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FROM THE DESK OF THE EDITOR IN CHIEF, KWASU INTERNATIONAL JOURNAL OF EDUCATION (KIJE).

KWASU international journal of education (KIJE) is an international and interdisciplinary journal that publishes scholarly articles, research based findings and position papers with relevance to education. It is expected that this journal would provide the platform where scholars in education and its allied disciplines all over the world would make contributions to knowledge, practice and policy formation that would impact on quality education and society at large.

The articles in this edition of the journal focused on issues and trends in the general education of learners across all levels of education. Some of the areas covered by the contributors include perceptions and utilization of professionals to resolve issues in education and allied disciplines, influence of laboratory activities in the academic performance of students, teacher preparation toward early childhood training, task analysis toward enhancement of student performance, health benefits of physical activities and exercise, demographic determinants of students susceptibility to peer victimization, use of ICT tools for effective teaching among others.

I like to thank all the contributors for making the publication of this edition a reality. I also wish to commend particularly the efforts of the Editorial Board of this edition of the journal. This journal is the brainchild of the College of Education, Kwara State University, Malete, Nigeria.

To all our contributors and all lover of advancement. I look forward to your continued patronage please.

Professor Muhammed, Baba Gambari
Editor-in-chief

KWASU INTERNATIONAL JOURNAL OF EDUCATION (KIJE)

Calls for papers

The Editorial Board of Kwasu Journal of Education (KIJE) invites articles from scholars for consideration and publication in her Journals which will be published once in a year, Prospective contributors to this Journal are encouraged to focus more on empirical based research studies.

Guidelines for manuscripts

1. Manuscripts submitted for publication should be 15 pages maximum, including references, using Times New Roman, 12 Font. Articles must be typewritten, double spaced on one side only and on A4 paper. Author's name, contact address, email, telephone number(s), and a brief bibliographical note should be typed on a separate sheet and attached to the article.
2. Articles should be preceded by an abstract of not more than 200 words
3. Figures, tables and drawings should be clearly drawn and the positions marked in the text. Pictures where applicable should be very few black and white glossy print
4. Quoted passages of more than three lines should be extracted. Shorter quotations should be enclosed in double inverted commence.
5. Footnotes are not permitted. The Journal follows the author/ date system of station, by which reference is made in the text by citing the authors surname and date of publication. Generally, authors are expected to follow the American psychological Associations writing style.
6. All works sighted in the text must be listed under references in alphabetical order of author's surnames.
7. The editorial board reserves the right to accept or reject manuscripts after peer review
8. An author of a published work will receive one copy of the Journal free.
9. An author is to submit a self-addressed A4 size envelope with postage stamp for mailing the Journal.
10. Article must be submitted in three hard copies and one electronic copy [in Microsoft word]

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Submit the article to Prof. M.B. Gambari (Editor in chief) or Dr. Abubakar, Laro Ibrahim (Associate Editor and Secretary to the Editorial board) or Dr. Stephen, O. Afolabi (Associate Editor and Asst. Secretary).

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EMOTIONAL INTELLIGENCE AS CORRELATES OF ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS' IN MORO LOCAL GOVERNMENT AREA OF KWARA STATE, NIGERIA

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Abstract

The study investigated the relationship that exists between emotional intelligence and academic performance of secondary school students on the basis of gender in Moro Local Government Area of Kwara State. Descriptive design survey was adopted for the study. Simple random technique was employed to select 330 respondents across the secondary schools in the local government. To obtain data from the respondents, Emotional Intelligence Scale (EIC) adapted from Bar-on (1997) was used while proforma was used to obtain students' scores in Mathematics and English language at Junior secondary school certificate examination to measure students' academic performance. Two hypotheses were postulated and tested using Pearson Product Moment Correlation Co-efficient (PPMC) all at alpha level of 0.05 significance. The results of the study showed that students with high level of emotional intelligence performed better academically than students with average and low level of emotional intelligence. Also, female students were found to have higher emotional intelligence than male students which determines their academic performance. In the light of these findings, the researchers recommended that skills that will enhance high level of emotional intelligence should be inculcated into students by teaching topics related to emotional intelligence such as emotional skills right from the primary school level to tertiary institution. Enabling environment should also be provided for students to give room for interaction among them.

