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DEPARTMENT OF DIDACTICS AND  
DISCIPLINE, SCIENCE OF EDUCATION,  
EDAGOGY AND BILINGUAL TRAINING

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GUIDANCE AND COUNSELING

## EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT

### CASE OF STUDENTS OF GOVERNMENT BILINGUAL HIGH SCHOOL (G.B.H.S) EBOLOWA

*A Dissertation Submitted in Partial Fulfilment of the Requirements for the  
Award of a Postgraduate Diploma (DIPCO) in Guidance and Counselling*

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## **LIST OF ABBREVIATIONS, ACRONYMS AND SIGELS**

**AA:** Academic Achievement

**d:** The degree of accuracy expressed as proportion

**E.N.S.E.T:** Ecole Normale Supérieure d'Enseignement Technique

**EI:** Emotional Intelligence

**EQ:** Emotional Quotient

**G.B.H.S:** Government Bilingual High School

**H.T.T.T.C:** Higher Technical Teacher Training College

**IQ:** Intelligence Quotient

**N:** Population size

**P:** Population proportion

**S:** Required sample size

**SEA:** Self-Awareness

**SEI-YV:** Six Seconds Emotional Intelligence Assessment-Youth Version

**SEL:** Social-Emotional Learning

**SEM:** Self-Management

**SOA:** Social Awareness

**SPSS:** Statistical Package for Social Sciences

**SSEIT:** Self-Report Emotional Intelligence Test

**US:** United States

**USA:** United States of America

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## ABSTRACT

This dissertation contains findings on “**Emotional Intelligence and Academic Achievement, Case of Students of Government Bilingual High School (G.B.H.S) Ebolowa**”. The inability of adolescence to manage their emotions is the problem of this study. The main research question of this study is how can emotional intelligence influence the academic achievement of students of G.B.H.S Ebolowa? The main objective of this study is to examine the influence of emotional intelligence on the academic achievement of students of G.B.H.S Ebolowa. The main hypothesis of this study is; emotional intelligence has an influence on the academic achievement of students of G.B.H.S Ebolowa. Primary data was used for the study which was gotten through questionnaires administered to 40 students of G.B.H.S Ebolowa. The responses from questionnaires were analysed using both descriptive statistics and correlation. Our results show that self-awareness, self-management and social awareness has a very strong, positive and statistically significant influence on the academic achievement of students of G.B.H.S Ebolowa.

**Key Words:** Emotional Intelligence, Academic Achievement, Students.

## RESUME

La présente recherche est intitulée <intelligence émotionnelle est réussite scolaire : cas des élèves du <<LBE>>. Il n'est du constat selon lequel la plupart des adolescents éprouvent d'énorme difficulté à gérer leurs émotions dans une situation de classe ce qui influe très souvent sur leurs performances scolaires de ce constat nous nous sommes posés la question principale de recherche à savoir comment l'intelligence émotionnelle peut-elle influencer la réussite scolaire des élèves .de cette question principale s'est dégagée trois questions secondaires à savoir .Pour mieux comprendre notre sujet d'étude nous avons convoqué la théorie Goleman mixel model d'intelligence émotionnelle et le model d'intelligence émotionnelle a quatre branches. A travers un questionnaire structure autour de dix-huit questions, nous avons recueillis les données aux près des répondants et pour analyser ces données nous avons utilisé le test corrélations de Pearson, nos résultats montrent que la conscience de soi l'autogestion de la conscience sociale ont une influence très forte, positive et statistiquement significative sur la réussite scolaire des élèves du Lycée Bilingue d'Ebolawa.

**Mots clés :** Intelligence Emotionnelle, Réussite Scolaire, Elèves.



## GENERAL INTRODUCTION

Education is one of the largest applied areas for the construct of emotional intelligence (EI). The emphasis on social-emotional learning (SEL) is rapidly growing at all levels of the education delivery system, from preschool and secondary school curricula to post-secondary, professional, and continuing education programs. Scholars in the field of educational psychology postulate that students' learning and their academic achievement are substantially influenced by the beliefs they hold about their capabilities to organize and successfully complete a task (Bandura, 1997). Students often strive for better performance in order to achieve their career goals. Their academic performance is considered as a major factor in the selection process when they enter their professional lives or plan for further education. Therefore, attaining high “academic performance” by students is a prime concern for students, parents, teachers. To uncover the secret of attaining the desirable level of performance by the student, numerous studies have been conducted on factors that result in high academic performance at different levels of education and emotional intelligence have been identified as a significant predictor of academic performance.

Since the relatively recent advent of the construct of emotional intelligence in 1990 (Salovey and Mayer, 1990) the construct has continued to capture the interest of a wide audience of scholars and practitioners. Emotional intelligence has gained widespread popularity over the past few decades. Whether applied to relationships, academics, or the workplace, emotional intelligence is often promoted as a very important, if not the most important skill to achieve success within a given domain. This is especially the case in schools and within the workplace. Numerous consulting and coaching firms now provide testing of and training on emotional intelligence for top corporations, promising financial success, “turbocharged” careers, more effective leadership, more fulfilling lives, and better relationships to those who improve their emotional intelligence skills. Despite its widespread popularity, however, we believe that both public and academic understanding of emotional intelligence is incomplete. Currently, our understanding of emotional intelligence does not reflect the fundamental role of culture for emotion appraisals, recognition, and regulation, nor does it reflect the consequences of these emotion processes for people’s well-being. As our societies become increasingly multicultural, the importance of considering and understanding cultural differences grows exponentially.

Emotional intelligence has certainly caught the attention of the public since the publication of Goleman’s book in the mid 1990’s. At the same time, sceptics within the scientific psychology

community have been either very critical or much more cautious about the significance of the emotional intelligence construct. At the same time, both the research and applied fields of psychology have carefully and systematically subjected emotional intelligence to “empirical tests” as the growing number of publications would attest.

Much of the interest surrounding emotional intelligence in educational settings is based on the working assumption that emotional competencies are conducive to student learning and well-being and can play a major role in making the school a more productive as well as enjoyable place. Thus, a number of commentators have proposed that the acquisition of social and emotional skills is a prerequisite for students before they can benefit from the traditional academic material presented in the classroom. Indeed, in order to succeed academically, students in modern society need a broad arsenal of emotional and social skills, including motivational energy to work hard and persist toward effectively achieving academic goals; adaptability and grit in the face of academic and social obstacles and setbacks; communication skills necessary to work with teachers and classmates and participate in cooperative learning groups; and emotion regulation to maintain a positive and energetic mood in the classroom or college library or lab and to contain negative emotions that may disrupt concentration and learning. Emotional intelligence may serve to enhance student academic success, as well as indirectly mediate success by enhancing motivation and self-control, facilitating constructive learning partnerships, minimizing damaging antisocial behaviours, and protecting students from barriers to learning, such as mental distress, substance abuse, delinquency, teen pregnancy, and violence (Hawkins, Smith, & Catalano, 2004).

Proponents of the emotional intelligence construct have claimed that emotional competencies are systematically related to individual differences in coping with stress at school, which, in turn, should confer generally more or less successful educational outcomes on the individual. High emotional intelligence individuals might be more capable at using both positively toned and negatively toned emotions to their advantage to improve performance. Thus, positive emotions, such as enthusiasm and pride, could broaden students’ cognitive-attentional span, encourage creative thought, and stimulate students to complete their work assignments with enthusiasm or contribute more of their time to school-related tasks (Fredrickson and Branigan, 2005). Conversely, negative emotions such as fear, envy, and sadness, which could adversely impact on students’ ability and motivation to focus on their school tasks (Zeidner, 1998), are effectively

regulated by high emotional intelligence students. Furthermore, high emotional intelligence students should be more adept at regulating both their own and others' emotions to foster positive interactions with their classmates, which results in positive classroom and school climate and better academic performance.

Children who understand and regulate emotions, and who are more emotionally positive when they enter school, are more likely to develop positive and supportive relationships with peers and teachers, participate more, and achieve at higher levels throughout their early years in school. Conversely, children who enter school with fewer emotional competence skills are more often rejected by peers, develop less supportive relationships with teachers, participate in and enjoy school less, achieve at lower levels, and are at risk for later school difficulties. We will detail this evidence in this chapter.

Educators and parents are becoming ever more aware of the importance of emotional competence and related issues. For example, in the USA, Head Start personnel and parents cite emotional-behavioural issues among their top needs for training and technical assistance. Teachers also view children's "readiness to learn" and "teachability" as marked by positive emotional expressiveness and ability to regulate emotions and behaviours as well as emotional competence-related social strengths.

### **Context of the Study**

Intelligence is considered as one of the most desirable personality qualities in today's society. Intelligence tests are presently employed for many purposes such as selection, diagnosis and evaluation in all parts of the society. It claims that, "it is the single most effective predictor of individual performance at school and on the job (Andoh, 1998). However, recent studies reveal that intelligence (IQ) alone is not a reliable predictor of students' academic achievement (Craggs, 2005). Goleman (1995) claims that 20% of a person's success can be attributed to intelligence. This claim prompts many researchers and academicians to explore and identify other factors that contribute another 80% to a person's success. Scientists realized there must be another variable that explained success above and beyond one's intelligence, and years of research and countless studies pointed to emotional intelligence (EI) as the critical factor. Emotional intelligence plays a vital role in determining an individual's success in educational pursue and career development.

Many educational stakeholders are intrigued to know how the emotional intelligence of students can help them to learn better and perform academically. Low and Nelson (2006) asserted that emotional intelligence is crucial to a student's personal health and college success. They claimed that students with emotional intelligence skills are able to cope with demanding and complex college experience. When individuals are able to lead their life successfully in the academe, they can focus on their learning and perform academically.

In education, there is a growing consensus among educators, researchers and policy makers that emotional intelligence is an important skill for students to develop, both for their future wellbeing as well as their future work place success. Emotional intelligence is one of the important determinants of academic achievement among students and it is equally what makes them versatile employees once they embark in the working world. This is especially true and more prevalent in professions that require the employees to be highly emotionally intelligent such as in the teaching profession. It is becoming more evident that employers nowadays are no longer looking for employees with good grades alone but they are more interested in applicants who can meet the demands of a working world and adapt to the forever changing climate and needs of their organisation. Apart from its contribution to academic success, emotionally intelligent people perform better in their jobs and have better health and wellbeing outcomes.

### **Justification of the Study**

Emotional intelligence is a concept that is recurrent and affects all age groups especially adolescents. During the researcher's internship at Government Bilingual High School Ebolowa, the researcher noticed that most students had a lot of challenges that made them not to perform well in school as compared to their previous classes. The researcher equally looked at the report cards of the form five students and equally noticed this change in performance. After talking with about 15 of them, the researcher noticed that their problem has to do with their inability to cope with their emotions which directly affects their academic achievement. It is from this background that the researcher developed the topic "emotional intelligence and academic achievement". The emotional intelligence in us is not a quantifiable trait. It is the sum of the different methods that we instinctively use to solve different situations in your life. It governs how we behave generally, our social interactions, our decision-making ability and our ability to steer a problem or situation towards a positive resolution.

Based on the conceptualization of this construct, people who are emotionally and socially intelligent are able to understand and express themselves, to understand and relate well to others, and to successfully cope with the demands of daily life (Bar-On, 1997). This is based, first and foremost, on the ability to be aware of their emotions and of themselves in general, to understand their strengths and weaknesses, and to be able to express feelings non-destructively. Furthermore, to be emotionally and socially intelligent is to be aware of the feelings and needs of others, and to be able to establish and maintain cooperative, constructive and mutually satisfying relationships. Ultimately, emotionally intelligent people are able to effectively manage personal, social and environmental change by realistically and flexibly coping with the immediate situation and solving problems of an interpersonal nature. To do this, they need to manage emotions effectively and be sufficiently optimistic, positive and self-motivated.

Our ability to scientifically measure the construct of emotional-social intelligence enables us to demonstrate the importance of this type of intelligence and to show that people can be educated to be emotionally intelligent. Four studies conducted in South Africa, Canada and the US have indicated that EI has an impact on performance at school. Performance was assessed by the students' grade point average (GPA) in all four studies. In a path analysis conducted by James Parker and his colleagues on 667 Canadian high-school students, the overall degree of correlation between emotional-social intelligence and scholastic performance was found to be .41, which indicates a moderate yet statistically significant relationship (Parker, Creque, Barnhart et al. 2004). Findings from a study conducted on 448 university students in South Africa also indicate that there was a significant difference in EI between academically successful and unsuccessful students (Swart 1996). These results were confirmed by a study carried out on 1,125 university students in the US (Bar-On 1997b). In both studies, the successful students were found to be the more emotionally intelligent. Claude Marchessault recently examined the impact of EQ-i scores on the GPA of 106 first-year university students in the US (Bar-On, 2006). The students completed the EQ-i at the beginning of the academic year, and their GPA was calculated during the middle of the year. Multiple regression analysis revealed a correlation of .45, which additionally confirms a significant relationship between EI and performance at school.

