

# Relationship between Emotional Intelligence and Academic Achievement of Secondary School Students in Ogbomoso Metropolis, Nigeria

Dr Ojewola Florence O.

Department of Guidance and Counselling Adekunle Ajasin University,  
Akungba-Akoko, Ondo State, Nigeria

\* E-mail of the corresponding author: fojewola@gmail.com

## Abstract

This study investigated the relationship between emotional intelligence and academic achievement of secondary students in Ogbomoso metropolis. A descriptive survey and ex-post facto research were adopted for the study. A sample of two hundred and fifty junior secondary school one (JSS3) students was randomly selected from five schools, two private and three public schools within Ogbomoso metropolis. Fifty respondents were purposively selected from each of the five schools. A self – designed instrument was used to collect information on emotional intelligence while scores of each of the students in the junior secondary school certificate examination results in English Language, Mathematics and Basic Science was collected to ascertain their academic achievement. A research question was raised while three hypotheses were tested at 0.05 level of significance. Regression analysis, t-test, Pearson Product Moment Correlation were used to analyse the hypotheses raised. The result indicated that the majority of the students had high emotional intelligence. It was also found that emotional intelligence significantly contributed to students' academic achievement. The result also showed that significant difference existed in favour of students with high emotional intelligence. Likewise, the result showed that there was a significant relationship between emotional intelligence and academic achievement among the students. It was therefore concluded that the students had high emotional intelligence and that emotional intelligence contributed to students' academic achievement. It was recommended that school administrators and educational stakeholders should regularly organize seminars and workshops to train teachers on the importance of emotional intelligence in a bid to enhance better academic achievement among students in the secondary schools.

**Keywords:** Emotional intelligence, academic achievement, relationship, self-esteem, self-awareness.

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## 1. Introduction

Emotional intelligence may be an essential attribute necessary for effectiveness and efficiency to succeed and make progress academically among secondary school students. Students that are not emotionally intelligent may be unable to cope or benefit from any academic pursuit and showed poor performance below the expected level within their community. Therefore, emotional intelligence is seen as an aptitude that involves the ability to monitor one's feelings and that of others, to differentiate among them and to make use of this information to guide one's feelings and thinking (Salovey & Mayer, 1990). Emotional intelligence is also considered as the ability of any person to understand his/her emotions and to differentiate between different feelings. It can be stated that a person with high emotional intelligence is able to understand the negative impact of emotion on their minds, bodies, relationships and their capacities to achieve something (Tyagi & Gautam, 2017).

According to Salovey and Mayer (1993) an emotional intelligent person is skilled in four areas which are identifying, using, understanding and regulating emotions. Goleman (1995) opined that success depends on intelligence and the control of emotion. It is further stated that Intelligence Quotient (IQ) alone is no more the measure of success. He noted that intelligence accounts for only 20% of the totality of success while the rest is emotional and social intelligence. If emotional intelligence is to be so significant, why is it then that teachers don't start to teach its components to students at school? Again, if emotional intelligence affects students' achievement, it is then imperative for schools to incorporate it into their curricula thereby raising the level of students' success (Abisamra, 2000). Vasudevan (2013) asserted that the basic component of emotional intelligence is confidence, self-control, relatedness, curiosity, ability to collaborate and capacity to communicate. It is observed that emotional intelligence is the potential of a person to make reasoning for his/her emotions and information about the emotions for assistance in reasoning (Mayer, Roberts & Barsade, 2008).