Key words: Emotional intelligence, gender, academic performance

Introduction

Emotional Intelligence is an individual's ability to understand his or her emotion so as to have good and harmonious relationship with others. A Emotionally intelligent student has the ability

to promote good relationship and possibly excel in his academic pursuit. Emotional intelligence has been conceptualized as a multidimensional construct as proposed by Goleman (1995) and Mayer and Salovey (1993). According to this conceptualization, emotional intelligence consists of ability such as being able to motivate oneself and persist in the face of frustrations; to control impulses and delay gratification; to regulate one's mood and keep distress from swamping the ability to think; to emphasize and to hope (Chu, 2002).

A person's emotions and behaviours resulting from his thought is the subject of study for most of the science branches. The basic reason for emotions is that it has the power to direct a person's behaviours in his entire life time. Most of the abilities used in life take the power from thoughts, as such, the expression of emotion is respected all over the world. Today Emotional intelligence is discussed in different areas (Yilmaz ve Salun, 2004).

Teachers are the most important piece of education system. They have to use social and emotional abilities as the result of their duty and social statute. It is very important to use emotional abilities in relations between their students and other teachers. Emotional intelligence is a type of social intelligence that includes to control own and others emotions, make choice between them and the ability of using these emotions to set his life. (Mumcuoglu, 2002).

Bar On (1999) explained that emotional intelligence is one's ability to deal successfully with other people and with one's feelings. Hence emotional intelligence involves one's awareness of one's feelings and the feelings of others and the capacity to utilize this in directing one's behaviours. Akinboye (2003) defined emotional intelligence as a set of non-cognitive abilities that influence human ability to succeed in life. He stressed that for human beings to be successful in life and workplace, they need the skills of emotional intelligence which manifest in attributes such as honesty, energy, trust, integrity, intuition, imagination, resilience, purpose, commitment, influence motivation, sensitivity, humour, courage, conscience and humility. Duckett (2002) also found that emotional intelligence is positively correlated with such variables as empathy, verbal intelligence, extroversion, openness to feelings, self-esteem and life satisfaction. Emotional intelligence can be conceptualized as a set of acquired skills and competences that predict positive outcome at home with one's family in school and at work.

Many studies on emotional intelligence used work related factor as dependent variable. For example, Duckett (2002) found positive relationship between emotional intelligence and leadership style. Duckett (2002) likened emotional intelligence to increased employees co-operation, motivation, productivity and increased profit. There is need for research studies that will link emotional intelligence with student learning outcome as suggested by a person to manage himself or herself and others (Goleman, 1995).

Emotional Intelligence has five components which are: self-awareness, self-regulation, motivation, empathy and social skills. The first component of emotional intelligence is self-awareness which means having a deep understanding in one's emotion, strengths, weakness, needs and drives (Goleman, 1995). People who possess this quality avoid the extremes of being overly crucial and unrealistically hopeful. Furthermore, these people know how their feelings affect them, others and their academic performance (Goleman, 1995).

The second component of emotional Intelligence is self-regulation. This is an ongoing conversation people have with themselves which frees them from being prisoners of their feelings (Goleman, 1995). People who have high degree of self regulation have more capability of facing the ambiguities of an advancing industry than those who have low degree of self regulation. The integrity of a home can be enhanced with the help of high level of self-regulation. People with high level of self-regulation do not make bad decisions through impulsive behaviours. Self-regulation will help individual to make thoughtful decisions, which stay in control of their feelings (Sumiyya, Bangash & Ahmad, 2009).

The third component of emotional intelligence is motivation which extends to the deep inner desire to achieve for the sake of achievement. A motivated individuals want to achieve beyond their and everyone else's exceptions. Highly motivated people remain optimistic even though they have experienced failure or setback. Motivated person is committed to succeed in its goals and objectives (Ademola, 2010).

The fourth component of emotional intelligence is empathy which means to be considerate and aware of other's feelings. Empathic individuals are also effective in retaining talent because they are able to develop personal rapport with others (Ademola, Akintunde & Yakefai, 2010).

