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EMOTIONAL INTELLIGENCE IN RELATIONSHIP TO LEVEL OF CURIOSITY AND ACADEMIC ACHIEVEMENT OF RURAL AREA STUDENTS IN OKENE LOCAL GOVERNMENT OF KOGI STATE.

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Abstract:

Since emotional intelligence is still not wholly accepted despite evidences of its powerful influence in general setting, this study is conducted to identify emotional intelligence and anxiety, as well as their relationships with academic achievement. It involved a sample of 200 J.S.S I and S.S.S I students. Process of data collection was administered by using a set of questionnaire which includes a self report measure of emotional intelligence adapted from Schutte Self-Report of Emotional Intelligence (SSRI) and Beck Anxiety Inventory (BAI). T-test analysis showed that there were no significant differences for the emotional intelligence level within all students between ages 13 and 16. However, there were significant differences for the emotional intelligence level among female students in accordance to age. The results showed that there were significant differences between emotional intelligence level of male and female students. Mean score of emotional intelligence of female students was higher than that of male students. Pearson correlation analysis showed that emotional intelligence levels of all students were significantly negative in relation to anxiety level. Emotional intelligence was also significantly positive in correlation with academic achievement of all variables including student's age and gender. The study revealed that anxiety was also significantly correlated in a negative manner with academic achievement among all students.

Keywords: emotional intelligence, anxiety, academic achievement

Introduction

The national philosophy of education (2014) outlined a number of key factors that need to be implemented in the education field in order to provide individuals that are intellectually, spiritually, emotionally and physically balanced. Emotional intelligence is seen as one of the important aspects in educating a person to be balanced. Through emotional intelligence, one will become more successful in life as compared to individuals that gain solely high levels of intellectual intelligence (IQ) Barchard (2003). Emotional intelligence also provides liberty for individuals to explore self potentials, as well as providing opportunities for individuals to harmonize themselves with

their self emotion. In other words, individuals with high level of emotional intelligence are those that are able to manage their emotions well. Hurlock (1973) suggests that the problem of emotion also needs to be looked from the aspect of its impact towards the individual, society, as well as the state. Highly emotional disturbances are not only influencing the behavior, but also attitude, psychological conditions as well as their abilities. The authority should be given to the teenagers as youth age is known as a phase of 'Storm and stress'; where emotional disturbances frequently occur, accompanied by rapid physical growth and the varied levels of psychological growth. The difficulty at teenagers to face difficulty at teenage phase especially at the stage of puberty (11 to 16 years old) many cause teenagers to face difficulties In coping with the next stage of growth.

Salovey and Mayer (1990) defined emotional intelligence as the ability to manage individual self and other people from the aspect of feeling and emotion, able to distinguish the two terms apart and able to use the information to guide one's thinking and act. Emotional intelligence also depicts an amount of competence which relates with ability to control emotion in order to motivate, to feature and to gain purpose in life.

According to Goleman (1998), emotional intelligence is an ability to understand the self emotion and applies the talent to make effective decisions in life, with emotional intelligence; an individual is able to contain disappointments, sadness and other negative feelings in a positive manner. Emotional intelligence also enables an individual to control self-impetus. According to him, the level of IQ contributes only about 20% towards ones accomplishment, while the rest are determined by emotional intelligence.

Anxiety on the contrary is defined as the strength of the feeling of disturbances, subjectivity, uncertainty, nervousness endured by individuals in one time and increase of automatic neuron activity, as a result of this feeling. The condition of anxiety is different from its strength and the duration is based on the strain that has been endured by the individual according to self interpretation whether the situation is hazardous and threatening to the self or not. Anxiety is a part and parcel of life and one of the psychological conditions of uncertainty which happens frequently. It also refers to the obscure feeling and uncomfortable state of fearing that something terrible would happen. Anxiety is pictured as self perception, which is connected with uncertainty towards the ability to overcome the needs of a situation (Brown & Nicola, 2006).

