UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.20 (2);
July-December, 2025 https://unijerps.org
2023 Impact Factor: **6.834;** 2022 ***Impact Factor***: 5.156; ***2021 Impact Factor: 5.641;***
2020 Impact Factor: 5.355. *Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363*

RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN AWKA NORTH AND SOUTH L.G.As. OF ANAMBRA STATE

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ABSTRACT

The study focused on the relationship between emotional intelligence and academic achievement of secondary school students in Awka North and South L.G.As. of Anambra State. It was guided by five research questions and two null hypotheses. A correlational research design was employed for the study. The population of the study was 2,998 senior secondary school students in public secondary schools. There are eight public schools in Awka North L.G.A of Anambra State with the population of 435 for SSS II and there are 20 public schools in Awka South L.G.A of Anambra State with the population of 2,563 for SSS II (Source: Anambra State Post Primary School Service Commission, 2025). A sample of 1499 SS 11 students was selected from the population. Standardized instrument on emotional intelligence and students termly results in English Language and Mathematics were used for data collection. Direct approach was adopted for the administration of the instrument and data collection. Research questions 1 to 3 were answered using aggregate scores of the students. Pearson Product Moment Correlation Coefficient was used to answer the research questions 4 and 5; and t-test of correlation was used to test the null hypotheses. The major findings of the study showed that there is low positive but significant relationship existing between students' emotional intelligence and their academic achievements in both English and mathematics. Based on the findings, recommendations were made which include but not limited to: Schools should incorporate structured programs and activities that help to develop students' emotional intelligence within the curriculum. These could include workshops, classroom discussions, role-playing, and mentoring opportunities. Teachers and guidance counsellors should receive regular training on strategies for fostering students' emotional and social skills, and on how to create a supportive classroom climate that boosts both academic and psychological outcomes.

Keywords: Emotional intelligence; Academic achievement; Awka North and South LGAs

Introduction

The importance of education lies on the fact that it is a tool in sustaining economy and social change. Education gives every child equal opportunity to achieve his or her fullest potential (Ilo, 2021). It harnesses the talents and energies of people which leads to high standard of living and good quality of life for its citizens. In education, to determine students' academic achievement, teachers use instrument like test, internal and external examination like Common Entrance (C.E.E), First School Leaving Certificate Examination (F.S.L.C.E), Junior Secondary School Certificate Examination (J.S.S.C.E) and Senior Secondary School Certificate Examination (S.S.C.E).

Barowsk and Carter (2023) defined academic achievement as the amount of academic content a student learns in a specific period. This can be a way a student has achieved short-term or long-term academic goals within an academic setting. In the work of Zheng and Mustappha (2022), they said that Academic achievement is a direct manifestation of learning effectiveness and a valid indicator to evaluate the effectiveness of teaching and education in higher education as well as the development of students. It helps to know if what is being taught has been learned by the students. According to Ilo, (2021), academic achievements can be operationally regarded as the skills developed, or the knowledge attained and level of performance in the school subjects which are usually measured by test scores or by marks assigned by teachers. To know the achievement of each student, the use of instrument is necessary such as test and examination.

Academic achievement as defined by Ali and Zafar (2023), is typically measured through grades, test scores, and examinations, which is a key indicator of students' educational progress. Academic achievement has the amount of academic content a student learns in a specific period (Barowsk and Carter, 2023). This can be a way a student has achieved short-term or long-term academic goals within an academic setting. In the work of Zheng and Mustappha (2022), stated that Academic achievement is a direct manifestation of learning effectiveness and a valid indicator to evaluate the effectiveness of teaching and education in higher education as well as the development of students. It helps to know if what is being taught has been learned by the students. Also, it may be measured through students' grade point average, whereas for institutions, achievement may be measured through grade rates (Zheng and Mustappha, 2022). Researchers worldwide have been interested in assessing academic achievement because Ana, Diana, Joana, Angela, Iris, Requel, and Paulo. (2024) argued that academic achievement is influenced by a range of personal and contextual factors. One of the factors to determine success or failure of student in their academics is emotional intelligence. Emotional intelligence, a term popularized by Daniel Goleman in the mid-1990s, refers to the ability to recognize, understand, and manage one's own emotions as well as the emotions of others. Goleman's framework outlines five key components of

emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills (Goleman, 1995). These components are essential for personal and academic success. It can also be seen as the ability to manage both your own emotions and understand the emotions of people around you (Ugoani, 2016). According to Hagan and Heberle, (2023), it is the ability to recognize, control, and communicate one's emotions, and to be empathetic and aware of the feelings of others. They further explain the two words that made up emotional Intelligence; Emotions are people's state of mind that are produced by their mood, circumstances, or interactions with those around them. Intelligence means the ability to learn and apply knowledge. Furthermore, it is the way that people acquire information about their own and others' emotions and the way that they apply that knowledge to their interactions. This is not something that a person either has or lacks, but rather everyone falls along a spectrum of emotional intelligence. Odunukwe, Mba and Ngige (2024), he asserted that Emotional intelligence is the ability to recognize, understand and manage your own emotions as well as being able to understand and influence the emotions of others, which involves being aware that emotions drive behaviours and impact people either positively or negatively. Ugoani (2016) stated that the concept of emotional intelligence lies in some basic principles that facilitate superior control of emotional processes that lead to mutual co-existence and high productivity and well-being, which he further explains that Emotional intelligence emphasizes service-orientation or satisfaction, empathy, accountability efficiency, integrity, spirituality, open-communications, honesty. These are strong attributes for anyone with emotional intelligence which is essential for personal and professional growth, effective relationships and the well-being of everyone (Ogbole, 2019).

The period of Secondary School is the adolescence period. In the context of secondary school students, developing emotional intelligence can be particularly beneficial as they navigate the challenges of adolescence. During this period, students' face numerous emotional and social changes, and high emotional intelligence can help them cope with these changes more effectively, ultimately enhancing their academic achievement. In a study by MacCann, Fogarty and Roberts, (2020), it was found that students who are emotionally intelligent are better at regulating their emotions, which allows them to focus more effectively on their studies and adopt adaptive learning strategies. Also, Kumar and Bansal, (2022), concluded in their work that emotional intelligence can significantly predict academic achievement which is seen in the students' continuous assessments and final examinations.

Mbaegbu, Ikeanumba, and Anazodo. (2021) examined emotional intelligence as a predictor of academic achievement among secondary school students in biology within the Awka education zone, Anambra State. The study adopted the predictive correlational research design. The population of the study consists all 4,421 senior

secondary two (SS2) (2,632 female and 1,789 male) students offering Biology in Awka Education zone. 240 biology SS2 students were sampled for the study using simple random sampling. A standardized Emotional Intelligence Questionnaire (EIQ) adapted from Mayer, Salovey, and Caruso (2004) Emotional Intelligence Test (MSCEIT) was used to collect data. The instrument was validated by two experts and a reliability index of 0.82 was obtained. Direct delivery method was used to collect data. Simple linear regression was used to answer the research questions while ANOVA was used to test the null hypotheses at 0.05 level of significance. Results indicated that emotional intelligence significantly predicted academic achievement among secondary school students in Biology. The researchers recommend that school counselors focus on improving students' emotional intelligence levels to enhance their academic achievement.

This study is related to the present study because it investigated emotional intelligence and academic achievement, it studied Awka Education zone while the current study is only a part of the zone which is Awka North and South L.G.A. however the present study is on students' academic achievement on English and Mathematics while the above study examined students' academic achievement on Biology.

Udayar, et al. (2022) conducted a study on the role of emotional intelligence in learning motivation and academic achievement among university students in Nigeria. The aim of the study was to explore how emotional intelligence affects learning motivation, self-efficacy, and academic achievement among university students in Nigeria. The study included several research questions regarding the influence of self-esteem on learning motivation and its impact on academic achievement. Quantitative correlational research design was adopted for the study. A purposive sampling technique was applied with a sample size of 300 university students. The Wong and Law Emotional Intelligence Scale (WLEIS) was utilized along with standardized questionnaires for motivation and self-efficacy. Structural equation modeling (SEM) was used to analyze the data collected from participants. Standardized instruments with established validity and reliability. Two professionals validated the instrument's face and content. Emotional intelligence significantly predicted both learning motivation ($\beta = 0.45$, $p < 0.01$) and academic achievement ($\beta = 0.38$, $p < 0.01$). The SEM model demonstrated a good fit with indices showing $\chi^2/df = 2.30$, CFI = 0.94, RMSEA = 0.04. Results indicated that emotional intelligence significantly predicted both learning motivation and academic achievement.

The above study was on emotional intelligence in learning motivation and academic achievement and the present study is similar in emotional intelligence and its relationship with academic achievement, but the population is university students while the present study is on secondary school students. Both studies used same instrument for data collection.

Babajide, and Amosu, (2019) investigated the influence of emotional

intelligence on academic achievement of senior secondary school students in Physics in Educational District Lagos state, Nigeria. A descriptive survey research design was adopted for the study. A sample of three hundred and fifteen (315) Senior Secondary School 2 students were randomly selected from twenty (20) schools in Educational District 4 of Lagos state, Nigeria. The sample comprised of ten (10) public and ten (10) private schools in the Educational District under study. A self-designed instrument titled Emotional Intelligence Questionnaire (EIQ) and Physics Achievement Test (PAT) were used to collect data. The instrument was validated by two experts and a reliability index of 0.82 was obtained. Six (6) research hypotheses were tested the study and Analysis of Variance was used to test the hypotheses at 0.05 level of significance. Result showed there is significant influence of senior secondary school students' emotional intelligence on academic achievement in physics.