## **CHAPTER ONE**

### **PROBLEM**

#### **Introduction**

This chapter presents the problem under study and it will be clearly stated and efforts will be put in place to resolved the problem. This chapter segments on statement of the problem, research questions, objectives of the study, hypotheses of the study, scope and delimitation of the study, significance of the study and organisation of the study.

#### **1.1 Statement of the Problem**

The academic achievements of students have been a concern to stakeholders and policy makers in the education sector of the country. With the rapid development in this century challenging times, students worldwide face a wave of global pressure in terms of their emotional intelligence and academic achievement that requires attention and they control their emotions in a manner that should also be recognized (Abisamra, 2000). Adolescence, which is a transitional stage between childhood and adulthood, involves numerous changes and is therefore a psychologically intriguing stage of development. Adolescence is a time of growth, from development of abstract thinking to identity exploration. Adolescents experience rapid maturational changes, shifting societal demands, conflicting role demands, increasingly complex social relationships, new educational expectations, controlling sexuality, emotional and psychological independence. These intense changes have prompted several researchers to consider adolescence as a time of challenge that can potentially induce both positive and negative outcomes. Without emotional intelligence skills, children may be more vulnerable to physical ailments that deplete their energy and strength, as well as emotional difficulties that impede academic achievement (Elias & Arnold, 2006). Nasir and Masur (2010) assert that effective learning takes place when students develop an understanding of how to learn and this understanding requires such emotional skills as self-awareness, self-management, social awareness and relationship management.

There has been substantial evidence proving that being emotionally intelligent can help students excel through life transitions starting from pre-school to college and later into the working world. At the college level, emotional intelligence is seen as a valuable skill that helps students to manage and cope with the demanding nature of the academe. Emotionally intelligent students are

more successful in living their college life and thus, are able to learn and perform academically. In addition, being emotionally intelligent equally determines career success. Individuals with high emotional intelligence function better as workers like being able to be a team player, work under pressure and contribute to organisations productivity. Low and Nelson (2005) also posit that teachers can “effectively deal with the pressures and demands of daily life and work” by developing and capitalizing on their emotional intelligence skills. Based on this, it is apparent that having high emotional intelligence gives an added advantage to individuals either in educational pursue or career development. This is because it has been soundly established that emotional intelligence is one of the important determinants of academic achievement among students and it is also what makes them versatile employees once they embark into the working world.

Despite the substantial evidence proving that being emotionally intelligent can help students excel through life transitions starting from pre-school to college and later into the working world, little attention is paid to the relationship between emotions and learning. This has made students to be ignorant about emotional intelligence since it’s relatively a new concept. Due to the many claims of the influence of emotional intelligence on academic and occupational success, this study aims to find out the level of emotional intelligence skills among students and the influence on academic achievement. This study is therefore out to examine the influence of self-awareness, self-management and social awareness on academic achievement.

## **1.2 Research Questions**

The research question will be subdivided into general and specific research questions. The general research question provides a broader answer to the issues under investigation. The specific research questions provide particular answers that the study seeks to provide to sub aspects of the study.

### **1.2.1 General Question**

How can emotional intelligence influence the academic achievement of students of G.B.H.S Ebolowa?

### **1.2.2 Specific Questions**

- 1) To what extent can self-awareness influence the academic achievement of students of G.B.H.S Ebolowa
- 2) How does self-management influence the academic achievement of students of G.B.H.S Ebolowa?
- 3) What influence does social awareness have on the academic achievement of students of G.B.H.S Ebolowa?

### **1.3 Objectives of the Study**

These are the aims or end product that the study seeks to achieve. The research objectives will be subdivided into general and specific objectives. The general objective is the overall objective the study seeks to achieve. The specific objectives are the sub objectives which are used to attain the general objectives.

#### **1.3.1 General Objective**

To examine the influence of emotional intelligence on the academic achievement of students of G.B.H.S Ebolowa.

#### **1.3.2 Specific Objectives**

- 1) To assess the influence of self-awareness on the academic achievement of students of G.B.H.S Ebolowa.
- 2) To evaluate the influence of self-management on the academic achievement of students of G.B.H.S Ebolowa.
- 3) To determine the influence of social awareness on the academic achievement of students of G.B.H.S Ebolowa.



## **1.4 Hypotheses of the Study**

The research hypothesis will be subdivided into general and specific research hypothesis. The general hypothesis provides a broader testable proposition to the issues under investigation. The specific hypothesis provides particular testable proposition that the study seeks to provide to sub aspects of the study.

### **1.4.1 General Hypothesis**

**H<sub>0</sub>:** Emotional intelligence has an influence on the academic achievement of students of G.B.H.S Ebolowa.

### **1.4.2 Specific Hypotheses**

**H<sub>01</sub>:** Self-awareness can explain the academic achievement of students of G.B.H.S Ebolowa.

**H<sub>02</sub>:** Self-management has an influence on the academic achievement of students of G.B.H.S Ebolowa.

**H<sub>03</sub>:** Social awareness can explain the academic achievement of students of G.B.H.S Ebolowa.

## **1.5 Thematic and Geographic Scope of the Study**

The study is focused on Goleman's emotional intelligence framework that consists of four emotional intelligence skills namely self-awareness, self-management, social awareness and relationship management skills. The study is focusing on the fundamental aspect of human personality that is emotional intelligence which is playing an effective role for determining the individual's behaviour, managing emotions, relations with other academic performance and adaptability in different situations.

The researcher limited the study to the students of Government Bilingual High School (G.B.H.S) Ebolowa.

## 1.6 Significance of the Study

This study will benefit the following groups:

**Society:** The society in terms of improvement in welfare. The findings, results and recommendations will allow the society to understand and manage emotions in order to self-motivate and create positive social interactions. Being emotionally intelligent helps to prevent making wrong decisions based on emotional biases. Utilising and developing emotional intelligence in the workplace can greatly improve both job performance and the social capabilities individuals at the work place.

**Government:** The findings, results and recommendations of this study will be useful to the government in terms of policy prescription. The results of this study will enable the government to understand the importance of emotional intelligence to secondary school students. This will enable the government to develop policies to improve counselling services in schools.

Emotional intelligence from leadership helps government professionals cope with these stresses and focus on the mission and getting work done in a calmer, more consistent and reliable environment.

**Researcher:** The researcher in terms of improvement in research skills and knowledge gain. By the end of this research, the researcher will be able to gain valuable knowledge in research methodology which will help in carrying out future research since practice makes perfect.

**Scholars:** Students will also find it very useful in scientific writing by boosting their knowledge. Those who need referencing material on the influence of emotional intelligence on academic achievement will find this study useful.

**Existing Knowledge and Literature:** Contribution in existing knowledge and literature by complementing existing findings on the influence of emotional intelligence on academic achievement.

## **1.7 Organisation of the Study**

This piece of work is divided into five chapters. The work begins with an introduction, context and justification of the study.

The first chapter presents the problem of the study by looking at statement of the problem, research questions, objectives of the study, hypotheses of the study, scope and delimitation of the study and significance of the study

Chapter two presents the literature review by looking at the conceptual framework (explanation of concepts), theoretical review (historical background or models) and empirical review (current literature review) of emotional intelligence and academic achievement. This includes the study of what other researchers have written about the topic under study.

Chapter three is the methodology used to collect data. this chapter presents the scope and area of study, research design, population, sampling and sampling technique, sources and methods of data collection, research instrument, model specification and technique of data analysis.

Chapter four presents' findings, the analysis of the data collected from the field, interpretation of the results and discussion of results.

Chapter five is the last chapter. It presents the interpretation of the results and the recommendations of the study.

The work ended with a conclusion

### **Conclusion**

To recapitulate, the study started with an introduction to acquaint readers. It continued with context and justification of the study which helps the researcher to situate the topic. Here the researcher gave a general context of the topic by adopting a historical approach or a mere presentation of the environment of the topic. The first chapter presented the problem of the study by looking at statement of the problem, research questions, objectives of the study, hypotheses of the study, scope and delimitation of the study and significance of the study. The next chapter will be titled literature review where we will do a comprehensive summary of previous research on emotional intelligence and academic achievement.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Introduction**

This chapter covers the review of secondary data related to the influence of emotional intelligence on academic achievement. At the beginning it tries to provide conceptual definitions and meaning of key terminologies used in the study. In addition, it provides critical review of supporting theories or theoretical analysis. And finally, it provides an empirical literature review on relevant studies and it winds up with research gap identified that would assist in the analysis of the study findings.

#### **2.1 Conceptual Review**

##### **2.1.1 Emotions**

Etymologically, the word emotion is derived from the Latin verb “emovere” which means to stir up, to agitate, to move or excite. Hence, an emotion is referred to as a stirred up state of the organism. Emotion is often defined as a complex state of feeling that results in physical and psychological changes that influence thought and behaviour. Emotions refer to the feelings a person has in a relationship. For example, if a person has a good relationship with someone else, that individual is happy; if the person is threatened, he or she is afraid. According to Crow and Crow (1973), an emotion is an affective experience that accompanies generalised linear adjustment and mental and physiological stirred-up states in the individual and that shows itself in his overt behaviour. Charles G. and Morris (1979) equally defines emotion as a complex affective experience that involves diffuse physiological changes and can be expressed overtly in characteristic behaviour patterns. More recently, the term relates to any subjective experience. According to Goleman, D. (1995), there are 8 types of emotions which include anger, sadness, fear, enjoyment, love, surprise, disgust, shame. These different types of emotions play a vital role in ordering human experiences. Our emotions really do give colour to our lives.

However, until recently, the importance of emotions at school has been largely ignored by both researchers and practitioners alike, with emotions largely given short shrift in school-based theory, research, and applications. In both Greek philosophical and traditional Judeo-Christian thought, emotions were perceived as being chaotic and irrational and therefore antagonistic to

rational thought. Cognitive, motivational, and performance factors came to be viewed as more urgent for school life and success than emotions, with the latter glossed over, discouraged, and eventually relegated to a relatively minor role in educational research and practice.

Emotions and school life are best construed as being mutually determined. On the one hand, emotions are among the primary determinants of day-to-day interactions and learning in the school setting, plausibly impacting upon students' individual achievement and social well-being. On the other hand, given that school is a sphere of life that is of key importance for most students' future occupational career, income, self-esteem, and social status in modern society, a student's academic success is among the primary determinants of emotional life and well-being. Furthermore, students' affective development and health may influence success or failure at school, through the mediation of emotions.

Given that both achievement-related and social emotions in achievement settings may be construed as “on-line” indicators of how well a student is coping with demands, pressures, and affordances, it is readily apparent that emotions may be useful sources of information, with the potential to help students interpret and navigate their academic and social environment. Accordingly, students' emotions and feelings in achievement settings reflect spontaneous emotional responses to the appraisals and interpretations they make of ongoing events involving challenges, threats, and losses, in the classroom or lecture hall. When students believe they are successfully coping with academic or social demands, challenges, and affordances, they tend to feel good about themselves; when they feel they are not successfully coping with ongoing academic or social demands and challenges, they tend to feel bad. Thus, if students can work backward from their experienced emotions, they may be capable of accessing rich information about their appraisals of events and relational meanings that they share inside the learning setting. This may often alter their thinking and actions in such a way as to allow them to negotiate achievement related or social challenges and threats in a more adaptive manner.

