

## **Emotional Intelligence as Predictor of senior Secondary School Students Academic Performance in Katsina Zonal Education Quality Assurance Katsina State**

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### **Abstract**

The study was aimed at examining the predictive influence of emotional intelligence on academic performance of senior secondary school students in Katsina state Nigeria. Emotional intelligence questionnaire was used to get the needed data for the study. The questionnaire's face and content validity was ascertained by experts in Educational Psychology and Counselling Umaru Musa Yaradua University Katsina. In addition, the reliability of the questionnaire is r- value 0.75. To measure the academic performance mathematics result of SSII qualifying examination was used. The data gathered was analyzed using descriptive statistics and linear regression analyses with Special Package for Social Science (SPSS) version 20.0. The findings indicate that emotional intelligence significantly and positively predicts academic performance of senior secondary school students in Katsina State ( $R^2 = .74$ ). The study recommended that educational psychologist should provide ground where the students' emotions could be effectively managed for the improvement of their academic performance. The findings add to the existing literature on organizational behaviors especially in Nigeria where little was written on the area.

**Keywords:** Emotional Intelligence, Academic performance, Senior Secondary School, Katsina state, Nigeria

### **Introduction**

Secondary education is the type of education students acquire after successful completion of primary education. In Nigeria, secondary education was designed to be of six years duration and be given in two stages, a junior secondary school stage and senior secondary school stage of three years duration each. However, it should be noted that the three years of junior secondary school education is now merged with six years of primary school education and is now known as basic education of nine years duration.

Secondary education in Nigeria is intended to avail the students with diversified curriculum that will take care of differences in talents, opportunities and future roles as well as availing the increasing number of primary school students with opportunity of higher quality education irrespective of their gender, social, religious and ethnic background (FGN 2014).

Despite these noble objectives, secondary education in Nigeria is still bedeviled with many challenges which are hampering its development. These challenges include; overcrowded classrooms, lack of enough and qualified teachers, lack of enough facilities and examination failures among others (Salisu, 2020). These challenges are in no small measure affecting the academic performance of the students.

Academic performance is the extent to which a students, teachers or institutions have attained their short or long term educational goals. Completion of educational benchmarks such as secondary

school diplomas and university degree represent academic achievement. Additionally, academic performance can be viewed as the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance and results from standardized tests. Academic performance encompasses students' ability and performance, it is multidimensional; it is intricately related to human growth and cognitive, emotional, social and physical development. It reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student's life in public school and into post-secondary years and working life (Farooq, et al. 2015).

One of the significant factors responsible for students' academic performance is emotional intelligence. According to Parker, Spears and Jones (2016) emotional intelligence is a state of being emotionally stable in a way that enables one to have an understanding of self and others interpersonal relationship as well as the ability to effectively utilize ones emotions which in turn may result in a positive emotional change. According to Goleman (2016) emotional intelligence is the ability to identify, understand, use and manage a person and others emotional state effectively. It involves the intellectual process that leads to the use of emotional feelings to motivate plan and to achieve. Hence one can see emotional intelligence as an interconnection between feelings and things. Furthermore, Goleman (2016) stated that emotional intelligence is an individual ability to perceive, understand and use their own emotional status, leading to effective relationship. This study therefore is aimed at assessing the predictive influence of emotional Intelligence on senior Secondary School students' academic performance in Katsina zonal education quality assurance Katsina state.

### **Emotional Intelligence and Academic performance**

Emotional intelligence is the ability to identify, understand, use and manage a person and others emotional state effectively (Goleman 2016). It involves the intellectual process that leads to the use of emotional feelings to motivate, plan and succeed. Hence one can see emotional intelligence as an interconnection between feelings and things. Studies revealed that there is significant and positive relationship between emotional intelligence and students' academic performance. Amalu, (2018) conducted a study to examine the predictive influence of emotional intelligence on academic performance among secondary school students in Makudi metropolis of Benue state. The findings revealed that the dimensions of emotional intelligence had significant combined influence on academic performance. In addition, all the dimensions of emotional intelligence separately predicts students' academic performance.