Many times, parents and teachers attend to focus on the academic performance of their students/wards without considering other factors that enhance overall performance. It has been found that emotional intelligence plays a major role in enhancing learning skills (Nwadinigwe & Azuka-Obeke, 2012). Oyinloye (2005) attributed the problem of poor academic achievement to low level of emotional intelligence among secondary school

students. He found that students that lack emotional intelligence would probably show some adjustive challenges or in some ways fail to handle the demands of schoolwork effectively. Many of such students might be said to have little or no emotional intelligence and may be unable to attain personal goals which include high academic attainments. It is considered that students could gain subject knowledge through their intelligence, but the enhancement of students' learning ability is only possible through emotional intelligence which could make them efficient as well as high achievers (Rupande, 2015). Researchers have affirmed that people who are able to manage their own feelings adequately are also able to effectively deal with their academic problems (Pandey, Gupta, Pandey & Giri, 2019; Tyagi & Grautan, 2017; Malik & Shahid, 2016; Hadiwijaya & Hustasoit, 2017). Whereas students with low emotional intelligence would increase levels of conflicts among them (Chamundeswari, 2013).

Parker, Creques, Harris, Majeski, Wood and Hogan (2003) found that emotional competences are crucial to excellent academic performance among students. The performance of secondary school students in their academics have been associated with many factors. Many students seem to be confronted with different stressful situations and circumstances which tend to have negative effects on their emotional intelligence and academic achievement. These problems are likely responsible to make these students perform below expectation in a way that could be detrimental to their future endeavours. Some students may probably need to trek long distance before getting to their schools every day, poor school environment, lack of adequate feeding, bullying, truancy and other related problems which tend to adversely affect their academic achievements. Low and Nelson (2004) asserted that emotional intelligence competences are essential to the academic performance of students. Maraichelvi and Ryan (2013) carried out a correlational study between emotional intelligence and academic performance among undergraduates. They found a positive relationship between emotional intelligence and academic performance. It was observed that emotionally intelligent students performed better in both tests and examination. These findings are consistent with those of Nwadinigwe & Azuka- Obieke (2012); Ogundokun & Adeyemo (2010); Abdullahi (2009) and Martin & Bracket (2006). Therefore, the importance of emotional intelligence as tool to improving performance and the psychological well-being in school work. There is the need for emotional intelligent skills to be developed, strengthened and enhanced, so that students can demonstrate increased levels of personal, academic and career achievement (Cherniss, 2004; Vela, 2003).

Amalu (2018) researched on emotional intelligence as predictor of academic performance among secondary school students in Makurdi metropolis of Benue State. It was reported that students' self- awareness of their emotion, empathy, social skills, self- motivation and self-regulation which are all components of emotional intelligence, significantly contributed to their academic success. Ogunsaju, Adeyanju and Oshinyadi (2015) also found that emotional intelligence significantly influenced the academic achievement of students. Oyewumi, Osibajo and Adeniji (2016) also investigated on emotional intelligence and academic performance of students and found that there is a significant relationship between emotional intelligence and students' academic performance.

## 2. Statement of the Problem

There seems to be a great decline in the level of commitment and dedication to academic achievement among many Nigerian secondary school students currently. The decadence and fallen moral standard of the society could also have cumulated in affecting the academic standard of the society. Thus, many stakeholders in the educational sectors tend to address the fallen standard through the peripheral level without digging deep into the remote and immediate causes. Often times they consider the lack of adequate infrastructure facilities, problem of insufficient or qualified personnel and some other factors. The emotional intelligence of secondary school students in Ogbomosho often times is not put into consideration. Whereas, this is probably one of the major factors that tends to affect the academic achievement of many secondary school students in Ogbomosho. A student with battered and uncoordinated emotion may not be able to perform well in the school due to this challenge. Hence, such may be unable to contribute meaningfully to the development of the society much later in life. Therefore, to be able to properly guide these young ones to fulfil their academic aspiration and ambition in life, their emotional intelligence must equally be given serious consideration so as to improve it tremendously. Thus, the need to research into the relationship between emotional intelligence and academic achievement of secondary school students in Ogbomosho became imperative for this researcher.

**Research Question:** What is the level of emotional intelligence of junior secondary school students in Ogbomosho metropolis of Oyo State?

