	75.18	12.68	.87
	Girl	286	78.34	12.28	.73

According to Table 5, girls have more positive outlook on life in general, but more specifically when facing problems than boys. Girls know others' emotions than boys. Girls have more aspects such as good mood, positive emotions, happiness and joy than boys. Girls' perception of their own emotions are more than boys. Girls have more aspects such as non verbal messages that the person send and receive from others, and how the person interprets these non verbal emotions. And then, Girls can control their emotions or fail to manage their emotions than boys. According to overall, girls have higher emotional intelligence than boys.

**Table 6 The Results of Independent Sample t-test on Subscales of Emotional Intelligence by Gender**

Variables	t	df	Sig	Mean Difference
Positive Affect epercent	-2.90**	421.32	.004	-3.44
Non Verbal Emotions epercent	-4.15****	498	.000	-7.16
Emotional Management epercent	-2.13*	423.45	.034	-3.63
Happy Emotions epercent	-2.74**	399.47	.006	-3.20
Emotion Others epercent	-1.72	498	.086	-2.58
Emotions Own epercent	-2.81**	498	.005	-3.16

The results of t-test (see Table 6) show that there were significantly differences in positive affect emotional intelligence, emotional management, happy emotions, and emotions own by gender at .01 level, and there was a significantly difference in non verbal emotional intelligence by gender at .001level.

### **The Relationship among Emotional Intelligence, Parent Assistance and Academic Achievement**

The main aim of this study is to explore the effects of emotional intelligence and parent assistance on academic achievement of high school students if there is a relationship between independent variables(emotional intelligence and parent assistance) and dependent variable (academic achievement). To investigate the relationship between levels of emotional intelligence and levels of parent assistance, cross tabulation was conducted (see Table 7).

**Table 7 Association between Levels of Emotional Intelligence and Levels of Parent Assistance**

Variable		Level of Parent Assistance			Total	
		Low	Moderate	High		
Level of Emotional Intelligence	Low	Count	25	62	8	95
		%	5.0%	12.4%	1.6%	19.0%
	Moderate	Count	42	234	51	327
		%	8.4%	46.8%	10.2%	65.4%
	High	Count	5	53	20	78
		%	1.0%	10.6%	4.0%	15.6%
Total		Count	72	349	79	500

Generally, out of 500 students, 95 low emotional intelligence students (19%) in this study produced 5% of low parent assistance, 12.4% of moderate parent assistance and 1.6 % of high parent assistance. And 327 moderate emotional intelligence students (65%) produced 8.4% of low parent assistance, 46.8% of moderate parent assistance and 10.2% of high parent assistance. Similarly, 78 of high emotional intelligence students (16%) produced 1% of low parent assistance, 10.6% of moderate parent assistance and 4% of high parent assistance (see Table 7). So, it can be said that students' levels of emotional intelligence were likely to be related with levels of parent assistance. Therefore, it was necessary to execute bivariate correlation to examine the relation among students' emotional intelligence, parent assistance and academic achievement.

The results in Table 8 showed that there was a significant relationship between students' emotional intelligence and parent assistance with coefficient of  $r = .316$ , it had high effects and significant relationship. Since students' emotional intelligence and parent assistance were positively significantly correlated with each other. It means that, in general, students who received more parent assistance have higher emotional intelligence than students who received less parent assistance. And, there was a significant relationship between students' emotional intelligence and academic achievement with coefficient of  $r = .135$ , it had medium effects but significant relationship. Since students' emotional intelligence and academic achievement were positively significantly correlated with each other. It means that, students with high emotional intelligence have greater achievement than students with low emotional intelligence. Similarly, there was a significant relationship between parent assistance and students' achievement with coefficient of  $r = .136$ , it had medium effects but significant relationship. Since parent assistance and achievement were positively significantly correlated with each other. It means that students who received more parent assistance have greater achievement than students who received less parent assistance.