Our national education system is based on academic intelligence and highly logically and analytically technical aspects. The curriculum field is adorned based on the need of grammar, mathematics, sanity, orientation of formula and

group of fact and cart. Thus, the premise is not entirely practical ever since the last decade. There are facts that show that not all individuals with highly academic achievements gain successful accomplishments in their careers and personal lives. Mayer and Saloney (1990) found out that those with high levels of cognitive intelligence (IQ) are not assured of excelling in their careers. Some of them which are successful in career and personal life are actually those with middle achievement and it is uncommon for some thriving with only basic education.

The factor of emotional intelligence is looked as one of the factors that influence students' learning process. Evidently, emotional intelligence contribute significant an implication towards their academic achievements. Generally, excellence in academic achievement has been commonly connected with students' high cognitive intelligence, while the aspect of emotion has not been given its deserving emphasis. Emotional intelligence is also interconnected with the aspect of one's anxiety. Studies have shown that high levels of emotional intelligence are able to decrease the level of anxiety of an individual. Aspects of anxiety are closely connected with the expansion, attention, motivation and a large number of components in an individual's emotion; it has been proven to weaken achievement of cognitive functions; including attention, memory, formations of concepts and problem solving.

Thus, the study of emotional intelligence needs to be widened to open up the minds of parents, teachers and the authority that are directly and indirectly involved in the process of development and learning of the students. The objective should focus on the importance of emotional intelligence towards the inner soundness and successes of their children.

Purpose of the Study

The purposes of the study are as follows:

- 1.) Find the differences in the level of emotional intelligences based in students' age 13 and 16 year old students.
- 2.) Find the differences in level of emotional intelligence according to students' gender.
- 3.) Examine the relationship between the emotional intelligence and anxiety among students with the level of anxiety among students.
- 4.) Examine the relationship between the emotional intelligence and academic achievement among students.
- 5.) Examine the relationship between the level of anxiety and academic achievement among students.

Methodology

The study is based on a survey using a questionnaire towards 200 secondary

school students in Okene local government area of Kogi State, which are between 13 and 16 year old of age. The technique of purposive sampling is used to fulfill the study's objective, which cannot be done by using the random sampling technique. The purposive sampling technique is suitable in that the area under study has the characteristics of interest to the researcher as also noted by Sambo, (2008).

The questionnaire consists of 3 parts, which are part A (Self information), part B (Emotional intelligence) and part C (Level of anxiety). A survey of level of emotional intelligence is based on the survey of Schutte Self-Report of Emotional Intelligence. SSRI consist of 33 items which is able to measure the self report regarding the emotional intelligence based on Mayer and Salovey's model of emotional intelligence. The group of item which has been constructed to measure the emotional intelligence in the scale of SSRI is based on four domains in the model of emotional intelligence by Mayer and Salovey, which are the assessment and statement of emotion, the using of emotion and social skill. The marketing scheme is done by referring to the total score for all positive and negative items. There are only 3 negative items in the scale, which is items 5, 28 and 33.

The value of trustworthiness which has been reported by Schutte and friends in the scale of emotional intelligence's measurement is 0.90. In previous studies, which had been conducted to determine the authenticity value of SSRI measurement scale, the researchers have acquired a significant value of correlation when analysis of correlation and other equivalent assessment were conducted.

The measurement of anxiety's level among the respondents was conducted by using Beck Anxiety Inventory (BAI). BAI had been produced to recognize the symptoms and level of anxiety of individual. BAI is an appliance of instrument towards anxiety which is popular and extensively used, because it is more efficient, economical, easy to use, comprehensive and easy to interpret. BAI consist of high level of reliability, which is 0.91.

Results

Difference in emotional intelligence level based on the ages of students:
The difference in emotional intelligence level based on the ages of students from entire view is shown in table 1. Analysis of the experiment shows that there is a significant difference in the level of emotional intelligence between the 13years and 16years old students.

Table 1: The difference in emotional intelligence level based on the ages of students.

Age	N	Mean	St. D	Df	T	Sig. level
13 yrs	100	3.20	0.52	221	0.08	0.94
16 yrs	123	3.19	0.61			

Table 2. Shows the difference in emotional intelligence level based on ages of male students.