This study looked at emotional intelligence on academic achievement on Physics while the current study is on relationship emotional intelligence on academic achievement in English Language and Mathematics, both studies population is on secondary school students with different locations. The above study adapted self-designed instruments while the present study adopted standardized instruments.

Nieto, Gamez, Tamayo and Igartua (2024) carried out a study on explore the mechanisms involved in the emotional intelligence-academic achievement relationship in university in Spain. The aim is to explore the mechanisms involved in the emotional intelligence-academic achievement relationship, assessing emotional well-being, motivation, and learning strategies as mediators. The study tested several hypotheses, including that emotional intelligence positively affects academic achievement through mediating factors. It was a cross-sectional study and a sample of 96 high school students was randomly selected. The Mayer-Salovey-Caruso Emotional Intelligence Test, Psychological Well-being Questionnaire, Learning Strategies and Motivation Questionnaire, and final grades were used for data collection. Standardized instruments with established validity and reliability. Two professionals validated the instrument's face and content. The serial mediation analysis revealed that emotional intelligence does not directly affect academic achievement but operates through mediating factors such as emotional well-being and motivation. Indirect Effects: The analysis showed significant indirect effects:

Emotional intelligence → Emotional well-being → learning strategies → Academic achievement (Path A)

Emotional intelligence → Motivation → learning strategies → Academic achievement (Path B)

Statistical Significance: Both paths were statistically significant, with p-values less than 0.001, indicating that students with higher emotional intelligence had better emotional well-being and motivation, which in turn predicted improved learning strategies and academic achievement.

The above study explored the mechanisms involved in the emotional intelligence-academic achievement relationship in university in Span, while the present study is on relationship among emotional intelligence and academic achievement of secondary school students. Both studies adopted instruments for data collection.

Njoku and Okigbo. (2021) investigated the influence of emotional intelligence and academic self-concept as predictors of secondary school students' achievement in mathematics in Imo State. The correlation survey design was adopted. The study was guided by four research questions and two null hypotheses tested at 0.05 alpha levels. The population of the study was 33, 074 SS3 students in 297 public senior secondary schools in the area. The sample consisted of 1654 SS3 students which was selected using multistage sampling procedure. Two adopted and validated instruments: Emotional Intelligence Questionnaire (EIQ) and Academic Self-Concept Questionnaire (SCQ), with reliability coefficients of 0.77 and 0.71 determined using Cronbach Alpha method respectively were used. Descriptive statistics (mean, standard deviation) to summarize students' emotional intelligence and self-concept scores, Pearson Product Moment Correlation to assess relationships between variables while Regression analysis was used to determine the predictive power of emotional intelligence and academic self-concept on mathematics achievement. It was discovered that emotional intelligence significantly predicted secondary school students' achievement in mathematics ($p < 0.05$). Also, academic self-concept alone did not significantly predict mathematics achievement. Combined, emotional intelligence and academic self-concept significantly predicted mathematics achievement, suggesting a synergistic effect. Students with higher emotional intelligence demonstrated better achievement in mathematics, emphasizing the role of self-awareness, empathy, and emotional regulation in academic success.

The above study is on predictive while the present studies looks at the influence of emotional intelligence on academic achievement. Both studies considered emotional intelligence and academic achievement in Mathematics of secondary students. They differ in location of the research.

Xuyang (2024) conducted a comprehensive quantitative study at Beijing Normal University, China, to explore the intricate relationships between emotional intelligence (EI), academic achievement, and psychological well-being among university students. The research aimed to investigate how self-efficacy, motivation, and resilience mediate the relationship between emotional intelligence and academic outcomes. The study population comprised undergraduate and postgraduate students across various faculties, including humanities, sciences, and social sciences. Stratified random sampling technique was used, participants were selected to ensure representation across academic levels. Although the exact sample size was not specified, the study included a diverse group of students, enhancing the