### Research Hypotheses

1. There is no significant contribution of emotional intelligence to academic achievement of junior secondary school students in Ogbomosho metropolis of Oyo State.
2. There is no significant difference in the academic achievement of students with high and low emotional intelligence in junior secondary schools in Ogbomosho metropolis of Oyo State.

3. There is no significant relationship between the emotional intelligence and academic achievement of junior secondary school students in Ogbomoso metropolis.

### Methodology

Descriptive research of the survey type and the ex-post facto design was adopted for this study. The descriptive survey design is appropriate because it enabled the use of questionnaire and selection of large sample size for the collection of data that were used in finding the relationship between emotional intelligence and academic achievement of junior secondary school students in Ogbomoso metropolis of Oyo State.

The population of this study consisted of all junior secondary school (JSS3) students 2020/2021 session who are now in the senior secondary school in Ogbomoso metropolis of Oyo State. Three public secondary schools were randomly selected from the twelve schools within the city while two private schools were chosen. Fifty respondents were randomly selected from each of the five secondary schools. Simple random sampling technique was used to select the five schools used while purposive sampling technique was used in each of the schools to select from the junior secondary school one(3) students, 50 students each from each of the five schools used, thus a total of 250 students participated in this research. The issue of emotional intelligence and academic achievement is a contemporary thing which affect all students in their schools that is why the researcher decided to utilised purposive random sampling technique.

The researcher also utilised the Junior secondary school results of each of the respondents that participated in this research. Therefore, the Junior secondary school results in English Language, Mathematics and Basic Science were used to assess their academic achievement. Questionnaire was utilised to assess the emotional intelligence of each respondents. Thus, a total of 250 respondents participated in the research.

The instrument used for data collection was a self-developed questionnaire titled the Impact of Emotional Intelligence on Academic Achievement of Adolescents Questionnaire (IEIAAAQ) The questionnaire consisted of twenty items on the Impact of Emotional Intelligence on Academic Achievement of Adolescents. The questionnaire was divided into two sections: A and B. Section A: This contains items to elicit information on the personal data such as gender, age, class level and school type, while section B contains twenty (20) items on the relationship between emotional intelligence and academic achievement among students in secondary schools in Ogbomoso. The questionnaire was designed in the form of four-point Likert type rating scale of Very Much True of Me, Generally True of Me, Rarely True of Me and Never True of Me. The JSS results for the students were collected through the use of inventory tagged JSS3 Result Data Sheet Inventory from their school counselling units. The researcher used descriptive and inferential statistics for the data analysis. Frequency Interval grouping and percentage were employed for the research question while regression analysis, t-test and Pearson Product Moment Correlation were utilised to test the three null hypotheses generated at 0.05 level of significance.

Face and content validities were established by experts in Test and Measurement from Adekunle Ajasin University, Akungba-Akoko, Ondo State. The reliability was established by administering the questionnaire twice at the interval of two weeks on the same set of students in schools who were not part of the originally targeted sample respondents. The two set of scores from the administration of the questionnaire were correlated using Pearson Product Moment Correlation. The result of r coefficient obtained was 0.80, which was considered high enough for this research study.

### Results

**Research Question:** What is the level of emotional intelligence of junior secondary school students in Oyo State? In order to answer this research question, data collected on the students' emotional intelligence were classified into two (High and Low) levels of emotional intelligence. Since the emotional intelligence scale has 20 items structured on 4 points, the maximum score obtainable is 80 and minimum is 20. The mean mark obtained was 63.32 and the standard deviation was 1.623. The mean was used as the cut-off point. Any student with score from mean and above is regarded to have high emotional intelligence. In the same vein, any student who scored below the mean mark is regarded to have low emotional intelligence. Details are shown in Table 1.