Analysis of the experiment shows that there is no significant difference between the 13years and 16years old male student.

Table 2: Difference in emotional intelligence level based on ages of male student

Age	N	Mean	St. D	D f	t	Sig. level
13yrs	48	3.30	0.48	95	2.28	0.03
16yrs	49	3.52	0.47			

In Table 3 analysis of the experiment shows that there is significant difference in the level of emotional intelligence and the 13 and 16 years old female students.

Difference in Emotional Intelligence Level Based on Students Gender .

Table 4 Difference in emotional intelligence level based on students gender

Gender	N	Mean	St. D	D f	t	Sig. level
Male	126	3.02	0.57	221	5.35	0.000
Female	97	3.41	0.48			

The difference in emotional intelligence level based on the gender of student is shown in Table 4. Analysis of t-test shows that there is a significant difference between the mean score on the level of emotional intelligence between male student and female student.

Table 5 shows the difference in emotional intelligence based on the gender of 13 years old student. Analysis of t-test shows that there is no significant relationship in the level of emotional intelligence among the 13 years old male students and female students.

Table 6 shows the difference in emotional intelligence level based on the sex of 16 years old students. Analysis of t-test shows that there is a significant difference in the level of emotional intelligence among the 16years old male students.

Table 5: Difference in emotional intelligence level based on the gender of 13years old students

Gender	N	Mean	St. D	Df	t	Sig. level
Male	52	3.10	0.54	98	1.97	0.052
Female	48	3.30	0.48			

Table 6: Difference in emotional intelligence level based on the gender of 16years old students

GENDER	N	Mean	St. D	Df	t	Sig. level
Male	74	2.97	0.59	121	5.45	0.000
Female	49	3.52	0.47			

The Relationship Between the Levels of Emotional intelligence and level of Anxiety Among Students from Rural Area.

Table 7: Relationship between level of emotional intelligence and anxiety of rural area students

Variable	N	r	Sig. level
Emotional Intelligence	223	-0.60	0.000
Anxiety	223	-0.60	0.000

In Table 7 analysis of correlation shows that there is significant negative relationship between emotional intelligence and level of anxiety among students, which has become the subject of the study.

Table 8: Relationship between emotional intelligence and anxiety based on age group

Variable	n	r	Sig. level
13 years old student	223	-0.73	0.000
16 years old student	223	-0.64	0.000

In table 8, analysis of correlation between the level of emotional intelligence and the level of anxiety towards 13years old students shows that there is significant of negative relationship between both variables, $r = -0.73$; $p < 0.01$. Besides, the analysis of correlation between the level of anxiety and 16years old students also shows that there is significant of negative relationship with the level of anxiety, $r =$

Table 9: Relationship between emotional intelligence and anxiety based on gender.

Variable	n	r	Sig. level
Male	223	-0.63	0.000
Female	223	-0.52	0.000

In table 9, the analysis of correlation between the level of emotional intelligence towards male students shows that there is significant but negative relationship between male students and anxiety; $r = 0.63$; $p < 0.01$. Moreover, that of female students shows that there is significant of negative relationship.

Relationship Between Emotional Intelligence and Academic Achievement Among Rural Area Students

Table 10: Relationship between emotional intelligence and academic achievement among rural area students.

Variable	n	r	Sig. level
13 years old student	223	0.78	0.000
16 years old student	223	0.78	0.000

In table 10, the analysis of correlation between the levels of emotional intelligence and students' academic achievement, shows that there is significant positive relationship between emotional intelligence and academic achievement.

Table 11: Relationship between emotional intelligence and students' academic achievement based on ages

Variable	n	r	Sig. level
13 years old students	223	0.85	0.000
16 years old students	223	0.82	0.000

In table 11, the analysis of correlation between the levels of emotional intelligence and academic achievement of 13 years old students shows that emotional intelligence's level of 13 years old student has the significant of positive relationship with academic achievement, $r = 0.85$; $p < 0.01$. Besides, the analysis of correlation between the levels of emotional intelligence and academic achievement of 16 years old students shows that there is positive significant relationship between them.