Similarly, Jamshid, Anita, Imaduddin, Fatima and Alaeldeen (2020) conducted a research to investigate the relationship between emotional intelligence and academic performance among

Pakistan students. The findings revealed significant and positive correlation between emotional intelligence and academic performance. Moreover, the study highlights the role of emotional intelligence on academic performance and found out that it has the most demanding and significant effect on the academic performance.

Additionally, Maraichelvi, &, Rajan, (2013) in their study on relationship between emotional intelligence and academic performance among university students in India found that emotional intelligence significantly and positively predict academic performance of the undergraduate students. In addition, all the dimensions of emotional intelligence separately relate significantly and positively with students' academic performance.

Moreover, Khalaf Ali (2016) in his study on the relationship between emotional intelligence and academic achievement among male and female students in Egypt discovered that there was significant and positive correlation between academic achievement and emotional intelligence. In addition, there was no significant difference in emotional intelligence between male and female students.

In the same vein, Parveen (2017) investigated the relationship between emotional intelligence and academic achievement of male and female adolescent students of district of Budgam. The results showed that there was no significant difference between male and female adolescent students on composite score of their emotional intelligence. Based on the above theoretical arguments the study hypothesized that:

Ho1. There is no predictive influence of emotional intelligence on academic performance of secondary school students in Katsina Zonal Education Quality Assurance.

Ho2. There is no gender difference on emotional intelligence of students in Katsina Zonal Education Quality Assurance.

## **Methods**

### **Research Design**

This study used descriptive survey design. The design involves the collection of data to determine whether and to what degree a prediction exist between two or more quantifiable variables (Nwargu, 2006). This research design was chosen because the study examines the predictive influence among the variables.

### **Population and Sample**

The population of the study involved all the public senior secondary schools two students in Katsina Zonal Education Quality Assurance Katsina, Katsina state Ministry of Education. There are twenty three (23) public senior secondary schools under Katsina Zonal Education Quality Assurance, Katsina state. The population of the study was nineteen thousand six hundred and sixty three (19,663) students which comprises both male and female, who were in SSII and reside in the area of Katsina Zonal Education Quality Assurance. A sample size of three hundred and seventy eight (378) students were selected from the population. The sample size estimation was based on the recommendation given by research advisors table of sample size selection as revised (2006). The table suggested a sample of 378 for a population of between ten thousand and twenty five thousand

### **Instruments used in the study**

In this study, emotional intelligence questionnaire (EIQ) was used to get the needed data for the study. The questionnaire was adapted from Davies et al. (2013). The instrument is to measure the emotional intelligence among the students. The questionnaire has five dimensions. The dimensions are; appraisal of own emotions, appraisal of others emotions, regulation of own emotions, regulation of others emotions and utilization of emotions with two items each. Some of the items of the questionnaire are; I know why my emotions change, I can tell how people are feeling by listening to the tone of their voice, I have control over my emotions, I help other people feel better when they are down and when I am in a positive mood I am able to come up with new ideas for

appraisal of own emotions, appraisal of others emotions, regulation of own emotions, regulation of others emotions and utilization of emotions respectively. Likert’s four points rating scale was used to rate the questionnaire. The ratings are; strongly agree 4 points, agree 3 points, disagree 2 points and strongly disagree 1 point. Academic performance was measured using SSII Mathematics qualifying examination result.

**Data Analysis**

Descriptive statistics and multiple regression analyses were used to analyze data for the study. The demographic information of the respondents, i.e gender, age, class and school were analyzed using descriptive statistics. Simple linear regression analysis was used to test hypotheses one while, independent sample T-test was used to analyze hypothesis two. The analyses were done using Special package for social science (SPSS) version 20.0 at 0.05 level of significance.