The diverse emotions experienced by students in achievement situations are slippery and difficult to classify. Depending on the perspective adopted, the same emotion can be viewed as positive or negative. One tentative typology of emotions in school settings (Pekrun & Frese, 1992) attempts to specify the universe of learning relevant emotions based on two major dimensions: valence

(positive vs. negative) and focus (task vs. social). These two dimensions reasonably cross-partition the domain of emotions into four discrete categories:

1. Positive task-related emotions (for example interest, engagement, flow, happiness, joy, relief, pride)
2. Negative task-related emotions (for example boredom, anxiety, guilt, anger, sadness)
3. Positive social emotions (for example empathy, gratitude, admiration, compassion)
4. Negative social emotions (for example callousness, envy, jealousy, contempt, embarrassment)

### **2.1.2 Intelligence**

The concept of general intelligence, or *g*, was devised in the early twentieth century by the English psychologist Charles Spearman, who established *g* as a measure of performance in a variety of tests. Intelligence as a concept has been understood in different ways by different psychologists and therefore has a wide variety of definitions. Etymologically, the word intelligence is derived from the Latin verb “*intellegere*” which means understanding. According to the Oxford dictionary, intelligence refers to “the ability to acquire and apply knowledge and skills.” In other words, it refers to the ability of thinking, reasoning and acquiring and applying knowledge. Although it is difficult to define intelligence, indeed it appears to have no formal definition, there is, nevertheless, at least one particularly apposite definition: *the capacity to learn and understand*.

The theory of multiple intelligence (MI) advocates that the traditional view of a single general intelligence, *g*, is too narrow and that humans have multiple intelligences. By expanding our definition of intelligence to include multiple intelligences, we can identify, appreciate and nurture more of our strengths. The originator of the theory of multiple intelligences, Howard Gardner, a professor of education at Harvard University, defines intelligence as the potential ability to process a certain sort of information. The different types of intelligence are for the most part independent of one another, and no type is more important than the other.

In all, Gardner identifies seven different types of intelligence. These can be summarized as follows:

- 1) Verbal/linguistic, for example lexical skills, formal speech, verbal debate, creative writing.
- 2) Body/kinaesthetic (movement), for example body language, physical gestures, creative dance, physical exercise, drama.
- 3) Musical/rhythmic, for example music performance, singing, musical composition, rhythmic patterns.
- 4) Logic/mathematic, for example numerical aptitude, problem solving, deciphering codes, abstract symbols and formulae.
- 5) Visual/spatial, for example patterns and designs, painting, drawing, active imagination, sculpture, colour schemes.
- 6) Interpersonal (relationships with others), for example person-to-person communication, empathy practices, group projects, collaboration skills, receiving and giving feedback.
- 7) Intrapersonal (self-understanding and insight), for example thinking strategies, emotional processing, knowing yourself, higher order reasoning, focusing=concentration.

Scores from standardised intelligence tests (IQ scores) are often used to define one's intelligence level. It is, however, becoming increasingly accepted that they do not reveal the complete picture and only provide a snapshot of a person's ability in the area under examination, so that, for example, someone who has scored highly on a verbal test can only be said to have a high verbal Intelligence quotient (IQ) and someone who has scored highly on a mathematical test can only be said to have a high numerical IQ. Obviously, therefore, the more different types of disciplines that are tested and examined, the more accurately the intelligence level of the individual can be assessed.

Whilst IQ testing is broadly based on the principle of a measurable and genetically inherited intelligence that is cast in stone for every individual and does not increase throughout adulthood, there is now another school of thought which believes there are many more different types of intelligences, some of which could be as a result of our upbringing and development and some of which could be the result of a natural talent with which we are born.

### **2.1.3 Emotional Intelligence**

It is often said that psychology has a long past but a short history; the same dictum applies to the construct of “emotional intelligence.” Although others had used the term earlier, the contemporary origins of “emotional intelligence” come from a pivotal paper by Salovey and Mayer published in 1990. The concept of Emotional intelligence (EI), more commonly referred to as Emotional Quotient (EQ) got popularised after the publication of Daniel Goleman's book in 1995 titled *Emotional Intelligence: Why It Can Matter More than IQ*, as well as through a number of other popular books (for example Cooper and Sawaf, 1997). The concept of emotional intelligence has become a very important indicator of a person’s knowledge, skills and abilities in workplace, school and personal life. Psychologists have proposed several definitions of emotional intelligence (EI). As the field is growing rapidly, researchers are constantly amending their own definitions. There are various definitions of emotional intelligence that are complementary to each other; each one aims at understanding one’s own and others emotions.

Ever since its inception as a scientific construct in the early 1990s (Salovey & Mayer, 1990), emotional intelligence (EI) remains a popular yet controversial concept, having spawned an impressive body of psychological and educational research and practice over the past quarter of a century. Broadly defined, emotional intelligence refers to a set of hierarchically organized core competencies and skills for identifying, expressing, processing, and regulating emotions both in self and others (Salovey, Woolery, & Mayer, 2001).

Emotional intelligence is the dimension of intelligence responsible for our ability to manage ourselves and our relationships with others. Emotional intelligence, at the most general level, refers to the ability to manage ourselves and our relationships with others so that we can live our intentions and reach our goals. The first part of the definition (the ability to manage ourselves) clearly centres on with the individual. Common language requires people who are emotionally intelligent to be aware of their emotions and be able to self-manage, self-regulate, or exercise self-control. The second part of the definition (the ability to manage our relationships with others) requires that people be aware of the impact they have on others, so that they can productively manage the relationships that life requires. In the world of work, those relationships are with employees, peers, customers, vendors, supervisors, and other people with whom we interact. If those relationships do not function successfully, productivity, morale, retention, and costs will be



negatively affected. The definition continues with “live our intentions and reach our goals.” From the point of view of an organization, living with intention equates to acting in alignment with the organization’s values. Finally, an organization sets goals to be achieved. Of course, the definition can be applied outside of the organizational context. If so, living our intentions and reaching our goals would imply living and exercising our personal values and reaching the goals/purpose that we have set for our lives.

This most parsimonious definition suggests four major emotional intelligence domains: Self-Awareness, Self-Management, Social Awareness, and Relationship Management. The domains of Self-Awareness and Self-Management, for example, fall within what Gardner (1983) calls intrapersonal intelligence, and Social Awareness and Relationship Management fit within his definition of interpersonal intelligence.

It was also seen as a measurable mental ability (Mayer et al. 2016). Goleman (1996), who popularised the term, explained “emotional intelligence” as an individual’s ability to understand and manage their own emotions and relationships as well as those of others. More recently, Brackett et al. (2004, p. 1389) defined it as an ability to perceive and accurately express emotion, to use emotion to facilitate thought, to understand emotions, and to manage emotions for emotional growth.

According to Goleman (1996), in the latter part of the twentieth century both emotional intelligence and social intelligence regained interest. This may be the case, as psychologists began to recognise the role of feelings and emotions on thinking; Solomon (2004) agrees with this, asserting that the study of emotions is now mainstream in contemporary philosophy. Matthews et al. (2003) argue that emotional intelligence may be popular due to its appeals to everyone. It can be learned and doesn’t link to social class, as opposed to general intelligence (IQ) which has historically been elitist, at least in western societies, as previously explored at the beginning of this chapter.

#### **2.1.4 Academic Achievement**

Student’s academic achievement occupies a very important place in education as well as in the learning process. It is considered as a key criterion to judge one’s total potentialities and capacities (Nuthana & Yenagi, 2009) which are frequently measured by the examination results.

Academic achievement is the extent to which a student or institution has attained their short or long term educational goals. Completion of educational benchmarks such as secondary school diplomas and bachelor's degrees represent academic achievement. Academic achievement can be measured through student's averages, whereas for institutions, achievement may be measured through graduation rates. It is used to pass judgment on the quality of education offered by academic institutions. In fact, it is still the most topical debate in higher learning institutions that caused great concern to educators and researchers due to the alarming examination performance of students.

## **2.2 Theoretical Framework**

Since the emergence of the Emotional Intelligence (EI) construct two decades ago (Salovey & Mayer, 1990) a variety of theoretical models and measures have appeared. Literature have shown that the models of emotional intelligence have been categorised into three models: ability, mixed and trait models. Ability models focus exclusively on cognitive aptitudes. While mixed models contain a melange of abilities, behaviours, and general disposition and conflate personality attributes. Finally, trait models of emotional intelligence refer to an individual self-perception of their emotional abilities.

### **2.2.1 Ability Model of Emotional Intelligence**

#### **2.2.1.1 The Four-Branch Ability Emotional Intelligence Model**

The mainstream model of emotional intelligence as an ability is the four branch model introduced by Mayer and Salovey (1997), which has received wide acknowledgment and use and has been foundational in the development of other emotional intelligence models and measures. The four branch model identifies emotional intelligence as being comprised of a number of mental abilities that allow for the appraisal, expression, and regulation of emotion, as well the integration of these emotion processes with cognitive processes used to promote growth and achievement (Salovey & Grewal, 2005; Salovey & Mayer, 1990). This model is based on the following assumptions:

- 1) The four branches of emotion-related abilities are arranged from more basic to higher level skills.

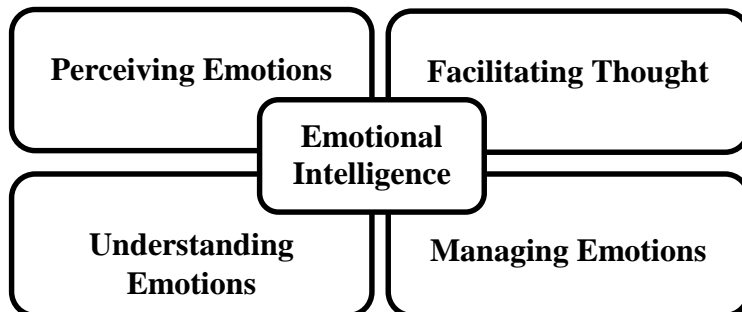
- 2) Individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition.
- 3) Emotional intelligence reflects a set of acquired skills which develop through experience and social interaction rather than reflecting innate or static skills.
- 4) Emotions convey knowledge about a person's relationship with world.

The model is comprised of four hierarchically linked ability areas, or branches: perceiving emotions, facilitating thought using emotions, understanding emotions, and managing emotions (see figure 2.1).

Perceiving emotions (Branch 1) refers to the ability to identify emotions accurately through the attendance, detection, and deciphering of emotional signals in faces, pictures, or voices. This ability involves identifying emotions in one's own physical and psychological states, as well as an awareness of, and sensitivity to, the emotions of others.

Facilitating thought using emotions (Branch 2) involves the integration of emotions to facilitate thought. This occurs through the analysis of, attendance to, or reflection on emotional information, which in turn assists higher-order cognitive activities such as reasoning, problem-solving, decision-making, and consideration of the perspectives of others. Individuals with a strong ability to use emotions would be able to select and prioritize cognitive activities that are most conducive to their current mood state, as well as change their mood to fit the given situation in a way that would foster better contextual adaptation.

Figure 2.1: The Mayer and Salovey (1997) four-branch model of emotional intelligence abilities



Source: Mayer and Salovey (1997)

Understanding emotions (Branch 3) comprises the ability to comprehend the connections between different emotions and how emotions change over time and situations (Rivers, Brackett, Salovey, & Mayer, 2007). This would involve knowledge of emotion language and its utilization to identify slight variations in emotion and describe different combinations of feelings. Individuals stronger in this domain understand the complex and transitional relationships between emotions and can recognize emotional cues learned from previous experiences, thus allowing them to predict expressions in others in the future. For example, an understanding that a colleague is getting frustrated, through subtle changes in tone or expression, can improve individuals' communication in relationships and their personal and professional performances.

Finally, managing emotions (Branch 4) refers to the ability to regulate one's own and others' emotions successfully. Such ability would entail the capacity to maintain, shift, and cater emotional responses, either positive or negative, to a given situation (Rivers et al., 2007). This could be reflected in the maintenance of a positive mood in a challenging situation or curbing elation at a time in which an important decision must be made. Recovering quickly from being angry or generating motivation or encouragement for a friend prior to an important activity are illustrations of high-level emotion management.

The four EI branches are theorized to be hierarchically organized, with the last two abilities (understanding and management), which involve higher-order (strategic) cognitive processes, building on the first two abilities (perception and facilitation), which involve rapid (experiential) processing of emotion information (Mayer & Salovey, 1997; Salovey & Grewal, 2005). It should be noted that the proposed hierarchical structure of the model, as well as its four distinctive branches, have been contradicted. First, developmental evidence suggests that abilities in different EI domains (e.g., perceiving, managing) are acquired in parallel rather than sequentially, through a complex learning process involving a wide range of biological and environmental influences (Zeidner et al., 2003). Though this conceptualization supports the notion that lower-level competencies aid in the development of more sophisticated skills, it also identifies ways in which the four EI branches are sometimes developed simultaneously, with lower-level abilities of perceiving, facilitating, understanding, and managing emotions at the same time leading to their later improvement.