The present research work wants to examine the relationship between emotional intelligence and academic performance of secondary school students' in Moro Local Government Area of Kwara State. To the best of the researchers' knowledge, not much work have discussed emotional intelligence in relation to academic performance of secondary school students' in Moro Local Government of Kwara State. Some of the research works available to the researcher are the works of Ademola et al (2010) which was on emotional intelligence, creativity and academic achievement of Business Administration students in Osun state. Also, Katyal and Awasthu, (2003) conducted their research work on gender difference in emotional intelligence among adolescents of Chandigarh while Adilogullari (2011) looked at teachers level of emotional intelligence and some of the demographic variables for investigation.

Statement of the problem

The differential scholastic achievement of students in Nigeria has been and is still a source of concern and research interest to educators, government and parents. This is so because of the great importance that education has on the national development of the country. All over the country, there is a consensus of opinion about the fallen standard of education in Nigeria (Wing, 2001). Parents and government are in total agreement that their huge investment in education is not yielding the desired result. Teachers also complain of students' low performance at both internal and external examinations.

Brody (1993) posited that the falling level of academic performance is attributable to teachers' non-use of verbal reinforcement strategy. Others found out that the attitude of some teachers to their jobs is reflected in their poor attendance to lessons, lateness to school, unsavory comments about students performance that could damage their ego, poor method of teaching and the likes

affect pupils' academic performance. In order to fill the gap left by the previous researchers, the researcher combined the variables of emotional intelligence and academic performance to know if there is any relationship between these variables and what type of relationship exists between them.

Purpose of the study

The general purpose of this study is to examine the relationship between emotional intelligence and academic performance of secondary school students in Moro Local Government Area of Kwara State. Specifically, this study examined the relationship between emotional intelligence and students academic performance on the basis of gender.

Research Hypotheses

The following research hypotheses were postulated for this study:

- Ho₁: There is no significant relationship between emotional intelligence and academic performance of secondary school students in Moro Local Government Area of Kwara State.
- Ho₂: There is no significant relationship between emotional intelligence of male and female Secondary school students in Moro Local Government Area of Kwara State.

Research Methodology

This study is a descriptive survey research that employed correlation method. It attempted to find out relationship between emotional intelligence and academic performance. The population for this study consisted of all secondary school students in Kwara State. The target population for this study consists of 3, 150 Students in Senior Secondary One (S.S. 1) in Moro Local Government Area of Kwara state. There are 15 senior secondary schools in Moro Local Government Area of Kwara State, out of which seven (7) public and three (3) private schools were selected through stratified random sampling. Also, 172 female and 158 male students were selected through stratified random sampling.

To obtain data from the respondents, an adapted emotional intelligence scale from Bar-on (1997) was used to measure emotional intelligence of Senior Secondary School Students (SS 1) on five areas of self-awareness, self regulation, motivation, empathy and social skills. To measure the academic performance of the students, a Proforma was used to obtain students score in Mathematics and English Language in their Junior Secondary School Certificate Examination (JSSCE). The mean scores obtained from the area of emotional intelligence were later correlated with their scores in Mathematics and English language using Pearson Product Moment Correlation Coefficient.

Results

The following research questions were answered using percentage

Research Questions

In what component of emotional intelligence were students score the highest in Moro Local Government Area of Kwara State?

Table 1: Percentage showing level of emotional intelligence

Component of emotional intelligence	No	Percentage
Self Awareness	71	21.5%
Self regulation	66	20%
Motivation	81	24.5%
Empathy	52	15.8%
Social skills	60	18.2%
Total	330	100

Table 1 shows that out of 330 students sampled, 81 (24.5%) of the respondents have high motivation as the component of emotional intelligence while 52 (15.8%) have empathy which had the least score on the table.

Research question 2

What is the level of academic performance of secondary school students in Moro Local Government Area of Kwara State?

Table 2: Percentage showing students level of academic performance

Level of Academic performance	Number	Percentage
High	111	33.6%
Average	102	30.9%
Low	117	35.5%
Total	330	100

Table 2 shows that out of 330 students sampled, 117 (33.6%) have high academic performance, while 102 (30.9%) have average academic performance. The total number of 117 (35.5%) have low academic performance. From table 2, it could be deduced that the total number of students with low academic performance are more than students with average and high academic performance respectively.

Hypotheses Testing

Two hypotheses were postulated and tested with Pearson Product Moment Correlation of Co-efficient, at alpha level of 0.05 level of significance.