Table 1: Level of Emotional Intelligence

Levels	Frequency Interval	No. of Students	Percentage
High	63 - 79	138	55.2
Low	24 - 62	112	44.8
Total		250	100

From table 1, 138 (55.2%) students have high emotional intelligence, but 112 (44.8%) students have low emotional intelligence. These results are further presented with bar chart in Figure 1

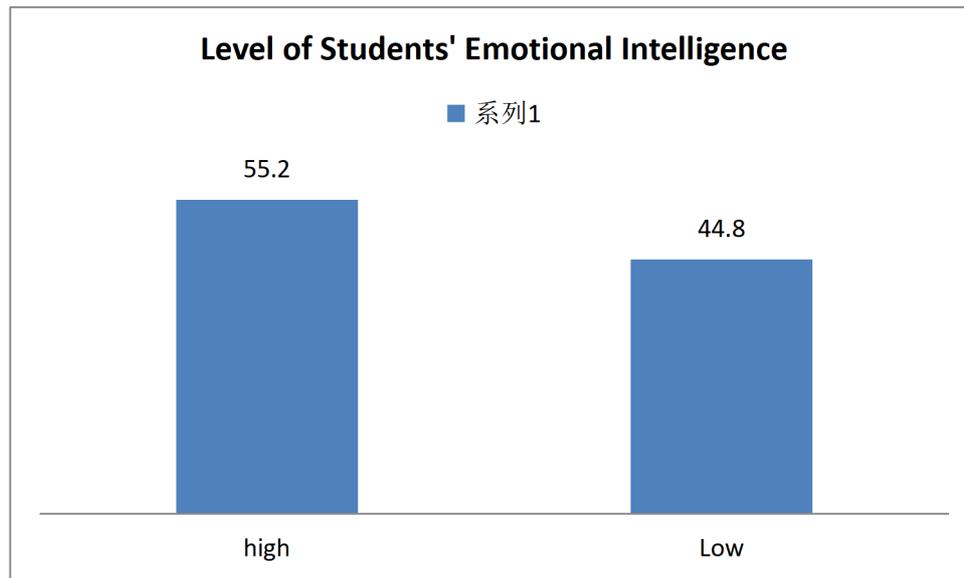


Figure 1: Level of Students of Emotional Intelligence

From Table 1 and Figure 1 show that majority of junior secondary school students in Ogbomoso, Oyo state have high emotional intelligence.

**Hypothesis 1:** There is no significant contribution of emotional intelligence to academic achievement of junior secondary school students in Ogbomoso metropolis of Oyo State.

In other to test this hypothesis, data obtained on responses to students' emotional intelligence and academic achievement questionnaire and the results on the English, Mathematics and Basic Science were subjected to regression analysis. The result is as shown in table 2

Table 2: Regression analysis showing the contribution of emotional intelligence to students' academic achievement

R	= .277					
R square	= .077					
Adjusted R square	= .073					
ANOVA	Model	Sum of Squares	df	Mean Square	F	Sig.
	Regression	14.382	2	14.382	20.594	.000
	Residual	173.202	248	0.698		
	Total	187.584	249			

a. Dependent Variable: Academic achievement

b. Predictors: (Constant), EMOTIONAL INTELLIGENCE

From table 2, Emotional intelligence made significant contribution to students' academic achievement. It accounted for 7.7% of the total variance in students' academic achievement ( $R = .277$ ;  $R \text{ square} = .077$ ,  $p = .000 < 0.05$ ).

**Hypothesis 2:** There is no significant difference in the academic achievement of students with high and low emotional intelligence in junior secondary schools in Ogbomoso metropolis of Oyo State. In other to test this hypothesis, the academic achievement of students with high and low emotional intelligence were compared using t-test statistics. The result is shown in Table 3

Table 3: t-test showing difference between the academic achievement of students with high and low emotional intelligence

Emotional Intelligence	N	Mean	SD	df	t-cal	Sig
High	121	7.83	.749	248	3.966	.000
Low	129	7.40	.923			

From table 3, the t calculated value is 3.966 and p value is .000, since the p value is less than 0.05, the hypothesis which stated that there is no significance difference in the academic achievement of students with high and low emotional intelligence is hereby rejected at 0.05 level of significance. This shows that significance difference exists in favour of students with high emotional intelligence.