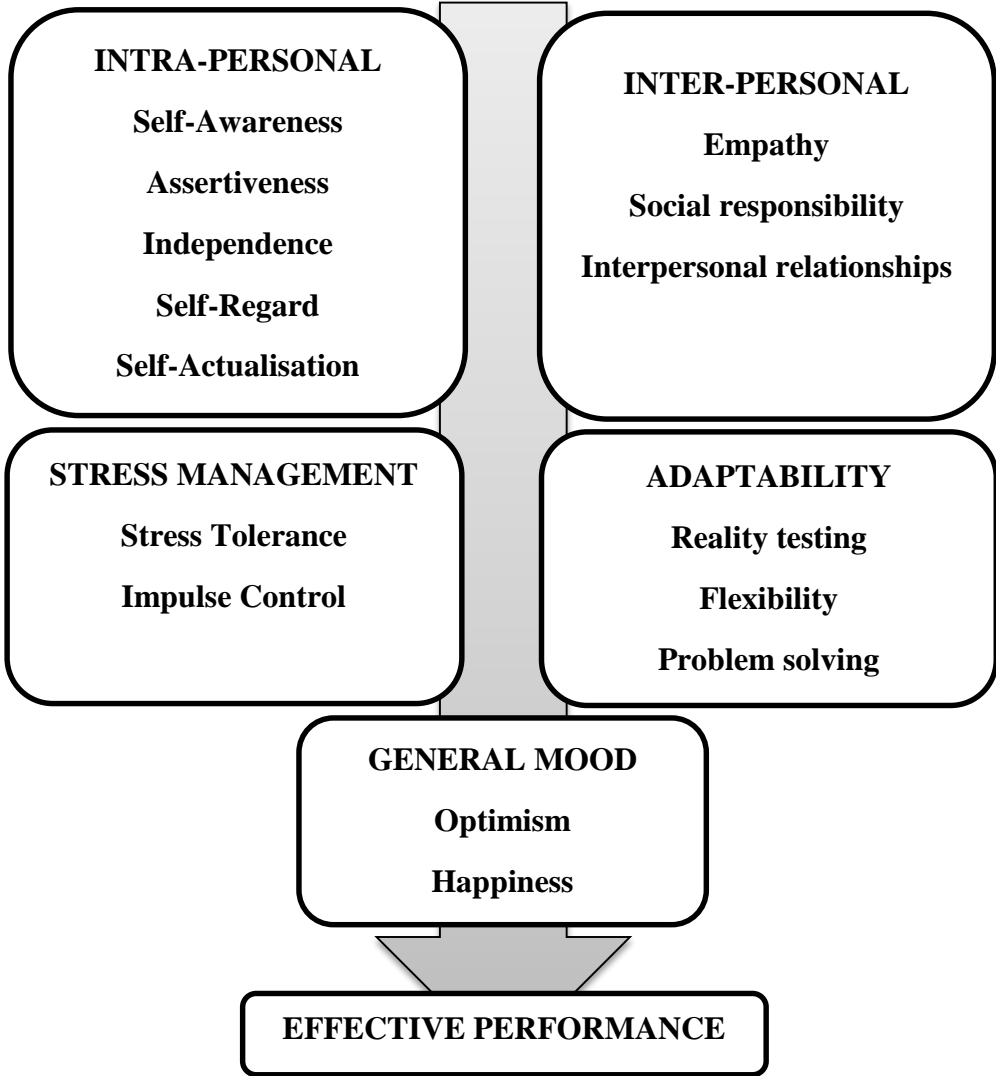
The four-branch model has also been challenged through factor analysis in several cases, which did not support a hierarchical model with one underlying global EI factor (Fiori & Antonakis, 2011; Rossen, Kranzler, & Algina, 2008). Moreover, facilitating thought using emotions (Branch 2) did not emerge as a separate factor and was found to be empirically redundant with the other branches (Fan, Jackson, Yang, Tang, & Zhang, 2010; Fiori et al., 2014; Fiori & Antonakis, 2011; Gignac, 2005; Palmer, Gignac, Manocha, & Stough, 2005), leading scholars to adopt a revised three-branch model of ability EI, comprised of emotion recognition, emotion understanding, and emotion management (Joseph & Newman, 2010; MacCann, Joseph, Newman, & Roberts, 2014). Nevertheless, the four branches remain the foundation for current ability EI models, and their description aids in the theoretical understanding of the content domains covered by ability-based perspectives on EI (Mayer et al., 2016).

## **2.2.2 Mixed Model of Emotional Intelligence**

### **2.2.2.1 Bar-On's Mixed Model of Emotional Intelligence**

Bar-On (1997) theoretical approach to emotional intelligence is wider and more comprehensive than Mayer and Salovey's model (1997). According to Bar-On point of view "emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how well we understand and express ourselves, understand others and relate with them, and cope with daily demands, challenges and pressures".

Figure 2.2: Bar-On’s Emotional Intelligence Model



Source: Bar-On (1997)

Bar-On outlines five key components of emotional intelligence. These components have 15 sub-components which are outlined in Fig. 2.2.

**I. Intrapersonal**

This meta-factor of emotional-social intelligence comprises of self-regard, emotional self-awareness, assertiveness, independence and self-actualization. This meta-factor relates primarily to self-awareness and self-expression, governing our ability to be aware of our emotions and ourselves in general, to understand our strengths and weaknesses, and to express our feelings and ourselves non-destructively.

- **Self-Regard:** This intrapersonal sub-factor is defined as the ability to accurately perceive, understand and accept ourselves
- **Emotional Self-Awareness:** This intrapersonal sub-factor is defined as the ability to be aware of and understand our emotions
- **Assertiveness:** This intrapersonal sub-factor is defined as the ability to constructively express our feelings and ourselves in general
- **Independence:** This intrapersonal sub-factor is defined as the ability to be self-reliant and free of emotional dependency on others
- **Self-Actualization:** This intrapersonal sub-factor is defined as the ability to set personal goals and the drive to achieve them in order to actualize our potential

## II. Interpersonal

This meta-factor of emotional-social intelligence comprises empathy, social responsibility and interpersonal relationship as defined below. It relates primarily to social awareness, skills and interaction. This meta-factor is, essentially, concerned with our ability to be aware of others' feelings, concerns and needs, and to be able to establish and maintain cooperative, constructive and mutually satisfying relationships. They understand, interact with and relate well with others. They inspire trust and function well as part of a team.

- **Empathy:** This interpersonal sub-factor is defined as the ability to be aware of and understand how others feel.
- **Social Responsibility:** This interpersonal sub-factor is defined as the ability to identify with our social group and cooperate with others.
- **Interpersonal Relationship:** This interpersonal sub-factor is defined as the ability to establish and maintain mutually satisfying relationships and relate well with others.

## III. Stress Management

This meta-factor comprises of stress tolerance and impulse control as defined below. This component of emotional-social intelligence relates primarily to emotional management and control and governs our ability to deal with emotions so that they work for us and not against us.

- **Stress Tolerance:** This stress management sub-factor is defined as the ability to effectively and constructively manage emotions.
- **Impulse Control:** This stress management sub-factor is defined as the ability to effectively and constructively control emotions.

#### IV. Adaptability

this meta-factor of emotional-social intelligence comprises reality testing, flexibility and problem solving as defined below. This meta-factor relates primarily to change management that is how we cope with and adapt to personal and interpersonal change as well as change in our immediate environment.

- **Reality Testing:** This adaptability sub-factor governs the ability to objectively validate our feelings and thinking with external reality.
- **Flexibility:** This adaptability sub-factor represents the ability to adapt and adjust our feelings, thinking and behaviour to new situations.
- **Problem Solving:** This adaptability sub-factor governs the ability to effectively solve problems of a personal and interpersonal nature.

#### V. General Mood

this meta-factor of emotional-social intelligence comprises optimism and happiness as defined below. This meta-factor is closely associated with self-motivation. It determines our ability to enjoy ourselves, others and life in general, as well as influences our general outlook on life and overall feeling of contentment.

- **Optimism:** This general mood sub-factor is defined as the ability to maintain a positive and hopeful attitude towards life even in the face of adversity.
- **Happiness:** This general mood sub-factor is defined as the ability to feel content with ourselves, others and life in general.

This model has been criticised on the basis that some of the components suggested by Bar-On indirectly relate to emotional processes, for example, problem solving or reality testing, therefore the construct cannot be emotional. This model was equally criticised on the basis of the fuzziness of the emotional intelligence concept.

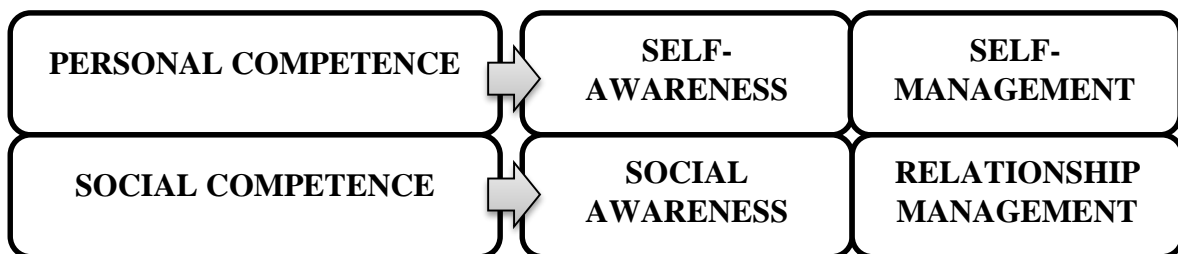


### 2.2.2.2 Goleman Mixed Model of Emotional Intelligence

The model introduced by Goleman (1998) focuses on emotional intelligence as a wide array of competencies and skills that drive leadership performance. Goleman suggested an emotional intelligence framework that consists of four emotional intelligence skills pair up under two primary competencies: personal competence and social competence. Personal competence is made up of self-awareness and self-management skills, which focus more on the individually than on his or her interactions with other people. Personal competence is the ability to stay aware of your emotions and manage your behaviour and tendencies. Social competence is made up of social awareness and relationship management skills. Social competence is your ability to understand other people's moods, behaviour and motives in order to improve the quality of your relationships. He includes a set of emotional competencies within each construct of emotional intelligence and suggests that emotional competencies are not innate talents, but rather learned capabilities that must be developed to achieve outstanding performance. He posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies.

Figure 2.3 illustrates Goleman's conceptual model of emotional intelligence and corresponding emotional competencies. The constructs and competencies fall under one of four categories: the recognition of emotions in oneself or others and the regulation of emotion in oneself or others.

Figure 2.3: Goleman's Emotional Intelligence Model



Source: Goleman (1998)

#### I. Self-Awareness

Simply put, to be self-aware is to know yourself as you really are. Self-awareness is the ability to realize and know your own feelings in a situation and be able to choose a priority while taking actions or making decisions. This kind of person can make an accurate assessment of capabilities

and high confidence (Goleman, 1998). Self-awareness is a foundational skill, when you have it, self-awareness makes the other emotional intelligence skills much easier to use. Self-awareness has four sub dimensions which include emotional awareness, an accurate self-assessment, self-confidence and intent.

## **II. Self-Management**

Self-management otherwise known as self-regulation refers to your ability to use your awareness of your emotions to stay flexible and direct your behaviour positively. According to Goleman (1998), self-management refers to the ability to manage emotions in carrying out work to make it easier and without interrupting the job. This ability gives strength to pursue goals and quickly recover from emotional stress. Self-management is dependent on your self-awareness and is the second major part of personal competence. There are five sub dimensions of self-management namely self-control, trustworthiness, responsibility, adaptability and innovation.

## **III. Social Awareness**

As the first component of social competence, social awareness is a foundational skill. Social awareness is your ability to accurately pick up on emotions in other people and understand what is really going on with them. This often means perceiving what other people are thinking and feeling even if you do not feel the same way. Social competence has eight subdomains namely influence, communication, conflict management, leadership, change catalyst, builder of relationships, collaboration and cooperation as well as the ability to involve in an association.

## **IV. Relationship Management**

Though relationship management is the second component of social competence, this skill often taps into your abilities in the first three emotional intelligence skills: self-awareness, self-management, and social awareness. Relationship management is your ability to use your awareness of your own emotions and those of others to manage interactions successfully. This ensures clear communication and effective handling of conflict. Relationship management is also the bond you build with others over time.

From this four main emotional intelligence constructs, Goleman define emotional intelligence as “the capacity for recognizing our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships”.