Ho₁: There is no significant relationship between emotional intelligence and academic performance of secondary school students in Moro Local Government Area of Kwara state.

Table 3: Pearson 'r' showing relationship between emotional intelligence and academic performance of students

Variable	No	Mean	Standard	d.f	Cal. r value	Crit. r value	Remark
emotional intelligence	330	9.93	0.87				
Academic achievement	380	9.53	0.92	328	0.749*	0.088	Rejected

*= significant, $p < 0.05$

Table 3 shows that the calculated r-value is 0.749 while the critical r-value is 0.088 at degree of freedom 328. Since the calculated r-value is greater than critical r-value, the null hypothesis is rejected, implying that there is a significant relationship between emotional intelligence and academic performance of secondary school students in Moro Local Government Area of Kwara State.

Hypothesis Two:

There is no significant relationship between emotional intelligence of male and female secondary school students in Moro Local Government Area of Kwara State.

Table 4: Pearson 'r' showing relationship between Emotional Intelligence of male and female Secondary School Students

Gender	Variable	No	Mean	Std	d.f	Cal r-value	Cri r-value	Remark
Male	Emotional Intelligence	158	6.56	0.97				
					328	0.581*	0.139	Rejected
Female	Emotional Intelligence	172	7.16	0.29				

*= significant, $p < 0.05$

Table 4 shows that the calculated r-value is 0.581 while the critical r-value is 0.139, since the calculated r-value is greater than critical r-value, the null hypothesis which stated that there is no significant relationship between emotional intelligence of male and female secondary school students is therefore rejected. Thus, there is a significant relationship between male and female level of emotional intelligence in Moro Local Government Area of Kwara State.

Discussion

The findings of this study revealed that there is a significant relationship between emotional intelligence and academic performance of secondary school students. The finding of the study shows that there is positive relationship between emotional intelligence of secondary school students and their academic performance. It implies that students with high emotional intelligence academically performed better than students with average and low level respectively. The finding of this study corroborates the finding of Brody (1993) who posited that students with high emotional intelligence have the tendency to achieve better academically than

students with low emotional intelligence.

Similarly, the findings of this study revealed that female students have high emotional intelligence than male students and it enhances better academic performance. The findings of this study supported the work of Wing and Lone (2001). They found out that female student who have higher emotional intelligence performed better academically than their male counterparts. Conversely, the study conducted by Chu (2002) revealed that male students have higher level of emotional intelligence than female students. The probable reason for the present findings might be due to the fact that emotional intelligence primarily deals with managing and expressing one's emotion as well as social skills. Since females tend to be more emotional and intimate in relationships as compared to males, their emotional intelligence ought to be higher than that of males. Similarly, Tapai (1999) stated that the way and manner in which society socializes the two genders differently might also account for the result of this study. Moreover, higher emotional intelligence among girls can also be explained in terms of some of their personality characteristics. It was observed that girls scored higher with regard to empathy, social responsibilities and interpersonal relationships than boys. They are more sensitive towards their relationship with parents, friends and siblings.

Conclusion

Based on the findings of this study, it can be concluded that emotional intelligence has a positive relationship with academic performance of students, that students who have high emotional intelligence tend to perform academically better than students who have low emotional intelligence. Female students' have high emotional intelligence than their male counterparts.

Recommendations

In line with the findings of this study the following recommendations were made.

- Parents and Guardians should be educated on the importance of emotional intelligence so that much will be done from their own part to encourage emotional intelligence skills among their children and wards.
- The Government should introduce courses on emotional intelligence that would be taught at various level of the educational system to promote high level of emotional intelligence among students, since the level of emotional intelligence could influence the level of academic performance.
- School administrators should always provide good and enabling environment for the students that will promote good interpersonal relationship among the students.
- Curriculum reviewers should incorporate into school curriculum topics on emotional intelligence so as to inculcate the skills of emotional intelligence in students.
- Teachers need to know much about emotional intelligence and use their positions to bring about good relationship among students.
- The society should disregard the system of giving different training to their children which is based on gender. Children should be given the same orientation regardless of their gender.
- Psychologists and school counselors should be given the opportunity to practice fully without been saddled with other responsibilities in schools so that they can address various problems of students, most especially emotional problem which usually affects their academic performance.

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