**Table 8 The Relationship among Emotional Intelligence, Parent Assistance and Academic Achievement**

Variables	EI	PA	Achievement
Emotional Intelligence(EI)	1	.316**	.135**
Parent Assistance(PA)		1	.136**
Academic Achievement			1

Note: \*\*Correlation is significant at 0.01 level (2 tailed).

**Effects of Emotional Intelligence and Parent Assistance on Math Achievement, English Achievement and Total Achievement**

To assess whether emotional intelligence and parent assistance have effects on students' English achievement, Math achievement, and Total achievement, and whether there was an interaction between emotional intelligence and parent assistance, a multivariate analysis of variance was conducted. The interaction was significant, Wilk's  $\Lambda=.009$ ,  $F(644,92)=1.40$ ,  $p=.022$ , multivariate  $\eta^2=.91$ . This result indicated that students' emotional intelligence and parent assistance have effects on students' achievement. The main effect for emotional intelligence was significant, Wilk's  $\Lambda=.108$ ,  $F(132,92)=1.42$ ,  $p=.036$ , multivariate  $\eta^2=.67$ . This indicates that the linear composite of English achievement, math achievement and total achievement differs for emotional intelligence. The main effect for parent assistance is also significant, Wilk's  $\Lambda=.107$ ,  $F(128,92)=1.48$ ,  $p=.023$ , multivariate  $\eta^2=.67$ . For interaction effect, very large effect size was found since multivariate test eta-squared was above 0.45. For emotional intelligence and parent assistance have very large effect size because multivariate test eta-squared were above 0.45. This indicates that the linear composite differs for parent assistance (see Table 9).

**Table 9 Reports MANOVA for the Effect of Emotional Intelligence and Parent Assistance on English Achievement, Math Achievement, and Total Achievement**

Effect	$\Lambda$	F	df	Error df	$\eta^2$	p
Emotional Intelligence	.108	1.42	132	92	.67	.036
Parent Assistance	.107	1.48	128	92	.67	.023
Emotional Intelligence*Parent Assistance	.009	1.40	644	92	.91	.022

**Comparison of Students' Achievement and Emotional Intelligence by Parent Assistance Level**

In order to find out the differences among parent assistance levels, the full sample was split into three categories: high, moderate, and low. Then, descriptive analysis was computed for students' achievement and emotional intelligence. Table 10 indicates that students' emotional intelligence and achievement differ according to levels of parent assistance.

**Table 10 Means and Standard Deviations for Achievement and Emotional Intelligence by Parent Assistance Level**

Variable \ PA Level	High	Moderate	Low
Achievement	63.53 (18.63)	60.15 (20.9)	54.15 (23.90)
Emotional Intelligence	78.80 (7.84)	75.18 (8.80)	72.06 (8.20)

**Note:** Numbers in parentheses are standard deviations. PA= Parent Assistance  
PA= Parent Assistance

**Comparison for Achievement by Parent Assistance Level**

Next, in order to find out the difference in achievement according to parent assistance levels, one way analysis of variance (ANOVA) was conducted. The ANOVA result showed that there was a significant difference in academic achievement of students at 0.05 level (see Table 11).

**Table 11 ANOVA Table of Mean Comparison for Achievement by Parent Assistance Level**

Achievement	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3448.60	2	1724.30	3.90	.021
Within Groups	219694.06	497	442.04		
Total	223142.66	499			

Note: \*The mean difference is significant at the 0.05 level.

### Comparison for Emotional Intelligence by Parent Assistance Level

Then, one way analysis of variance (ANOVA) was conducted to find out the differences among the levels of parent assistance, regarding the students' emotional intelligence.

**Table 12 ANOVA Table of Mean Comparison for Emotional Intelligence by Parent Assistance Level**

Emotional Intelligence	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1728.91	2	864.46	11.76	.000
Within Groups	36543.79	497	73.53		
Total	38272.70	499			

Note: \*The mean difference is significant at the 0.001 level.

ANOVA result showed that there was a significant difference among the three levels of parent assistance at the 0.001 level.