**Hypothesis 3:** There is no significant relationship between the emotional intelligence and academic achievement of junior secondary school students in Ogbomoso metropolis.

In other to test this hypothesis, data obtained from the responses to the questionnaire on emotional intelligence and academic achievement of junior secondary school students and the results on the English, Mathematics and

Basic Science were collected and subjected to Pearson Product Moment Correlation. The result is presented in Table 4:

Table 4: Correlation between emotional intelligence and academic achievement

Variables	N	r-cal	Sig
Emotional intelligence	250	0.277	.000
Academic achievement	250		

From table 4, the r calculated value is 0.277, and p value is .000. since p value is less than 0.05, the hypothesis earlier stated that there is no significant relationship between emotional intelligence and academic achievement of students is hereby rejected at 0.05 level of significance. This shows that there is a relationship between emotional intelligence and academic achievement of students.

### Discussion

The result of the analysis indicated that the students had high emotional intelligence. The result further indicated that emotional intelligence significantly contributed to the students' academic achievement. Thus, the importance of emotional intelligence to students' academic achievement cannot be overemphasized this probably the followings was found. This, therefore, is in line with the findings by Nwadinigwe & Azuka-Obeke (2012) that stated that emotional intelligence plays a key role in the enhancement of learning skills. Whereas Oyinloye (2005) associated the problem of poor academic achievement to low level of emotional intelligence among school students. He noted that students with lack of emotional intelligence would probably show some adjustive challenges or in some ways fail to handle effectively the demands of school work. Thus, such students may be said to have little or no emotional intelligence and may not be able to attain personal goals such as high academic attainment.

The result also indicated that there was significant difference in the academic achievement of students with high and low emotional intelligence. The result showed that significant difference existed in favour of students with high emotional intelligence. This indicated that students with high emotional intelligence perform better in academic achievements. This is in consonant with the finding of Parker et al ... (2003) that asserted that emotional competences are crucial to excellent academic performance among students. Low and Nelson (2004) found that emotional intelligence competences are essential to the academic performance. Maraichelvi and Ryan (2013) also carried out a correctional study between emotional intelligence and academic performance among university undergraduates. They found a positive relationship between emotional intelligence and academic performance. It was observed that emotionally intelligent students performed better in both tests and examination. The result is in line with the research efforts of these researchers probably that the respondents used were within the same age range with these current respondents hence, there were similarities in characteristics.

A correlation was carried out to find significant relationship between the emotional intelligence and academic achievement of students. The result indicated that there was a significant relationship between emotional intelligence and academic achievement among students. This result is in line with the findings of Amalu (2018) that found that emotional intelligence as a predictor of academic performance among secondary school students in Makurdi Metropolis of Benue State. Ogunsaju, Adeyanju and Oshinyadi (2015) also opined that emotional intelligence significantly influenced the academic achievement of students. Oyewumi, Osinbajo and Adeniji (2016) also investigated on emotional intelligence and academic performance of students. They found that there was a significant relationship between emotional intelligence and academic performance among students. This could probably be that adolescents within this age group possess some level of emotional intelligence which could invariably affect their academic achievement.

### Conclusion and Recommendations

Based on the findings, it was concluded that:

- It was concluded that majority of the students had high emotional intelligence in Ogbomoso metropolis.
- It was also found that emotional intelligence is a potent contributor to students' academic achievement.
- The result also indicated that significant difference existed in academic performance in favour of students with high emotional intelligence but disfavoured low emotional intelligent students
- The result also showed that there was a significant relationship between emotional intelligence and academic achievement among students in Ogbomoso metropolis.

### Recommendations

- School administrators and Ministry of Education officials should organize workshops and seminars for teachers to training them on the components of emotional intelligence so as to

enhance their students' academic achievement.

- Parents should start training their children on attributes that can enhance their emotional intelligence and make the home environment well stimulating to support the motivation of emotional intelligence among the students.

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