generalizability of the findings. Data collection involved the use of several standardized and psychometrically validated instruments. Emotional intelligence was measured using the Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF), which demonstrated strong reliability with a Cronbach's alpha of 0.85. Self-efficacy was assessed via the General Self-Efficacy Scale (GSES), while motivation was evaluated using the Academic Motivation Scale (AMS). Resilience was measured with the Connor-Davidson Resilience Scale (CD-RISC), and psychological well-being was assessed through the Psychological Well-being Scale (PWBS). Academic achievement data were obtained through students' cumulative Grade Point Averages (GPAs) from university records. Each instrument had been previously validated, and reliability coefficients ranged from 0.78 to 0.89, confirming their suitability for the study. The research utilized a chain mediation model analyzed through hierarchical regression and the process macro for statistical mediation testing. This approach allowed for a detailed examination of both direct and indirect effects among the variables. The analyses included Pearson's correlation, path analysis, and bootstrap confidence intervals based on 5,000 resamples to ensure robustness of the findings. Results revealed strong positive correlations between emotional intelligence and both academic achievement ($r = 0.52$, $p < 0.01$) and psychological well-being ($r = 0.61$, $p < 0.01$). Importantly, the study found that self-efficacy significantly mediated the relationship between emotional intelligence and academic achievement, indicating that students with higher emotional intelligence tend to have greater confidence in their academic abilities, which in turn enhances their academic performance. Furthermore, motivation and resilience were found to sequentially mediate the effect of emotional intelligence on academic achievement, highlighting the dynamic interplay of these psychological constructs. The mediation extended to psychological well-being, with self-efficacy and motivation jointly mediating the relationship between emotional intelligence and well-being. Notably, postgraduate students exhibited stronger mediation effects compared to undergraduates, suggesting developmental differences in how these factors interact across academic stages.

The above study looked at other construct like self-efficacy, motivation and resilience, it also considered emotional intelligence and academic achievement. The instruments for data collection are different but, both studies used standardized instrument. Also, the above study is in Beijing Normal University, China, and the population were both undergraduate and postgraduate students, while the present study is on secondary school students in Awka North and South LGAs in Anambra state in Nigeria.

Nwoye and Nwankwo (2024) examined the relationship between emotional intelligence and social adjustment among police personnel in Delta State, Nigeria. Three research questions and one null hypothesis tested at the 0.05 level of significance guided the study. Using a

correlational survey design, data were collected from a population of 6199 police personnel represented by a sample of 1,240 police personnel selected through proportionate stratified sampling technique. Two standardized instruments were used: Emotional Intelligence Scale (EIS): Cronbach's alpha at 0.82, and Social Adjustment Scale (SAS): Cronbach's alpha at 0.79. Both instruments demonstrated good internal consistency reliability suitable for the study population. Data was analyzed using aggregate scores and Pearson Product Moment Correlation Coefficient. Then t-test of correlation was used to test the null hypotheses. The findings revealed a significantly very low positive relationship (r = 0.172) between emotional intelligence and social adjustment.

This study was on emotional intelligence among police personal while the current work is on emotional intelligence among secondary school students. Also, the locations are different. The instruments for data collection are different but both are standardized instruments.

Al Shehhi, Alshahrani and Alotaibi (2021) investigated the effects of emotional intelligence on students' academic achievement in higher education institutions in China. The aim of the study is to analyze the effects of emotional intelligence on students' academic achievement in higher education institutions. The study formulated hypotheses regarding the positive impact of emotional intelligence on academic achievement. It was a cross-sectional survey research. Stratified random sampling was used with a sample size of 400 students from various universities. An adapted version of the Emotional Intelligence Scale was utilized for data collection with reliability of Cronbach's alpha coefficients above 0.70. Descriptive statistics and multiple regression analyses were performed to assess the relationship between variables. The mean score for emotional intelligence among participants was reported as 75.3 (SD = 10.2) and multiple regression analysis indicated a significant positive relationship between emotional intelligence and academic achievement ($\beta = 0.45$, $p < 0.01$), explaining approximately 20% of the variance in academic achievement ($R^2 = 0.20$). The findings revealed a significant positive correlation between emotional intelligence and academic achievement, suggesting that enhancing emotional intelligence could lead to improved academic outcomes for students.

The above study looked at effect of emotional intelligence on students' academic achievement, the present study is looking for their relationship. There is differences in location and the both studies are similar in the constructs.

Alshahrani (2020) carried out a study on the relationship between emotional intelligence and academic success among university students in Saudi Arabia. The study proposed hypotheses regarding the positive impact of emotional intelligence on academic success indicators such as GPA and it was quantitative correlational study. The population consisted of university students enrolled in various higher education institutions across Saudi Arabia. A convenience sampling method was used with a sample size of 200 university students.