Goleman's model has been criticised by contemporary researchers. First, he makes unsupported claims about the power and predictive ability of emotional intelligence. Secondly, his own self-created definition of emotional intelligence includes aspects of personality and behaviour which are not correlated to emotional intelligence as it is scientifically defined. Thirdly, he tries to make us believe he is presenting something new, when in fact much of what he is reporting has been studied for years under personality research. In addition, he represents his work as scientific when it does not hold up to scientific scrutiny. Moreover, he presents himself as the sole expert in emotional intelligence and fails to give adequate credit to Mayer, Salovey, Caruso and others.

However, despite this criticisms, his works has been appraised. He helps to raise awareness of emotions and their importance around the world. Moreover, he helped in the understanding of the evolutionary survival value of our emotions.

### **2.2.3 Trait Model of Emotional Intelligence**

The Trait Model of Emotional Intelligence was first developed by psychologist Konstantin Vasily Petrides in 2001 and provides a very different understanding of Emotional Intelligence than the Ability Model. While the Ability Model is highly pragmatic and focuses on outward results, the Trait Model is geared more toward emotional self-perception. Essentially, Trait EI evaluates how an individual perceives their emotional abilities. These emotional abilities, and their perception of them, then affect their behaviours and perceived cognitive and behavioural abilities. This construct can also be referred to as emotional self-efficacy as it resides almost wholly in the perceptions of the individual, rather than by any objective measures. Because of this, Trait EI is highly resistant to any academic or scientific measurement. While this is true of most self-reporting, the complete lack of any objective measures in the Trait Model makes it particularly difficult to prove or disprove. Trait EI theory recognizes that people's emotional experiences are both subjective and socially constructed and what may be an adaptive emotional response for one person, or in one cultural group, may be ineffectual for another.

All these emotional intelligence models, however, share a common core of basic concepts. The emotional intelligence model seems to be emerging as an influential framework in psychology. The span of psychological fields that are now informed by (and that inform) the emotional intelligence model ranges from neuroscience to health psychology. Among the areas with the strongest connections to emotional intelligence are developmental, educational, clinical and

counselling, social, and industrial and organizational psychology. Indeed, instructional segments on EI are now routinely included in many college level and graduate courses in these subjects.

### **2.3 Empirical Literature**

Maizatul et al. (2013) carried out a study on the influence of emotional intelligence on academic achievement among students of Education Faculty, Universiti Teknologi Mara. Their study was aimed to investigate the relationship between the respondents' emotional intelligence and their academic achievement and equally to identifying the level of emotional intelligence among the respondents. The authors used the Krejcie and Morgan (1970) sample size determination formula to determine a sample of 278 bachelor degree students of the Faculty of Education, Universiti Teknologi Mara. The data collected primarily through questionnaires was analysed with the help of Statistical Package for Social Sciences (SPSS) using descriptive and inferential statistical techniques. The results of their study revealed that the students of the Faculty of Education have high level of emotional intelligence. Two domains (self-emotion appraisal and understanding of emotion) of the emotional intelligence investigated were found to be significantly and positively associated with the students' academic achievement. The findings of the study hold important implications on the value of emotional intelligence and their relationships to students' academic performance especially among pre-service teachers.

Bassam and Omar (2019) conducted a study on the impact of emotional intelligence on academic achievement among students at the Al-Quds University in Palestine. They evaluated emotional intelligence using a 33-item scale as an index introduced by Schutte et al. (1998). The test was administered to 370 stratified selected full-time undergraduate students at Al-Quds University. The data was analysed using the Statistical Package for Social Sciences (SPSS). The findings revealed that the students at Al-Quds University indicated a high level of emotional intelligence. The students surveyed revealed that 75.2% were emotionally intelligent. The results demonstrated statistically significant differences in the emotional intelligence scores among the students according to their gender, religion and place of residency.

Ebinagbome and Nizam (2017) research interest was on the impact of emotional intelligence on student's academic performance in Malaysian Tertiary Institution. Their study was aimed to; examine the impact of self-awareness on students' academic performance, examine the impact self-motivation on students' academic performance, examine the impact of empathy on students'

academic performance, examine the impact of emotional management on students' academic performance and examine the impact of interpersonal skill on students' academic performance. They adopted descriptive and explanatory research design. They employed the use of cross sectional survey method using a survey questionnaire that contains 40 items with Likert Scale (Disagree-1 and 5 for Agree). They selected a sample of 123 students using convenient sampling. The data collected was analysed using descriptive statistics and regression with the aid of Statistical Package for Social Sciences (SPSS). The Pearson's correlation coefficients show that self-awareness, self-motivation, empathy, emotional management and interpersonal skills had a significant positive correlation with students' academic performance. However, using the regress analysis, only two variables were significant and they include; empathy and self-motivation. Hence, the study concluded that only empathy and motivation has a strong influence on academic performance.

Ngu et al. (2016) conducted a study on the influence of emotional intelligence on students' academic achievements in Malaysia. Their objective was to identify students' emotional intelligence level and to what extent emotional intelligence influences students' academic achievement. Their sample consisted of 406 form 5 students from 9 schools in Limbang District, Sarawak. They used the Malaysia Intelligence Emotional Inventory Teens to assess the level of students' emotional intelligence. They used a total of 49 items from this instrument to measure emotional intelligence of the respondents. The data collected was analysed by using Statistical Package for Social Sciences (SPSS) version 20 to measure reliability value per item, and emotional intelligence dimensions. Exploratory factor analysis used to test reliability. The result of their study show that all the emotional intelligence dimensions are at high level. Further, the results revealed that there is no significant influence of all the dimensions on academic achievement. Five research hypotheses were supported. All the emotional intelligence dimensions namely emotional awareness, emotional regulation, self-motivation, empathy and social skills do not affect students' academic achievement.

Fayombo (2012) conducted a research relating emotional intelligence to academic achievement among university students at the University of the West Indies, Barbados. His study was aimed to examine the relationship between emotional intelligence and academic achievement amongst undergraduate students in Barbados, to estimate the relative contribution of emotional intelligence components to academic achievement amongst undergraduate students in Barbados

and to investigate the joint contributions of the predictor variables to academic achievement. The sample consisted of 151 out of 154 undergraduate students who undertook the introduction to Developmental Psychology course during 2009/2010 at the University of the West Indies, Barbados with age ranging from 16 to 52 years. The findings show that academic achievement is positively and significantly related with attending to emotions, positive expressivity, empathic concern, emotion based decision-making, responsive joy and responsive distress, and negatively correlated with negative expressivity. The emotional intelligence components also jointly contributed 48% of the variance in academic achievement.

Nasheeta (2011) conducted a study on emotional intelligence amongst undergraduate university students at a higher education institution in the Western Cape in South Africa. Nasheeta's objective was to investigate if there is a difference between emotional intelligence based on gender, race and age amongst undergraduate university students. The author sampled 150 undergraduate university students of a renowned university in Western Cape. The data collected primarily through questionnaires was analysed using inferential statistics. The results from this study revealed a statistically significant difference with male respondents reporting significantly lower Emotional Quotient (EQ) compared to females. The results equally indicated statistically significant difference in the EQ levels of respondents based on their ages. Finally, the results indicated that there is no statistically significant difference in EQ based on respondent's race.

Wafa (2019) carried out a study on emotional intelligence and its relationship to academic performance among Saudi Undergraduates. The objective of the author was to describe the emotional intelligence level of Saudi undergraduate students, as well as to examine the effect of emotional intelligence on success in foreign language learning. The author sampled 80 Saudi undergraduate students who were randomly chosen from the English Department at King Khalid University. The author collected data by means of Schutte Self Report Emotional Intelligence Test (SSEIT), and by an English achievement test. SSEIT questionnaire data was matched with the students' academic scores in the English language achievement test, and was analysed using Statistical Package for Social Sciences (SPSS). The findings indicated that Saudi undergraduate students scored a high level of emotional intelligence. The most popular intelligence subscales they used were "Utilization of Emotion" followed by "Management of Others Emotion" and "Management of Self Emotion" and finally, "Perception of Emotion". Another finding indicated that two of the four subscales, "Utilization of Emotion and "Management of Others Emotion"

were significantly associated with their English achievement level. The implications of the value of emotional intelligence in fostering academic achievement were considerable for both Saudi undergraduate teachers and academic policymakers.

Fatum (2008) conducted a study on the relationship between emotional intelligence and academic achievement in elementary-school children. The purpose of this study was to investigate the relationship between Emotional Intelligence (EI) and Academic Achievement in elementary-age children. The researcher used the Six Seconds Emotional Intelligence Assessment-Youth Version (SEI-YV) to investigate the possibility of a relationship between EI and academic achievement in fifth-grade students in two San Francisco Bay Area elementary public schools. The study sample was comprised of 75 fifth-grade students at two suburban elementary schools in the San Francisco Bay Area. Results suggested two weak, but significant correlations between two barometers of health and scores in English-Language Arts. Results of this study suggested that students diagnosed with learning disabilities scored almost one standard deviation below students without that diagnosis on all five barometers of health as measured by the SEI-YV.

Azizi et al. (2012) conducted a study on the impact of emotional intelligence element on academic achievement. The purpose of this study was to examine the impact of the five emotional intelligence elements identified as self-awareness, emotional management, self-motivation, empathy, interpersonal skills towards secondary school students' academic achievement. Statistical inference of the Pearson-r and multiple regression is used to analyse the data. The results showed that the significant relationship between self-awareness ( $r = 0.21$ ), emotional management ( $r = 0.21$ ) and empathy ( $r = 0.21$ ) at the level of  $p < 0.05$  with academic achievement. Multiple regression analysis (stepwise) result showed that only three elements of emotional intelligence which is self-awareness ( $\beta = 0.261$ ), self-motivation ( $\beta = -0.182$ ) and empathy ( $\beta = 0.167$ ) accounted for 8.7% of variation in criterion (academic achievement). Research also presented a model designed to reflect the relationship between the elements of emotional intelligence and academic achievement. These studies imply that the level of emotional intelligence contributes to and enhances the cognitive abilities in student. Thus, to produce a competent generation and successful country in line with the philosophy of education, persistence of the emotional intelligence in student is essential.

Sahafi (2016) carried out a study on the influence of emotional intelligence towards academic achievement among gifted students in Saudi Arabi. The aim of this study was to investigated the influence of self-awareness, self-regulation, motivation, empathy, and social skills on the academic achievement of gifted students. One hundred fifty respondents consisting of both male and female gifted students were involved in the quantitative study. Meanwhile, 10 teachers and 30 gifted students were invited to participate in the qualitative study. Questionnaires and interview protocol were the instruments used to gather data for the quantitative and qualitative studies, respectively. Multiple regressions were used to analyse and interpret the quantitative data, particularly the influence of EI (self-awareness, self-regulation, motivation, empathy, and social skills) on the academic achievement of gifted students. This technique was also applied with the effect size to determine the EI elements that could best predict the academic achievement of students. T-test was adopted to identify the significant difference of EI among the students based on gender. Results of the study demonstrated the effect of EI factors on the academic achievement of the students and the difference in the EI level between male and female pupils.

Wen (2020) conducted a study on the influence of emotional intelligence on the performance of college law teachers. The aim of the study was to ascertain the influence of emotional intelligence on the performance of college law teachers. The research data were collected through a questionnaire survey on college law teachers from two provinces in eastern China. During the survey, each question was scored by the Likert 5-point scale. The survey results were subjected to multiple regression analysis. The results show that female lawyers have higher emotional intelligence than their male counterparts; all four dimensions of emotional intelligence have positive impacts on the performance of college law teachers; the emotional intelligence of college law teachers should be improved through group psychological counselling, case analysis and experience exchange.

## **2.4 Synoptic Table**

A synoptic table is a synthesis or summary of a specific theme, subcategorising the themes that form it. Basically, the objective of the synoptic table is to explain in a simpler way on the topic by ordering the ideas according to hierarchy and in a visual way. The synoptic table on table 2.1 summarises the study by looking at the general hypothesis, specific hypothesis, variables, indicators and items.