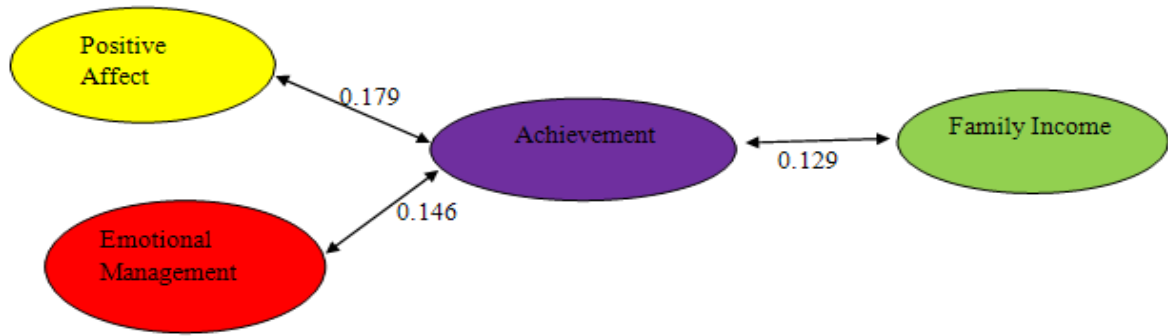
### Relationship among Sub Skills of Emotional Intelligence, Academic Achievement, Family Income and Parent Assistance

To investigate there are relationships among subscales of emotional intelligence, achievement, family income and parent assistance, it was necessary to execute bivariate correlation to examine the relation between subscales of emotional intelligence and achievement.

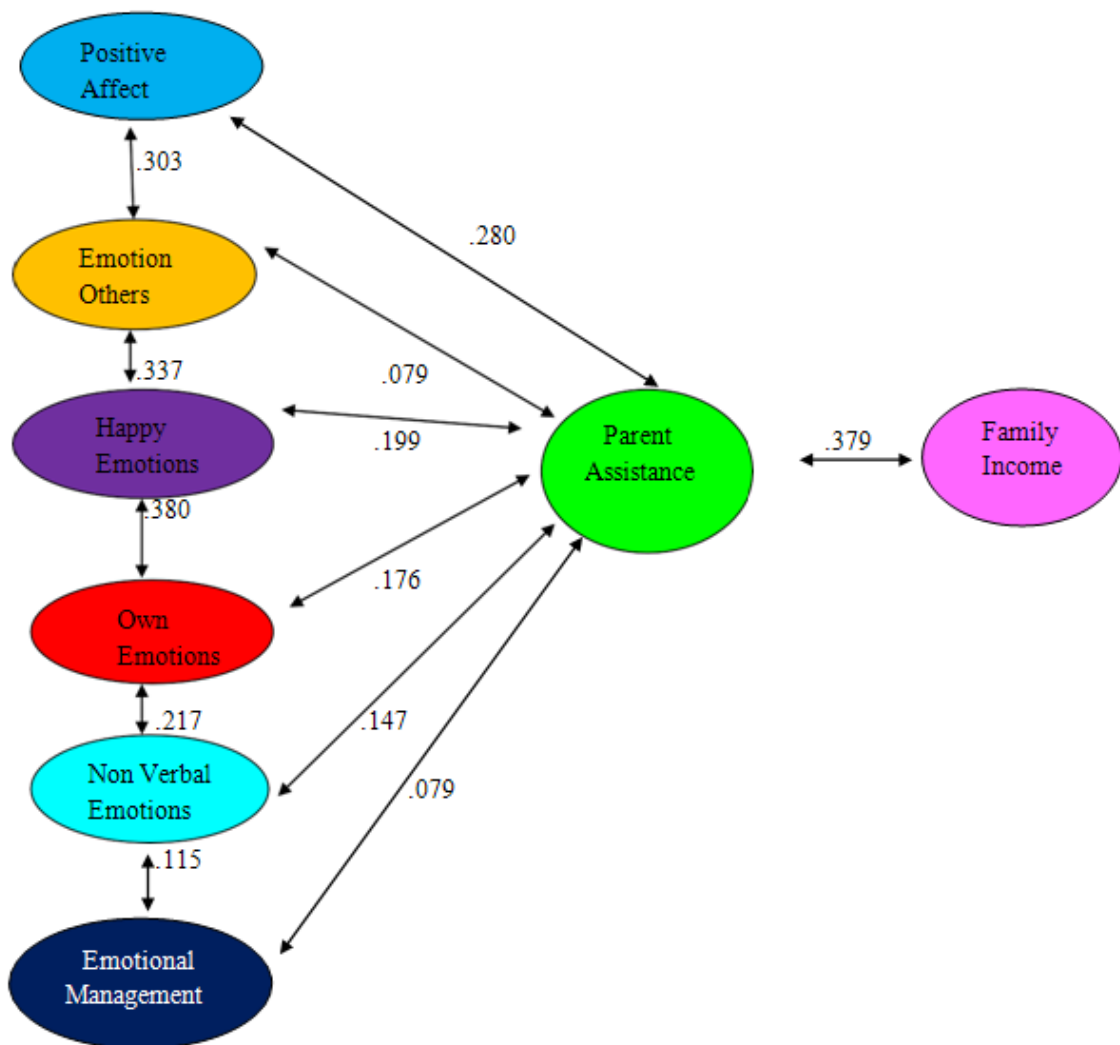
**Table 13 Relationship among Subscales of Emotional Intelligence, Academic Achievement, Family Income and Parent Assistance**