**Results**

**Table 1. Linear Regression of Emotional Intelligence on Academic Performance**

Variables	B	SE	$\beta$	Sig.	DF	t	F	R <sup>2</sup>	Adjusted R <sup>2</sup>
Acad. Perf	-107.92	4.97			1	-21.692	1136.664	0.74	0.74
					377				
Emotional Int.	46.72	1.387	.860	.000		33.71			

a Predictors: (Constant), TEI\_1

b Dependent Variable: ACDP\_1

Table 1 shows the result of linear regression analysis of predictive influence of emotional intelligence and academic performance of secondary school students in Katsina Zonal Quality Assurance. The result indicated that emotional intelligence significantly and positively predicts academic performance of senior secondary school students in Katsina Zonal Quality Assurance (R<sup>2</sup>= .74). Therefore the hypothesis which says that there is no predictive influence of emotional intelligence on academic performance of students in Katsina Zonal Quality Assurance is rejected.

**Table 2. Independent sample t-test of emotional intelligence of male and female senior secondary school students**

Variables	N	Mean	SD	df	t-value	P-Value	Decision
Male	183	3.56	.211	377	-1.37	.170	accepted
Female	218	3.59	.249				

Table 2 shows the result of independent sample t-test to compare the emotional intelligence for male and female senior secondary school students in Katsina Zonal Quality Assurance. The result depicts that there is no significant gender differences in the emotional intelligence among the senior secondary school students, t =1.37, P = .170. Therefore the hypothesis which says there is no significant gender difference in the emotional intelligence of students in Katsina Zonal Education Quality Assurance is accepted.

**Discussion of the findings**

The study was aimed at examining the predictive influence of emotional intelligence on academic performance of secondary school students in Katsina Zonal education quality assurance in Katsina state. In addition, the study was aimed at finding gender difference on emotional intelligence among secondary school students in Katsina Zonal education quality assurance in Katsina state. The study found out that there is significant predictive influence between emotional intelligence and academic performance of senior secondary school students in Katsina Zonal Quality Assurance. The findings concur with that of Amalu (2018) who in his study on emotional intelligence and performance among secondary school students in Makurdi Benue state discovered that emotional intelligence has significant and positive relationship on academic performance. In addition the results of the study concurred with the findings of Maraichelvi, &, Rajan, (2013), Khalaf Ali, (2016, Parveen 2017 and Jamshid, et al. (2020). This has shown the level of influence emotional intelligence has on the academic performance of students, regardless of level of education, since its influence was evident across different levels of education as well as locations of the study. Moreover,

Similarly, the study found that there is no significant gender differences in the emotional intelligence among the senior secondary school students in Katsina zonal education quality assurance,  $t=1.37$ ,  $P = .170$ . The findings agreed with the findings of Khalaf Ali (2016), Mokhlesi and Patil (2018) and Paul and Dutt (2020) who in their separate studies found that there is no significant gender difference on emotional intelligence among students.

### **Conclusion**

This study was conducted to assess the predictive influence of emotional intelligence on secondary school students academic' performance in Katsina zonal education quality assurance in Katsina state. Moreover, the study examines the gender difference on emotional intelligence among secondary school students in Katsina zonal education quality assurance in Katsina state. The study found out that there is significant predictive influence between emotional intelligence and academic performance of secondary school students in Katsina Zonal Education Quality Assurance. In addition, the findings reveal that there is no significant gender differences in the emotional intelligence among the senior secondary school students,  $t=1.37$ ,  $P = .170$ . The results therefore support the two hypotheses formulated for the study.

### **Recommendations**

Based on the findings the study recommends as follows:

1. Head teachers should provide a conducive climate for the enhancement of students emotional intelligence to enable them improve their academic standing
2. Guidance and counselling unit should be strengthened to provide counselling services to the students on how to manage their emotions in order to enhance their academic standing

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