Table 2.1: Synoptic Table

General Hypothesis	Specific Hypothesis	Variables	Indicators	Modalities	Technique of Data Collection
Emotional intelligence has an influence on the academic achievement of students of G.B.H.S Ebolowa.	<b>SH<sub>1</sub></b> : Self-awareness can explain the academic achievement of students of G.B.H.S Ebolowa.	<b>IV<sub>1</sub></b> : Self-awareness	<ul style="list-style-type: none"> <li>- Consciousness</li> <li>- Wisdom</li> <li>- Confidence</li> <li>- Humility</li> </ul>	<p>Does not apply</p> <p>Applies some time</p> <p>Always applies</p>	Questionnaires was the technique adopted to collect primary data
	<b>SH<sub>2</sub></b> : Self-management has an influence on the academic achievement of students of G.B.H.S Ebolowa.	<b>IV<sub>2</sub></b> : Self-management	<ul style="list-style-type: none"> <li>- Self-discipline</li> <li>- Self-control</li> <li>- Self-regulation</li> </ul>	<p>Does not apply</p> <p>Applies some time</p> <p>Always applies</p>	
	<b>SH<sub>3</sub></b> : Social awareness can explain the academic achievement of students of G.B.H.S Ebolowa	<b>IV<sub>3</sub></b> : Social awareness	<ul style="list-style-type: none"> <li>- Empathy</li> <li>- Social Consciousness</li> <li>- Social Will</li> </ul>	<p>Does not apply</p> <p>Applies some time</p> <p>Always applies</p>	
		<b>DV<sub>3</sub></b> : Academic achievement	<ul style="list-style-type: none"> <li>- Class Average</li> <li>- Accomplishing Educational Goals</li> <li>- Engagement to School Work</li> </ul>	<p>Does not apply</p> <p>Applies some time</p> <p>Always applies</p>	

Source: Authors Conception (2021)

## **Conclusion**

To recapitulate, this chapter was focused on literature review where we did a comprehensive review of the work of other researchers concerning emotional intelligence and academic achievement. This chapter was subdivided into three sections: conceptual literature, theoretical framework and empirical literature. Under conceptual literature, we operationalize on the key concepts (emotions, intelligence, emotional intelligence and academic achievement) by explaining their meaning and how the concepts are captured in the study. Under theoretical literature, we examined the ability, mixed and trait models of emotional intelligence and academic achievement. Finally, under empirical literature we reviewed the works of other authors. This chapter ended with the presentation of the synoptic table which synthesis on emotional intelligence and academic achievement and comprises of general hypothesis, specific hypotheses, variables, indicators, modalities and technique of data collection. The next chapter will be titled methodology where we will be describing the methodology used in the collection of empirical and contextual data used in writing the dissertation.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Introduction**

This chapter describes the research methodology that was used to guide the study under the following sub-headings: scope and area of study, research design, population of the study, sample and sampling technique, sources and methods of data collection, research instrument, model specification and technique of data analysis.

#### **3.1 Scope and Area of the Study**

This segment of the study identifies the boundaries within which the study will be performed. Ebolowa is an urban community in Cameroon, located in the heart of the equatorial forest. It is the capital of the South region and the Mvila Division. According to the 2005 census, the population of Ebolowa was estimated to be as follows; Ebolowa 1 with a population of 40,538 inhabitants, including 29,089 for Ebolowa 1 Ville and Ebolowa 2 with a population of 55,957 inhabitants, including 35,926 for Ebolowa 2 Ville. Ebolowa is connected to Mbalmayo, capital of the Nyong-et-So'o Division and to Yaoundé, the political capital of Cameroon, by a 168 kilometres asphalt road axis, to the Gabonese and Equatorial Guinea borders by a 120 kilometres axis and to the Atlantic Ocean (Kribi) by two unpaved axes, one 160 kilometres through Akom II and another 180 kilometres through Lolodorf. Ebolowa is located at 2°55'N 11°9'E.

Ebolowa, the historical and traditional capital of the Boulou region, is experiencing its peak and decline with the cultivation of cocoa. The mixed urban municipality of Ebolowa was established in 1947, it subsequently became a full-service municipality, an urban municipality, then an urban municipality with a special regime of Ebolowa on November 25, 1993. The Ebolowa urban community was established and erected in 2008 made up of the two municipalities of Ebolowa 1 and Ebolowa 2.

### 3.2 Research Design

A research design is a comprehensive or complete master plan of the research work to be done. It gives a general statement of the methods to be used. Research design is a framework, blueprint or road map for the research study which guides the collection and analysis of data. The function of a research design is to ensure that the requisite data in accordance with the problem at hand is collected accurately and economically.

The study adopted a Survey Research Design. The researcher went to the field and carried out survey on the study area and obtained first-hand information. The researcher then selected a representative sample of the target population and administered a standardized questionnaire to them in order to obtain primary data. This data gotten through questionnaires was analyzed using descriptive statistics and correlation.

### 3.3 Population of the Study

The study population, which might be finite or infinite, consists of items or elements with similar characteristics from which the research draws sample items to be studied. The target population of this study are the form five science students of Government Bilingual High School (G.B.H.S) Ebolowa. Form five science of Government Bilingual High School Ebolowa has a student population of 42 students (Government Bilingual High School Ebolowa, March 2021).

Table 3.1: Form Five Statistics of Government Bilingual High School Ebolowa

1 <sup>er</sup> Cycle				
N <sup>o</sup>	Class	Effectif		Total
		Girls	Boys	
1	Form Five Bilingual	27	23	50
2	Form Five Arts	37	36	63
3	Form Five Science	24	18	42
<b>Total Form Five</b>		88	67	155

Source: G.B.H.S Ebolowa Archives (2021)

### 3.4 Sample and Sampling Technique

A sample is a group of individuals who will actually participate in the research. According to Krejcie and Morgan (1970), a sample size of 40 students would be a representative of the 42 students of form five science. It was determined from the Krejcie and Morgan's (1970) sample size determination table. The sample size determination table is a derivative from the sample size calculation which is expressed in the equation below. Krejcie and Morgan's sample size calculation was based on  $p = 0.05$  where the probability of committing type 1 error is less than 5% or  $p < 0.05$ .

$$S = \frac{X^2 NP(1-P)}{d^2(N-1) + X^2 P(1-P)}$$

Where,

S = Required sample size

$X^2$  = The table value of chi-square for 1 degree of freedom at the desired confidence level (0.05 = 3.841)

N = Population size

P = Population proportion (assumed to be 0.50 since this would provide the maximum sample size)

d = The degree of accuracy expressed as proportion (0.05)

The researcher used simple random sampling where each and every student in the target population has an equal chance of inclusion in the sample and each one of the possible sample has the same probability of being selected.

### 3.5 Sources and Methods of Data Collection

All the various sources from which data used for the study was collected will be presented as well as the methods used for collecting data. Generally, data comes from primary and secondary sources. The researcher used both primary and secondary sources of data for this study. Primary data was gotten through questionnaires administered to respondents while secondary data was gotten through textbooks, journals, newspapers, encyclopaedias and projects.

### 3.6 Research Instrument

The research instrument or statistical tool used in collecting the data will be described in this segment. This instrument might be a questionnaire, observation or interview. Questionnaire was used as the main research instrument for this study. The questionnaire consisted exclusively of close ended questions. The researcher used a Self-administered questionnaire.

### 3.7 Model Specification

A model is the crystallisation of complex world situations to simpler ones. A model is meant to capture the relationship between the variables, both dependent and independent under study.

The following estimation framework was adapted for this study:

$$AA = f(SEA, SEM, SOA, \varepsilon)$$

In econometric term:

$$AA = \alpha_0 + \alpha_1 SEA + \alpha_2 SEM + \alpha_3 SOA + \varepsilon,$$

Where a priori: :  $\alpha_0 \neq 0$ ,  $\alpha_1 > 0$ ,  $\alpha_2 > 0$  and  $\alpha_3 > 0$

AA = Academic Achievement (dependent variable)

SEA, SEM and SOA = Independent variables

SEA = Self-Awareness

SEM = Self-Management

SOA = Social Awareness

$\alpha_0$  = Constant term

$\alpha_1$  to  $\alpha_3$  = Coefficients used to measure the sensitivity of the dependent variable (AA) to unit change in the predictor variables

$\varepsilon$  = Error term to capture unexplained variables in the model.

### 3.8 Technique of Data Analysis

This segment deals with inspecting, cleansing, transforming and modelling data with the goal of deriving useful information, informing conclusion and supporting decision-making. It involves evaluating data using analytical, statistical tools and logical thinking to study each component of research data so as to discover useful information and aid in decision making.

Data collected from questionnaires was analysed, summarised and interpreted with the aid of descriptive and inferential statistical techniques. The descriptive statistics made use of frequency and percentage tables meanwhile inferential statistics made use of the Pearson's product moment correlation (parametric test). The Pearson's product moment correlation was used to determine the nature and strength of relationship between the dependent and the independent variables. The Pearson's product moment correlation ( $r$ ) is computed using the following formula:

$$r = \frac{\sum xy - \frac{\sum x \sum y}{n}}{\sqrt{\left(\sum x^2 - \frac{(\sum x)^2}{n}\right) \left(\sum y^2 - \frac{(\sum y)^2}{n}\right)}}$$

The correlation coefficient is measured on a scale that varies from +1 through 0 to -1 ( $0 < r < 1$ ).

If  $r = +1$ , we have a perfect positive correlation between the two variables

If  $r = -1$ , we have a perfect negative correlation between the two variables

If  $r = 0$ , there is no correlation between the two variables

The researcher used Statistical Package for Social Sciences (SPSS) to aid the analysis.

### Conclusion

To recapitulate, this chapter was focused on the research methodology where we looked at the specific procedures and techniques used to identify, select, process and analyse information about emotional intelligence and academic achievement. This chapter was subdivided into eight sections; scope and area of study, research design, population of the study, sample and sampling technique, sources and methods of data collection, research instrument, model specification and technique of data analysis. The scope and area of study was focused on identifying the boundaries of Ebolowa within which the study will be performed. The research design was centred on giving

a complete master plan of the research work. The population of the study consisted of items or elements with similar characteristics from which the research draws sample items to be studied. Sample and sampling technique was focused on a group of individuals who will actually participate in the research. Sources and methods of data collection was focused on the various sources from which data used for the study was collected. Research instrument focused on the instrument or statistical tool used in collecting the data. Model specification was focused on capturing the relationship between the variables in a mathematical form. Finally, the technique of data analysis was centred on evaluating data using analytical, statistical tools and logical thinking to study each component of research data so as to discover useful information and aid in decision making. The next chapter will be titled data presentation and analysis of results where we will analyse our data and organize it in a sequential and meaningful manner.



## CHAPTER FOUR

### PRESENTATION AND ANALYSIS OF RESULTS

#### Introduction

This chapter consists of data presentation and analysis of results with the view of answering the following research questions; to what extent can self-awareness influence the academic achievement of students of G.B.H.S Ebolowa? how does self-management influence the academic achievement of students of G.B.H.S Ebolowa? and what influence does social awareness have on the academic achievement of students of G.B.H.S Ebolowa? Quantitative data was obtained using questionnaires and the responses were analysed descriptively using frequency and percentage tables while the Pearson's product moment correlation was used to test the strength and direction of the linear relationship between the dependent and independent variables. A total of 40 questionnaires were distributed and 40 were returned.

#### 4.1 Presentation of Results

After analysing the data using Statistical Package for Social Sciences (SPSS), the results will be presented using tables.

##### 4.1.1 Descriptive Statistics

Descriptive statistics is a summary statistic that quantitatively describe or summarises features from a collection of information using minimum, maximum, mean, standard deviation and number of observations.

Table 4.1: Presentation of Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Self-Awareness	40	4.0	12.0	7.900	3.0534
Self-Management	40	3.0	9.0	6.000	2.1483
Social Awareness	40	3.0	9.0	6.300	1.9507
Academic Achievement	40	3.0	9.0	6.450	2.2640

Source: Computed by Author (2021) using SPSS

Table 4.1 presents the descriptive statistics of these results where N is the number of observations, minimum being the smallest value of the variables, maximum being the largest

value of the variables, mean being the average that is used to derive the central tendency of the data and standard deviation being a measure of dispersion. This table shows that this study was carried out using 40 observations. Self-awareness has a minimum value of 4.0 and a maximum value was 12.0, with a mean of 7.900 and a standard deviation of 3.0534. Likewise, self-management has a minimum value of 3.0 and a maximum value was 9.0, with a mean of 6.000 and a standard deviation of 2.1483. Similarly, social awareness has a minimum value of 3.0 and a maximum value was 9.0, with a mean of 6.300 and a standard deviation of 1.9507. Finally, academic achievement has a minimum value of 3.0 and a maximum value was 9.0, with a mean of 6.450 and a standard deviation of 2.2640.

**4.1.2 Socio-Demographic Data**

This section presents the characteristics of the population by looking at the school, gender, age range, class and religion.