Instrument Used for Data Collection was The Wong and Law Emotional Intelligence Scale (WLEIS), utilized to measure emotional intelligence levels among participants. The instrument has been widely validated in previous research and typically demonstrates high reliability that showed a Cronbach's alpha reliability coefficient of 0.89, indicating excellent internal consistency for measuring emotional intelligence among the sample. Correlation analysis was performed to assess relationships between emotional intelligence scores and academic success indicators. Also, the regression analysis indicated that emotional intelligence accounted for approximately 30% of the variance in GPA ($R^2 = 0.30$), with a significant effect size ($\beta = 0.55$, $p < 0.01$). A significant positive correlation was found between emotional intelligence levels and GPA ($r = 0.55$, $p < 0.01$), indicating that students with higher emotional intelligence tend to achieve better academically. The study found a significant positive correlation between emotional intelligence levels and academic success, indicating that students with higher emotional intelligence tend to achieve better academically.

The above study and the present one is studying relationship of emotional intelligence and academic achievement among secondary students but their locations and population of the study are different. They both adapted the same instrument for data collection.

Okwilagwe, (2022) carried out descriptive correlational research to investigate the relationship between emotional intelligence and academic achievement among secondary school students in Nigeria. The study formulated three research questions and corresponding hypotheses regarding the impact of emotional intelligence on students' academic achievement. A simple random sampling technique was used, with a sample size of 200 secondary school students from secondary across Nigeria and the Wong and Law Emotional Intelligence Scale (WLEIS) was utilized to measure emotional intelligence levels. The instrument has been widely validated in previous research and typically demonstrates high reliability that showed a Cronbach's alpha reliability coefficient of 0.89, indicating excellent internal consistency for measuring emotional intelligence among the sample, along with academic records to assess achievement. Pearson correlation coefficient and regression analysis were employed to analyze the data. The Coefficient of the analysis revealed a significant positive correlation between emotional intelligence and academic achievement ($r = 0.62$, $p < 0.01$), indicating that higher emotional intelligence is associated with better academic performance. The regression analysis showed that emotional intelligence significantly predicted academic achievement ($\beta = 0.45$, $p < 0.01$), explaining about 38% of the variance in academic achievement ($R^2 = 0.38$). The study concluded that emotional intelligence is a significant predictor of academic achievement among secondary school students, suggesting that enhancing emotional intelligence can lead to improved educational outcomes.

The above study and the present one is studying relationship of emotional intelligence and academic achievement among secondary students, but present study's population is on Awka North and South LGAs. Both studies are using WLEIS instrument for data collection along with academic records to assess achievement.

Nwadinigwe and Azuka-Obieke (2020) carried out a studied on the impact of emotional intelligence on the academic achievement of senior secondary school students in Lagos State, Nigeria. The study posed several research questions and hypotheses related to emotional intelligence's influence on academic performance using quantitative survey research. A stratified random sampling technique was used to select 156 students from various schools. Instrument Used for Data Collection was a self-designed Emotional Intelligence Questionnaire (EIQ) was used alongside an Academic Achievement Test (AAT), the instrument was validated by two experts and a reliability index of 0.82 was obtained. While Analysis of Variance (ANOVA) was employed to test the hypotheses at a 0.05 significance level. Which indicated a significant difference in academic achievement based on levels of emotional intelligence ($F(2, 153) = 9.45$, $p < 0.001$). Post hoc comparisons showed that students with high emotional intelligence scored significantly higher on academic achievement tests compared to those with low emotional intelligence ($p < 0.01$). The results indicated a significant influence of emotional intelligence on academic achievement, highlighting the importance of emotional skills in educational success.

The above study and the present one is studying relationship of emotional intelligence and academic achievement among secondary students but their locations are different.

Akanem and Metu (2024) investigated the relationship between emotional intelligence, academic self-concept, and mathematics achievement in SSI students in Aguata Education zone of Anambra state, a correlational research design was employed. The study population consisted of 2084 SSI students. Through a multi-stage sampling technique, a sample of 330 students was selected for participation in the study. The data was collected using the Emotional Intelligence Questionnaire (EIQ), Academic Self-Concept Questionnaire (ASCQ), and Mathematics Achievement Test (MAT). These instruments were validated and trial tested to ensure their trustworthiness. Research questions 1 and 2 were addressed through linear regression analysis, while research question 3 was tackled using multiple regression. The hypotheses were all evaluated using ANOVA. The result showed that the proportion of students' academic achievement that can be attributed to emotional intelligence was low (4.1%), while that of academic self-concept was found to be moderate (11.8%). These variables jointly accounted for 7% of the achievements of the students in mathematics. Emotional intelligence and the academic self-concept were found to be significant to the students' mathematics achievement. Based on these

findings, curriculum planners should prioritize a holistic approach to education that emphasizes the integration of social and emotional development alongside academic skills.