Variable	1	2	3	4	5	6	7	8	9
1.Positive Affect	1	.195**	.256**	.342**	.303**	.372**	.179**	.078	.280**
2.Non Verbal Emotions		1	.115*	.215**	.267**	.217**	.064	.045	.147**
3.Emotional Management			1	.197**	.096*	.162**	.146**	.072	.174**
4.Happy Emotions				1	.337**	.380**	.062	-.058	.199**
5.Emotion Others					1	.373**	.012	.079	.165**
6.Own Emotions						1	.080	.031	.176**
7.Achievement							1	.129**	.136**
8.Family Income								1	.379**
9.Parent Assistance									1

Note: \*\*Correlation is significant at 0.01 level (2 tailed).



**Figure 4** Relationship among Positive Affect, Emotional Management, Achievement and Family Income



**Figure 5** Relationship among Subscales of Emotional Intelligence, Parent Assistance and Family Income

### Conclusion

Findings from this study significantly describe that the relationship among emotional intelligence, parent assistance and academic achievement. This study validates the previous

evidence that all the factors such as gender, schools and supportive ways affecting students' academic performance. This findings have some implications. First; parents could have to note that their interpersonal relationships and direct interest in the academics of their children could bring a better academic performance. Two; both the home and the school need to cooperate in making the learners to be well adjusted emotionally as this could make or more academic achievement. Students should be given the required support for their study especially by guiding or teaching by parents or others people. In the education system, it would like to emphasize that helping students is not only the duty of the teachers but also their parents" with the positive reinforcements, suggestions and the help they needed. It can be described that a high level of parent assistance with emotional intelligence, which are critical for academic success of the students.

### Limitations

This study is limited because it only examined the emotional intelligence, parent assistance, and academic achievement of 500 high school students in Mawlamyine. It will be necessary to replicate these findings in a larger and more heterogeneous sample of students. For example, it will be important to know whether emotional intelligence correlates with parent assistance and academic achievement with elementary, middle, and high school students with different ethnic and socioeconomic backgrounds.

### Recommendations

Based on the findings of the current research and its comparison with the findings of other researchers, future research also will need to examine whether emotional intelligence skills can be taught. That is, can students increase their scores on tests that measure the ability to perceive, use, understand, and regulate emotions? On the other hand the other researchers are recommended to conduct this research in other statistical pools and other educational periods (elementary, intermediate schools and universities and they should, specially, compare the difference in the means of boys and girls emotional intelligence.

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