Table 4.2: School

	Frequency	Percent	Valid Percent	Cumulative Percent
G.B.H.S. Ebolowa	40	100.0	100.0	100.0

Source: Computed by Author (2021) using SPSS

Table 4.2 shows the distribution of participants according to the school attended. The results from this table reveal that 100.0% of the students were students of G.B.H.S Ebolowa. This shows that all the students sampled were students of G.B.H.S Ebolowa.

Table 4.3: Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	17	42.5	42.5	42.5
Female	23	57.5	57.5	100.0
Total	40	100.0	100.0	

Source: Computed by Author (2021) using SPSS

Table 4.3 shows the distribution of participants according to gender. It can be observed from this table that 42.5% of the students are males and 57.5% are females. These results show that a majority of our respondents were females.

Table 4.4: Age range

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 15 years	14	35.0	35.0	35.0
16-20 years	25	62.5	62.5	97.5
Above 21 years	1	2.5	2.5	100.0
Total	40	100.0	100.0	

Source: Computed by Author (2021) using SPSS

Table 4.4 shows the distribution of participants according to their age range. It can be observed from this table that that 35.0 of the students were less than 15 years old, 62.5% were between 16-20 years and 2.5% were above 21 years old. These results show that a majority of our respondents were between 16-20 years old.

Table 4.5: Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Form five	40	100.0	100.0	100.0

Source: Computed by Author (2021) using SPSS

With regards to the class of students, the results from table 4.5 reveal that 100.0% of the students were in form five. This shows that all the students sampled were in form five.

Table 4.6: Religion

	Frequency	Percent	Valid Percent	Cumulative Percent
Christianity	33	82.5	82.5	82.5
Islam	5	12.5	12.5	95.0
No Religious Affiliation	2	5.0	5.0	100.0
Total	40	100.0	100.0	

Source: Computed by Author (2021) using SPSS

Based on the religion of students, the results from table 4.6 indicate that 82.5% of the students are Christians, 12.5% are Muslims and 5.0% have no religious affiliation. These results show that a majority of the students are Christians.

#### 4.1.3 Self-Awareness

This section presents the results of self-awareness that has to do with the ability to realize and know your own feelings in a situation and be able to choose a priority while taking actions or making decisions.

Table 4.7: Consciousness

	Frequency	Percent	Valid Percent	Cumulative Percent
Does not apply	18	45.0	45.0	45.0
Applies some time	14	35.0	35.0	80.0
Always applies	8	20.0	20.0	100.0
Total	40	100.0	100.0	

Source: Computed by Author (2021) using SPSS

In line with the consciousness of students, the results from table 4.7 reveals that 45.0% of the students who were the majority indicated that the consciousness of emotions does not apply to them. This was closely followed by 35.0% of the students who indicated that the consciousness of emotions applies some time to them and finally followed by 20.0% of the students who indicated that the consciousness of emotions always applies to them.

Table 4.8: Wisdom

	Frequency	Percent	Valid Percent	Cumulative Percent
Does not apply	14	35.0	35.0	35.0
Applies some time	17	42.5	42.5	77.5
Always applies	9	22.5	22.5	100.0
Total	40	100.0	100.0	

Source: Computed by Author (2021) using SPSS

In accordance with the wisdom of students, the results from table 4.8 reveals that 35.0% of the students does not apply wisdom in any circumstance, 42.5% of the students applies wisdom some time in any circumstance and 22.5% always applies wisdom in any circumstance. These results show that a majority of the students applies wisdom some time in any circumstance.

Table 4.9: Confidence

	Frequency	Percent	Valid Percent	Cumulative Percent
Does not apply	9	22.5	22.5	22.5
Applies some time	15	37.5	37.5	60.0
Always applies	16	40.0	40.0	100.0
Total	40	100.0	100.0	

Source: Computed by Author (2021) using SPSS

Based on the confidence of students, the results from table 4.9 show that 22.5% of the students does not apply confidence in their actions, 37.5% of the students applies confidence sometimes in their actions and 40.0% always applies confidence in their actions. These results show that a majority of the students always applies confidence in their actions.

Table 4.10: Humility

	Frequency	Percent	Valid Percent	Cumulative Percent
Does not apply	15	37.5	37.5	37.5
Applies some time	6	15.0	15.0	52.5
Always applies	19	47.5	47.5	100.0
Total	40	100.0	100.0	

Source: Computed by Author (2021) using SPSS

Taking into consideration the humility of students, the results from table 4.10 indicates that 37.5% of the students do not apply humility everywhere, 15.0% of the students some time applies humility everywhere and 47.5% of the students always applies humility everywhere. These results show that a majority of the students always applies humility everywhere.

#### 4.1.4 Self-Management

This section presents the results of self-management that has to do with the ability to manage emotions in carrying out work to make it easier and without interrupting the job.

Table 4.11: Self-discipline

	Frequency	Percent	Valid Percent	Cumulative Percent
Does not apply	3	7.5	7.5	7.5
Applies some time	19	47.5	47.5	55.0
Always applies	18	45.0	45.0	100.0
Total	40	100.0	100.0	

Source: Computed by Author (2021) using SPSS

Based on the self-discipline of students, the results from table 4.11 reveals that 7.5% of the students indicated that allowing emotions to interfere with their education does not apply to them, 47.5% of the students indicated that allowing emotions to interfere with their education applies some time to them and 45.0 of the students indicated that allowing emotions to interfere with their education always applies to them. These results show that a majority of the students indicated allowing emotions to interfere with their education applies some time to them.

Table 4.12: Self-control

	Frequency	Percent	Valid Percent	Cumulative Percent
Does not apply	14	35.0	35.0	35.0
Applies some time	16	40.0	40.0	75.0
Always applies	10	25.0	25.0	100.0
Total	40	100.0	100.0	

Source: Computed by Author (2021) using SPSS

In line with the self-control of students, the results from table 4.12 show that 40.0% who where the majority of the students indicated that bringing emotions under control applies some time to them, this was closely followed by 35.0% of the students who indicated that bringing emotions

under control does not apply to them and finally followed by 25.0% of the students who indicated that bringing emotions under control always applies to them.

Table 4.13: Self-regulation

	Frequency	Percent	Valid Percent	Cumulative Percent
Does not apply	22	55.0	55.0	55.0
Applies some time	7	17.5	17.5	72.5
Always applies	11	27.5	27.5	100.0
Total	40	100.0	100.0	

Source: Computed by Author (2021) using SPSS

Based on the self-regulation of students, the results from table 4.13 reveals that 55.0% of the students who were the majority indicated that monitoring and managing emotions in ways that produce positive results does not apply to them, this was followed by 27.5% of the students who indicated that monitoring and managing emotions in ways that produce positive results always applies to them and finally followed by 17.5% of the students who indicated that monitoring and managing emotions in ways that produce positive results applies sometime to them.

#### 4.1.5 Social Awareness

This section presents the results of social awareness that has to do with the ability to accurately pick up on emotions in other people and understand what is really going on with them.

Table 4.14: Empathy

	Frequency	Percent	Valid Percent	Cumulative Percent
Does not apply	4	10.0	10.0	10.0
Applies some time	19	47.5	47.5	57.5
Always applies	17	42.5	42.5	100.0
Total	40	100.0	100.0	

Source: Computed by Author (2021) using SPSS

In line with the empathy of students, the results from table 4.14 show that 10.0% of the students indicated that understanding and feeling what others are experiencing does not apply to them,



47.5% of the students indicated that understanding and feeling what others are experiencing applies sometime to them and 42.5% of the students indicated that understanding and feeling what others are experiencing always applies to them. These results show that a majority of the students indicated that understanding and feeling what others are experiencing applies sometime to them.

Table 4.15: Social Consciousness

	Frequency	Percent	Valid Percent	Cumulative Percent
Does not apply	16	40.0	40.0	40.0
Applies some time	13	32.5	32.5	72.5
Always applies	11	27.5	27.5	100.0
Total	40	100.0	100.0	

Source: Computed by Author (2021) using SPSS

Based on the social consciousness of students, the results on table 4.15 show that 40% of the respondents who were the majority indicated that consciousness in social gatherings does not apply to them, this was closely followed by 32.5% of the students who indicated that consciousness in social gatherings applies some time to them and finally followed by 27.5% of the students who indicated that consciousness in social gatherings always applies to them.

Table 4.16: Social Will

	Frequency	Percent	Valid Percent	Cumulative Percent
Does not apply	13	32.5	32.5	32.5
Applies some time	10	25.0	25.0	57.5
Always applies	17	42.5	42.5	100.0
Total	40	100.0	100.0	

Source: Computed by Author (2021) using SPSS

In line with the social will of students, the results from table 4.16 reveals that 42.5% of the students who were the majority indicated that having good intentions with others always applies to them, this was closely followed by 32.5% of the students who indicated that having good

intentions with others does not apply to them and finally followed by 25.0% of the students who indicated that having good intentions with others applies some time to them.

#### 4.1.6 Academic Achievement

This section presents the results of academic achievement which deals with the extent to which a student or institution has attained their short or long term educational goals.

Table 4.17: Class Average

	Frequency	Percent	Valid Percent	Cumulative Percent
Does not apply	12	30.0	30.0	30.0
Applies some time	11	27.5	27.5	57.5
Always applies	17	42.5	42.5	100.0
Total	40	100.0	100.0	

Source: Computed by Author (2021) using SPSS

In line with the class average of students, the results from table 4.17 unveils that 30.0% of the students indicated that scoring an average of 10 and above at the end of very term does not apply to them, 27.5% of the students indicated that scoring an average of 10 and above at the end of very term applies some time to them and 42.5% of the students indicated that scoring an average of 10 and above at the end of very term always applies to them. These results show that a majority of the students indicated that scoring an average of 10 and above at the end of very term always applies to them.

Table 4.18: Accomplishing Educational Goals

	Frequency	Percent	Valid Percent	Cumulative Percent
Does not apply	6	15.0	15.0	15.0
Applies some time	22	55.0	55.0	70.0
Always applies	12	30.0	30.0	100.0
Total	40	100.0	100.0	

Source: Computed by Author (2021) using SPSS

Based on accomplishing educational goals, the results from table 4.18 show that 15.0% of the students indicate that accomplishment of educational goals does not apply to them, 55.0% of the students indicated that accomplishment of educational goals applies some time to them and 30.0% of the students indicated that accomplishment of educational goals always applies to them. These results show that a majority of the students indicated that accomplishment of educational goals applies some time to them.

Table 4.19: Engagement to School Work

	Frequency	Percent	Valid Percent	Cumulative Percent
Does not apply	12	30.0	30.0	30.0
Applies some time	9	22.5	22.5	52.5
Always applies	19	47.5	47.5	100.0
Total	40	100.0	100.0	

Source: Computed by Author (2021) using SPSS

Based on the engagement of students to school work, the results from table 4.19 show that 47.5% of the students who were the majority indicated that engaging to school work always applies to them, this was closely followed by 30.0% of the students who indicated that engaging to school work does not apply to them and finally followed by 22.5% of the students who indicated that engaging to school work applies some time to them.

## 4.2 Test of Hypotheses

Hypothesis testing refers to the act in statistics where by an analyst tests an assumption regarding a population parameter. In other words, it is the use of statistics to determine the probability that a given hypothesis is true, with the goal of accepting or rejecting a null hypothesis. Generally, it is used to infer the result of a hypothesis performed on sample data from a larger population. These hypotheses will be tested here:

**H<sub>01</sub>:** Self-awareness can explain the academic achievement of students of G.B.H.S Ebolowa.

**H<sub>02</sub>:** Self-management has an influence on the academic achievement of students of G.B.H.S Ebolowa.

**H<sub>03</sub>:** Social awareness can explain the academic achievement of students of G.B.H.S Ebolowa.

With other complementary results of the analysis omitted, the correlation results are given as follows:

Table 4.20: Correlation analysis

		<b>Academic Achievement</b>
<b>Self-Awareness</b>	Pearson Correlation	0.960**
	Sig. (2-tailed)	0.000
	N	40
<b>Self-Management</b>	Pearson Correlation	0.938**
	Sig. (2-tailed)	0.000
	N	40
<b>Social Awareness</b>	Pearson Correlation	0.950**
	Sig. (2-tailed)	0.000
	N	40

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: Computed by Author (2021) using SPSS

Table 4.20 shows the results of the correlation analysis. This correlation analysis was computed using 40 observations. The prob > t (Sig. (2-tailed)) is the smallest evidence required to reject the

null hypothesis, it equally tells us whether the relationship is significant or not. A low p-value ( $<0.05$ ) indicates that you can reject the null hypothesis.