The above study and the present study are on emotional intelligence on achievement in Mathematics. Although both studies are in Anambra State but different local Government area. They also differ in instrument for data collection. Despite the considerable research attention focused on these constructs- emotional intelligence, it appears that in Nigeria, the comprehensive nature of these constructs- emotional intelligence, as well as its relationship with academic achievement has not been met. These can be observed by the academic achievement of students in their internal examination (termly exam) especially their Mathematics and English language, which have not improved. This can be seen more clearly in their scores in external examination like WAEC. According to Adekunle (2024) the significant number of students who failed English language and Mathematics in the 2024 West African Senior School Certificate Examination (WASSCE) results; 503,275 Students Failed English and Mathematics. It reflects on public concerns regarding educational standards and the implications of such failures on students' future academic prospects. The conversation includes opinions on potential causes, including teaching methods and student engagement with formal education. These challenges can impact students' emotional well-being and academic achievement.

This study is particularly relevant given the increasing recognition of the importance of emotional intelligence as psychological factor in education. Despite the number of studies on the relationship among either emotional intelligence and students' academic achievement in Nigeria none to the best of the knowledge of the researchers has been done in Awka North and South L.G.As. of Anambra State. Hence, there is need for this study on the relationship between emotional intelligence and academic achievement of secondary school students in Awka North and South LGAs of Anambra State.

Purpose of the Study

The main purpose of this study is to examine the relationship between emotional intelligence and academic achievement of secondary school students in Awka North and South LGAs of Anambra State. The study specifically aims to determine:

1. The emotional intelligence scores of secondary school students in Awka North and South L.G.As.
2. The academic achievement scores of secondary school students in English Language in Awka North and South L.G.As.
3. The academic achievement scores of secondary school students in Mathematics in Awka North and South L.G.As.
4. The relationship between secondary school students' emotional intelligence and their academic achievement in English Language in Awka North and South L.G.As.

5. The relationship between secondary school students' emotional intelligence and their academic achievement in Mathematics in Awka North and South L.G.As.

Research Questions

The following research questions guided this study:

1. What are the emotional intelligence scores of secondary school students in Awka North and South L.G.As.?
2. What are the academic achievement scores of secondary school students in English language in Awka North and South L.G.As.?
3. What are the academic achievement scores of secondary school students in Mathematics in Awka North and South L.G.As.?
4. What is the relationship between secondary school students' emotional intelligence and their academic achievement in English Language?
5. What is the relationship between secondary school students' emotional intelligence and their academic achievement in Mathematics?

Hypothesis

The following null hypotheses were tested at 0.05 level of significance.

1. There is no significant relationship between secondary school students' emotional intelligence and academic achievement in English Language in Awka North and South L.G.As.
2. There is no significant relationship between secondary school students' emotional intelligence and their academic achievement in Mathematics in Awka North and South L.G.As.

Method

Research Design

The research design is a correlational survey research design. A correlational survey design is ideal for examining how variables interact without manipulating them. Nworgu (2015) defined correlational research as a type of research design that seeks to establish the relationship that exists between independent and dependent variables. Nworgu emphasizes that this design does not involve manipulation of the variables but rather observes and measures them to determine how they relate to one another. Correlational design is adopted for the study to establish the relationship between the independent and the dependent variables, which is on relationship between emotional intelligence and academic achievement in English Language and Mathematics of secondary school students in Awka North and South LGAs of Anambra State. The design is suitable because it enables the researcher to determine the influence of the independent variable on the dependent variables (academic achievement).

Population of the Study

The population of the study comprised of 2,998 senior secondary school students in public secondary schools. There are eight public schools in Awka North L.G.A of Anambra State with the population of 435 for SSS II and there are 20 public schools in Awka South L.G.A of Anambra State with the population of 2,563 for SSS II (Source:

Anambra State Post Primary School Service Commission, 2025). The choice of SSS II students was made on the account of the fact that they were considered to be more matured than their junior secondary school counterpart. The SSS I students were excluded because they are new in the senior class, while SSS III were excluded on account of their engagement in preparation for external examination at the time of the study.

Sample and Sampling Technique

The sample of this study consists of 1499 SS II students from the two LGAs. A two-stage sampling procedure was employed in the selection of the sample of the study. In the first stage, proportionate stratified technique was used to select eight school out of the two LGAs. From this randomly selected schools, 1499 students were selected. Then simple random technique was used to select an intact class from each of the schools. But in a situation where there is only one SS II class in a selected school, that class was selected and used for the study.

Instrument for Data Collection

Two instruments were adopted and use for data collection.

Wong and Law Emotional Intelligence Scale (WLEIS) and the students' academic achievement scores in English Language and Mathematics from the state standard general examination for senior secondary two students were collected from their schools and used for the study.