Table 12: Relationship between emotional intelligence and students' academic achievement based on gender

Variable	n	r	Sig. level
Male	223	0.79	0.000
Female	223	0.76	0.000

In table 12, the analysis of correlation between the levels of emotional intelligence and the academic achievement of male students shows that there is significant and positive relationship between both variables, $r = 0.79$; $p < 0.01$. Again, the analysis of correlation between the levels of emotional intelligence and the academic achievement of female students show that there is significant positive relationship for both variables, $r = 0.76$; $p < 0.01$.

Relationship Between Anxiety and Academic achievement Among students in the Rural Areas.

Table 13: Relationship between anxiety and academic achievement of students from rural area.

Variable	N	R	Sig. level
Male	223	-0.70	0.000
Female	223	-0.70	0.000

Table 13 shows the relationships between the levels of anxiety and academic achievement of students from rural area. The analysis of correlation between the levels of anxiety and students' academic achievement shows that there is significant of negative relationships, $r = -0.70$; $p < 0.01$.

Table 14: Relationship between anxiety and students academic achievement based on age.

Variable	n	r	Sig. level
13 years old students	223	-0.65	0.000
16 years old students	223	-0.65	0.000

The analysis of correlation between the levels of anxiety and academic achievement of 13 years old students: the result shows that the levels of anxiety of 13years old student has significant of negative relationship with academic achievement, $r = 0.65$; $p < 0.01$. The result of the study also found equivalent value of correlation between the levels of anxiety and academic achievement among the group of 16years old students which shows the significant of negative relationship between both variables, $r = -0.65$; $p < 0.01$.

Table 15: Relationship between anxiety and students' academic achievement based on gender

Variable	N	r	Sig. level
Male	223	-0.76	0.000
Female	223	-0.57	0.000

Table 15 shows the relationship between the levels of anxiety and students academic achievement based on gender. The analysis of correlation between the level of anxiety with the academic achievement of female student shows the significance of negative relationships for both variables. Besides, the analysis of correlation between the levels of emotional intelligence with the academic achievement towards the group of male students shows the significant of negative relationship with academic achievement. Most of the result of the study towards the variable shows that there are significance difference between male and female. This study also supports the result of study by Goleman which also found that women are wiser on self emotion, empathy in interpersonal relationship compared to men.

In education field, emotional intelligence has a large implication especially in ensuring the students' ability to compete in their life and self development. Thus the education of a new era should face this challenge and problem by preparing a curriculum which is able to develop credibility and personality among the students. This objective can be reach through the introduction of programmes which is not only based on academic, but also emphasizing on the skill of making a decision and developing students' self concept.

Conclusion and Recommendations

In conclusion, emotional intelligence is seen as one of the main elements in individual's life according to the result of the study. In realizing the reality the curriculum of education within primary, secondary and higher education needs to be planned by concerning to the aspect of emotional intelligence. Regarding the relation between emotional intelligence with the level of anxiety and students' academic achievement, the correlation study which had been used cannot be taken as the firmly proof to show the basis of each variable. According to Jackson, correlation is not certainly based on the cause, but has a peculiar objective and it is very useful in determining the relation between the variables, as well as suggesting the fundamental or the basis which might exist regarding the relation of cause and consequences. Burton (2007) also found out that female students have high score than male students, within interpersonal skills such as the empathy aspect, social responsibility and interpersonal relationship. Supporting these findings, Goleman stated

that, teachers should bear in mind when structuring their lessons and delivering the curriculum task that encourage emotional intelligence which will reap academic or social rewards.

However, the efforts to implement emotional intelligence in ensuring the accomplishment and the development of students' 'self' should be executed intellectually. This responsibility should not be bearded only by the teachers, but the most important is the need of paradigm shift in the system of education together with professionalism of education. The policymaker of education should arrange the liberty and an approach, as well as the firm support to ensure the balance of national education's system from the aspect of emotional intelligence and intellectual intelligence.

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