The results from table 4.20 show that that all the three independent variables (self-awareness, self-management and social awareness) has a very strong, positive and statistically significant influence on academic achievement among the students sampled in Government Bilingual High School Ebolowa. So, it can be stated that there is a significant relationship between emotional intelligence and academic achievement.

### **Conclusion**

To recapitulate, this chapter was focused on data presentation and analysis of results where we analysed our data and organized it in a sequential and meaningful manner. We started this chapter by presenting the descriptive statistics of our results. Subsequently, we presented the results of socio-demographic information, self-awareness, self-management and social awareness using frequency and percentage tables. This chapter ended with the test of hypotheses using the Pearson's product moment correlation to test the strength and direction of the linear relationship between the dependent and independent variables. The next chapter will be titled interpretation and recommendations where we will interpret our results in chapter four and give some recommendations that will help students to be emotionally intelligent.

## CHAPTER FIVE

### INTERPRETATION AND RECOMMENDATIONS

#### Introduction

This chapter presents the interpretations and recommendations of the study. Here, we will interpret our results presented in chapter four and policy options will be prescribe to the audience of the work.

#### 5.1 Interpretation

This study primarily sought to examine the influence of emotional intelligence on academic achievement. The researcher focused on Daniel Goleman's three emotional intelligence skills (self-awareness, self-management and social awareness). The Pearson's product moment correlation was used to determine the nature and strength of relationship between the dependent and the independent variables. Our results show that;

The correlation coefficient between self-awareness and academic achievement is 0.960 which shows a very strong positive relationship between self-awareness and academic achievement. This shows that an increase in the self-awareness of students would lead to an increase in academic achievement. This means that an improvement in the indicators of self-awareness like consciousness, wisdom, confidence and humility will enable students to perform academically and achieve their educational goals and benchmarks. This result is statistically significant at 1% level of significance since the p-value of 0.000 is less than the level of significance of 1% ( $0.000 < 0.01$ ). This means that we are 99% confident that the results is real and reliable. Based on this scenario, we retain the first alternate hypothesis which states that self-awareness can explain the academic achievement of students of G.B.H.S Ebolowa. These results are in conformity with that of Ebinagbome and Nizam (2017) who conducted a study on the impact of emotional intelligence on student's academic performance in Malaysian Tertiary Institution. Their results revealed that self-awareness has a significant and positive correlation with students' academic performance. In like manner, this results are equally in line with that of Azizi et al. (2012) who conducted a study on the impact of emotional intelligence element on academic achievement. Their results showed a significant relationship between self-awareness and academic achievement. Similarly, this results are in line with a study conducted by Sahafi (2016) on the influence of emotional intelligence

towards academic achievement among gifted students in Saudi Arabi. The results of the study demonstrated the effect of self-awareness on the academic achievement of the students and the difference in the EI level between male and female pupils. This results are equally in line with our a priori expectations were the coefficient of self-awareness was stated to be positive.

In like manner, the correlation coefficient between self-management and academic achievement is 0.938 which shows a very strong positive relationship between self-management and academic achievement. This shows that an increase in the self-management of students would lead to an increase in academic achievement. This means that an improvement in the indicators of self-management like self-discipline, self-control and self-regulation will enable students to perform academically and achieve their educational goals and benchmarks. This result is statistically significant at 1% level of significance since the p-value of 0.000 is less than the level of significance of 1% ( $0.000 < 0.01$ ). This means that we are 99% confident that the results is real and reliable. Based on this scenario, we retain the second alternate hypothesis which states that self-management has an influence on the academic achievement of students of G.B.H.S Ebolowa. These results are equally in conformity with that of Ebinagbome and Nizam (2017) who conducted a study on the impact of emotional intelligence on student's academic performance in Malaysian Tertiary Institution. Their results revealed that emotional management has a significant and positive correlation with students' academic performance. In like manner, this results are equally in line with that of Azizi et al. (2012) who conducted a study on the impact of emotional intelligence element on academic achievement. Their results showed a significant relationship between self-management and academic achievement. Similarly, this results are in line with a study conducted by Sahafi (2016) on the influence of emotional intelligence towards academic achievement among gifted students in Saudi Arabi. The results of the study demonstrated the effect of self-management on the academic achievement of the students and the difference in the EI level between male and female pupils. This results are equally in line with our a priori expectations were the coefficient of self-awareness was stated to be positive.

Similarly, the correlation coefficient between social awareness and academic achievement is 0.950 which shows a very strong positive relationship between social awareness and academic achievement. This shows that an increase in the social awareness of students would lead to an increase in academic achievement. This means that an improvement in the indicators of social

awareness like empathy, social skill and social consciousness will enable students to perform academically and achieve their educational goals and benchmarks. This result is statistically significant at 1% level of significance since the p-value of 0.000 is less than the level of significance of 1% ( $0.000 < 0.01$ ). This means that we are 99% confident that the results is real and reliable. Based on this scenario, we retain the third alternate hypothesis which states that Social awareness can explain the academic achievement of students of G.B.H.S Ebolowa. This results are in line with a study conducted by Sahafi (2016) on the influence of emotional intelligence towards academic achievement among gifted students in Saudi Arabi. The results of the study demonstrated the effect of social skills on the academic achievement of the students and the difference in the EI level between male and female pupils. This results are in line with our a priori expectations were the coefficient of self-awareness was stated to be positive.

## **5.2 Recommendations**

Based on the findings of this study, the following recommendations were made;

- Emotional intelligence as a discipline should be integrated into the secondary school curriculum so that students will constantly be taught on the influence of emotional intelligence on academic achievement.
- Guidance counsellors should organize seminars either every term or yearly to enable students have a better understanding of their emotions or how it influences their education and academic achievement.
- The government should train more guidance counsellors so that each secondary school will have at least a guidance counsellor who will help them to cope with their emotions.

Based on the limitations of this study, the following suggestions can be made;

- This work was limited only to Ebolowa in the south region. Further research should be carried out in the entire by increasing the area of study.
- This work was limited only to Government Bilingual High School Ebolowa. Further research should be carried out by using two or more schools.
- This study used only a small sample size of 40 students. Further studies should be carried out by increasing the sample size in order to improve on the reliability and validity of the results.



- This study used the Pearson's product moment correlation as analytical technique. Further studies should be carried out using more sophisticated analytical techniques.

## **Conclusion**

To recapitulate, this chapter was focused on interpretation and recommendations. Here, we interpreted our results presented in chapter four and policy options where prescribed to the audience of the work. This research will end with a conclusion which will adopt several approaches to summarise the objective, findings and the prescribed policy options based on the findings of the work.

## GENERAL CONCLUSION

Emotional intelligence is a significant psychological aspect in the explanation of human behaviour. Emotional intelligence is considered an important dimension in the correspondence between one's success in general and academic achievement in particular. The findings confirmed that emotional intelligence emerged as a significant predictor of academic achievement. Through interaction with others, an individual is able to understand his or her self and that of others. Emotionally intelligent students have the ability to feel at ease with themselves and others; they have the ability to understand, perceive and monitor their emotions. This would lead them to a feeling of stability, peace of mind and psychological ease which would positively influence their emotional state and motivate them to increase their academic achievement.

The results of this study shows that emotional intelligence have a positive influence on the academic achievement of the students. The result of the research has suggested that those students having high degree of emotional intelligence having experience with good academic outcomes and the students with the lower degree of emotional intelligence having poorer chance of succeeding academically. Educationalists are realizing that such skills like emotional intelligence can play a vital role in academic achievement. Being at the top of his/her academics is not the only requirement for future success but it also demands other intrapersonal skills. So, we can say that emotional intelligence is a strong predictor of academic achievement.

Excellent performance in academic is the key targets and goals for each student regardless of ethnic group. In order to obtain good results, apart from effective learning techniques and well planned, students should be able to recognize themselves in particular of self-emotional, so that it does not become a stumbling to success. Hence the need to identify themselves, emotional intelligence should be noted not only for academic interest but also of future success in life. With the aim of building a resilient and capable human face of globalization and changing demands, efforts to increase students' emotional intelligence should be considered during the process of teaching and learning in the classroom.

Research results have contended that human beings are social creatures who are unable to think logically or rationally without filtering incoming information through the emotional or judgmental filters in the brain. The circuitry that runs between the brain's executive centres in the prefrontal lobes and the brain's limbic system that governs feelings, impulses, and drives is

activated each time the thought process occurs. Scientists are beginning to understand that feelings about a problem to be solved are as important as thoughts about that problem. The truth is that people cannot think logically or rationally without integrating emotional input from the emotional centre of the brain. Powerful emotions have an evolutionary precedent to help the individual by overriding the neocortex and flooding the body with hormones intended to allow survival. Negative emotions have a particular ability to disrupt work and hijack attention from the task at hand. Further, stress hormones that are secreted when a person is upset take hours to become reabsorbed in the body and fade away, resulting in the body experiencing difficulty calming itself. The study has shown that students perceived benefit from knowing how they perceive thoughts and emotions in order to process information, manage their emotions, and utilize emotional data to make sound decisions. Students in this study perceived that emotional literacy and the ability to navigate emotions allowed them to manage and let go of emotional situations that interfere with learning.

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**APPENDICES**  
**QUESTIONNAIRE**

Dear respondent,

I am **Mukrongho Winifred Ghranui**, a student of Higher Technical Teacher Training College (H.T.T.T.C) Ebolowa of the University of Yaoundé 1 carrying out a research titled “**Emotional Intelligence and Academic Achievement, Case of Government Bilingual High School (G.B.H.S) Ebolowa**”. I humbly request you to fill this questionnaire so that I can get reliable data that will make this research successful. All your responses will be treated with a high level of confidentiality. I therefore encourage you to participate in this exercise by kindly placing a tick (√) on the box corresponding to the most suitable alternative.

**SECTION A: SOCIO-DEMOGRAPHIC INFORMATION**

1. School: G.B.H.S. Ebolowa  G.T.H.S. Ebolowa
2. Gender: Male  Female
3. Age range: Less than 15 years  16-20 years  Above 21 years
4. Class: Form One  Form Two  Form Three  Form Four  Form Five  Lower Sixth  Upper Sixth
5. Religion: Christianity  Islam  No Religious Affiliation

**SECTION B: LEVEL OF EMOTIONAL INTELLIGENCE AMONG STUDENTS**

Please use the scale below to express how you feel about the statements underneath

**1 = Does not apply, 2 = Applies some time, 3 = Always applies**

### SELF-AWARENESS

Statement	Scale		
	1	2	3
6. I am always conscious of my emotions			
7. I always use wisdom in any circumstance I find myself			
8. I am always confident of my actions			
9. I humble myself everywhere			

### SELF-MANAGEMENT

Statement	Scale		
	1	2	3
10. I do not allow my emotions to interfere with my education			
11. I usually bring my emotions under control			
12. I monitor and manage my emotions in ways that produce positive results			

### SOCIAL AWARENESS

Statement	Scale		
	1	2	3
13. I usually try to understand and feel what others are experiencing			
14. I am usually conscious of myself in social gatherings			
15. I always have good intentions with others			

### SECTION C: ACADEMIC ACHIEVEMENT

Statement	Scale		
	1	2	3
16. I usually score an average of 10 and above at the end of every term			
17. I usually accomplish my educational goals			
18. Engagement to school work is my hobby			

Thanks for your collaboration

REPUBLIC OF CAMEROON

Peace –Work –Fatherland

\*\*\*\*\*

MINISTRY OF HIGHER EDUCATION

\*\*\*\*\*

THE UNIVERSITY OF YAOUNDE I

\*\*\*\*\*

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## DEPARTEMENT DE DIDACTIQUE DES DISCIPLINES, DES SCIENCES DE L'EDUCATION, DE PEDAGOGIE ET DE FORMATION BILINGUE

### AUTORISATION DE RECHERCHE

Je soussigné, **BINGONO Emmanuel**, Chef de Département de didactique des disciplines, des Sciences de l'éducation, Pédagogie et de la formation bilingue, autorise l'étudiant **MUKRONGHO Winifred GHRANUI** (Matricule 19W1311), inscrit en cinquième année *Conseiller d'Orientation*, à mener une recherche sur le sujet « **EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT, Case of Students of Government Bilingual High School (G.B.H.S) Ebolowa** »

En foi de quoi, la présente autorisation lui est délivrée pour servir et valoir ce que de droit.

Fait à Ebolowa, le.....

LE CHEF DE DEPARTEMENT