Wong and Law Emotional Intelligence Scale (WLEIS):

The instrument was developed by Wong and Law (2002) and is adopted for this study. It is a 16-item self-report scale that measures four dimensions of emotional intelligence: Self-Emotion Appraisal, Other's Emotion Appraisal, Use of Emotion, and Regulation of Emotion, which is suitable for assessing emotional intelligence in various populations, including students. Respondents rate their agreement with each statement on a 7-point Likert scale, ranging from 1 (strongly disagree) to 7 (strongly agree).

Validation of the Instrument

The WLEIS has demonstrated robust construct validity, supported by various studies confirming its four-factor structure. It shows convergent validity with other established emotional intelligence measures, indicating that it effectively captures the construct of emotional intelligence as theorized by Mayer and Salovey. Additionally, predictive validity has been observed, linking EI scores with outcomes such as life satisfaction and psychological well-being.

Reliability of the Instrument

A recent study conducted by Mbam, Oginyi, & Onyishi, 2015 in Nigeria reported strong reliability for the Wong and Law Emotional Intelligence Scale (WLEIS), with a test-retest reliability of 0.85 and a Cronbach's alpha of 0.89, indicating that the scale is a reliable measure of emotional intelligence in the Nigerian context

Method of Data Collection

The researchers adopted face to face method of instrument administration which was done using the Form teachers of the classes in the eight schools who were used as research assistants. The researchers gave copies of the questionnaire to the research assistants to distribute to the students and allow them to fill it within the stipulated time and attach their scores in English language and mathematics.

The questionnaire was numbered and tagged in line with the arrangement of the students in the result sheet to ensure that each student's score on the questionnaire was correlated with his or her scores in English language and Mathematics.

Method of Data Analysis

The data collected from the field were analyzed using Aggregate scores, Pearson r and regression analysis. Statistical package for social sciences (SPSS 21) was employed for data analysis. Aggregate scores of the students were used to answer research questions 1 to 3, while regression analysis was used to answer last research questions 4 and 5 and test the hypotheses.

Decision rule: The norm 72 and above is high emotional intelligent while 16-71 is low emotional intelligent. The hypotheses were tested at 0.05 level of significance. Where pvalue is less than 0.05 the null hypothesis not be accepted but when it is greater than 0.05, the null hypothesis is accepted.

Results and Discussion

Research Question 1: What are the emotional intelligence scores of secondary school students in Awka North and South LGAs of Anambra State?

Table 1: Emotional intelligence scores of secondary school students in Awka North and South LGAs of Anambra State

Range of scores	N	%	Remarks
16 – 71	411	27.6	Poor Emotional intelligence
72 – 112	1078	72.4	Good emotional intelligence

Table 1 reveals that 1078(72.4%) of the SS 11 students with the scores ranging from 72 and 112 have good emotional intelligence in Awka North and South LGAs of Anambra State, while 411(27.6%) others who scored between 16 and 71 have poor emotional intelligence.

Research Question 2: What are the academic achievement scores of secondary school students in English language in Awka North and South LGAs of Anambra State?

Table 2: Academic achievement scores of secondary school students in English language

Range of English language scores	N	%	Remarks
70 – 100	224	15.0	Excellent achievement
60 – 69	381	25.6	Very good achievement
50 – 59	332	22.3	Good achievement
0 – 49	552	37.1	Poor achievement

Table 2 reveals that 224(15.0%) of the secondary school students with the scores ranging from 70 and 100 have excellent academic achievement in English language, 381(25.6%) of the students who scored between 60 and 69 have very good achievement in English language; while 332(22.3%) of the students scored between 50 and 59 have good achievement in English language and 552(37.1%) of the students who scored between 0 and 49 have poor achievement in English language in Awka North and South LGAs of Anambra State.

Research Question 3: What are the academic achievement scores of secondary school students in mathematics in Awka North and South LGAs of Anambra State?

Table 3: Academic achievement scores of secondary school students in mathematics

Range of Mathematics scores	N	%	Remarks
70 – 100	139	9.3	Excellent achievement
60 – 69	399	26.8	Very good achievement
50 – 59	399	26.8	Good achievement
0 – 49	552	37.1	Poor achievement

Table 3 shows that 139(9.3%) of the secondary school students with the scores ranging from 70 and 100 have excellent academic achievement in mathematics, 399(26.8%) of the students who scored between 60 and 69 have very good achievement in mathematics; while 339(26.8%) of the students scored between 50 and 59 have good achievement in mathematics and 552(37.1%) of the students who scored between 0 and 49 have poor achievement in mathematics in Awka North and South LGAs of Anambra State.

Research Question 4: What is the relationship existing between secondary school students' emotional intelligence and their academic achievements in English language in Awka North and South LGAs of Anambra State?

Null Hypothesis I: There is no significant relationship existing between secondary school students' emotional intelligence and their academic achievements in English language in Awka North and South LGAs of Anambra State.

Table 4: Pearson r on the secondary school students' emotional intelligence and their academic achievements in English language in Awka North and South LGAs of Anambra State

Source of Variation	N	Emotion. Intell.r	English r.	Cal t	0.05	Remark
Emotional intelligence	1489	1.00	0.239	9.47	0.000	Low positive r
English Lang	1489	0.239	1.00			

Table 4 indicates that there is low positive relationship of 0.239 existing between the students' emotional intelligence and their academic achievements in English language. Also, in table 4 it was observed that there is Also it was observed that at 1487df and 0.05 level of significant, the calculated t9.47 with p-value 0.000 which is less than 0.05, the first null hypothesis is not accepted. Therefore, there is significant relationship between secondary school students' emotional intelligence and their academic achievements in English language in Awka North and South LGAs of Anambra State.

The result of the findings indicated that there is a low but positive relationship between emotional intelligence and secondary school students' academic achievement in English language. This means that as students' emotional intelligence increases, their academic achievement in English tends to increase as well, but the relationship is not very strong. This finding supports the work by Nieto-Carracedo, Gómez-Iñiguez, Tamayo, & Igartua (2024), which concluded that emotional intelligence is associated with improved academic achievement, mediated by factors such as emotional well-being, motivation, and learning strategies. Okafor and Obi (2021) also reported that online English language learners found a significant positive relationship between emotional intelligence and their academic achievement in English.

Research Question 5: What is the relationship existing between secondary school students' emotional intelligence and their academic achievements in Mathematics in Awka North and South LGAs of Anambra State?

Null Hypothesis 2: There is no significant relationship existing between secondary school students' emotional intelligence and their academic achievements in Mathematics in Awka North and South LGAs of Anambra State.

Table 5: Pearson r on the secondary school students' emotional intelligence and their academic achievements in Mathematics in Awka North and South LGAs of Anambra State

Source of Variation	N	Emotion. Intell.r	Mathematics r.	Cal t	0.05	Remark
Emotional intelligence	1489	1.00	0.259	9.90	0.000	Low positive r
Mathematics	1489	0.259	1.00			

In table 5 it was observed that there is low positive relationship of 0.259 existing between secondary school students' emotional intelligence and their academic achievements in Mathematics in Awka North and South LGAs of Anambra State. Furthermore, it was observed that at 1487df and 0.05 level of significant, the calculated t9.90 with pvalue 0.000 which is less than 0.05, the third null hypothesis is not accepted. Therefore, there is significant relationship between secondary school students' emotional intelligence and their academic achievements in Mathematics in Awka North and South LGAs of Anambra State.

The findings of the study indicates that there is low positive relationship existing between secondary school students' emotional intelligence and their academic achievements in Mathematics in Awka North and South LGAs of Anambra State. It indicates a weak but positive linear relationship, meaning as students' emotional intelligence increases, their mathematics achievement tends to improve slightly. Practically, incorporating emotional intelligence development into secondary education may support mathematical learning, though it should be combined with other academic and motivational strategies for optimal results. This finding is in line with the result find by Ezebube and Emeka, (2023), Nwadinigwe and Azuka-Obieke, (2012) and Zysberg and Raz (2019) which similarly report weak to moderate positive associations between emotional intelligence and mathematics academic achievement.

Conclusion

This study concluded that emotional intelligence showed low but significant positive correlation with academic achievements of secondary school students in English Language and Mathematics

Implications of Findings

The study examined the relationship among emotional intelligence and academic achievements of secondary school students in English Language and Mathematics. The significant positive relationship between emotional intelligence and academic achievement suggests that schools should include emotional intelligence in classroom setting and include them in curriculum development. These will improve students' motivation, resilience, and academic engagement, leading to better achievement in Mathematics and English.

Emotional intelligence influences academic achievements of students, which will be used to equip students for better self-regulation, stress management, and interpersonal skill. It is also crucial for managing academic

challenges and good psychological well-being of students, which support can contribute to sustained academic achievement and mental health.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Schools should incorporate structured programs and activities that help to develop students' emotional intelligence within the curriculum. These could include workshops, classroom discussions, role-playing, and mentoring opportunities.
2. Teachers and counselors should receive regular training on strategies for fostering students' emotional and social skills, and on how to create a supportive classroom climate that boosts both academic and psychological outcomes.
3. Academic support programs should combine cognitive strategies with emotional regulation and self-motivation techniques to enhance overall students' achievement, particularly in Mathematics and English language.
4. Parents and guardians should be sensitized on the importance of emotional intelligence and be encouraged to support their children's psychological development at home.

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