EMOTIONAL INTELLIGENCE, SELF-CONCEPT AND ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN WARRI METROPOLIS, DELTA STATE, NIGERIA; IMPLICATION FOR COUNSELLING

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Abstract

Critically, this paper examined the relationship between emotional intelligence, self-concept and academic performance of secondary school students in Warri metropolis, Delta state Nigeria. A Sample of 702 students was drawn from the population of 6,665 senior secondary school students in Warri metropolis. To obtain data for the study, three instruments were used; viz: the adapted version of Kolo (2006) emotional intelligence questionnaire (E1Q), Akinboye's Adolescent personal data inventory substance which measured self-concept and JSCE results in English and Mathematics which measured academic performance of students. Three hypotheses were tested and the obtained results showed that there was a significant relationship between emotional intelligence and academic performance; significant sex differences in the emotional intelligence of the students. No significant sex differences was found in the self concept of the students. As a result of these findings, it was recommended that the teaching of emotional intelligence in secondary schools should be introduced. Guidance counsellors, parents and teachers should support and encourage students to develop and improve their self-concept and academic performances through the enactment of tasks that are challenging in the schools.

Emotional intelligence is the ability to organize emotion driven perception, intuition and thought processes plus` the ability to express such emotion-laden behaviour, inter-personality as well as build trust, honest, fairness, human dignity and integrity in one's life. Emotional intelligence as the capacity for recognizing our own feeling and those of others for motivating ourselves, for managing emotion well in ourselves and in our relationship. Infact, emotional intelligence is the act of handling emotionally charged situation; the ability to stay focused under or within conflict, diffuse anger, handle criticism and manage challenges that can disrupt one's living.

In addition, individual perception of self-concept is an individual perception of self, formed through experience with environment, interaction with significant others and attribution of his/her own behaviour. Self concept is the system of perception which the individual formulates of himself in awareness of its distinctive existence. A person's concept of himself, provides the root for which others can predict and understand his behaviour socially (Muhammad, 2007).

Noteworthy is the concept 'academic performance'. It means how well students can perform in classroom tasks after teaching. Actually, it is the abilities of the learners in a given school curriculum. This is the test of the students' abilities in putting down in writing while reacting to series of questions after studies. Grades are used in measuring the abilities of such learners.

Academic performance is the display of knowledge attained in school subjects shown in examinations scores (Adediwura & Tayo, 2007). In the same vein, Calvin and Chumba (2011) expressly defined academic performance as "some methods of expressing students" scholastic standing in grades in all courses learnt within a period of time. Such scores are finally referred to as fail, pass, good, credit or excellent.

To get an admission in Nigeria, students are assessed by their academic performances from their grades, exemplified in the activities of the learners and teachers. For the learners to succeed, factors like the teachers' methodologies, personalities and encouragement are very important.

Students' academic performance in schools directly depends on the learners' seriousness in study. The psychological disposition of the learners affects what they want to learn including their overall attitude. Infact, emotional intelligence and self concept are the major psychological make-up that are crucial in the learners.

Moot, (2008), emphasized that selective attention, recall, event interpretation, decision making motivation and problem-solving abilities influence the learners' emotional state. Again, social and emotional skills induce brighter performances in schools (Akinboye, 2003). Noteworthy, is the fact that fewer behaviour problems, greater attention and high scores in achievement tests are due to emotional intelligence of learners.

The result of the study carried out by Sabeghi and Jenaabaji (2011) in Iran revealed that self-esteem of female students have effect on their academic performance when their emotional intelligence and self-esteem were measured.

In Cross River State of Nigeria, a similar study was conducted by Akubuiro and Joshua (2014) with results showing that students' academic achievement in science was significantly predicted by the students' attitude, academic self-concept and science self-concept. Infact, science self-concept and attitude contributed mostly.

In Kaduna State of Nigeria, another study was carried out by Matazu (2012) on the relationship between self-concept and gender as predictor variables in science secondary school students' academic performance. From the study, there was significant relationship between self-concept and academic performances among science students. Putting all these variable results into consideration, this research is mapped out to find out the relationship among emotional intelligence, self-concept and academic performance of the secondary school students in Warri Metropolis of Delta State of Nigeria.

Purpose of the Study

The major purpose of this research is to find out the relationship among emotional intelligence, self-concept and academic performance of senior secondary school students in Warri Metropolis and which of these two variables is a better predictor of academic performance in the schools.

Research Hypotheses

To guide this study, the underlisted hypotheses were generated.

There is no significant difference between emotional intelligence and academic performance of senior secondary school students in Warri Metropolis of Delta State.

There is no significant difference between self-concept and academic performance of senior secondary school students in Warri Metropolis of Delta State.

Emotional intelligence and self-concept do not significantly predict academic performance among secondary school students in Warri Metropolis of Delta State.

Method

This research is a correlation study, that sought to determine or measure the degree of correlation between two or more variables so as to make a relationship prediction.

For this study, the population is made up of all the senior secondary schools students in Warri Metropolis of Delta State with 33 schools totaling 42,722 students. However, the target population is all SS1 students totaling 14, 261 which is the sample size that was selected from six schools. In choosing the schools, a deliberate sampling was done using only boys, only girls and mixed schools. Only 702 students were selected for the study using Kreycie and Morgan (1970) table of determining sample size in a given population.

For this study, three scales or instruments were used. They include; Emotional Intelligence Questionnaire (EIQ) which was adapted from Kolo (2006). Adolescent

Personal Data Inventory (APDI) sub-scale A which was adapted from Akinboye and the student's JSSLC result in English and Mathematics of the schools were used in this research work. Next, Kolo's EIQ validity was obtained by its original owner. It was adapted and has a reliability was obtained through test retest. A reliability co-efficient of .77 was obtained, which was good enough for the study. Akinboye's APDI validity was earlier ensured through the appropriate process used by Akinboye. Using the internal consistency Method, the reliability Co-efficient of .85 was realized. Finally the JSSCE is a standardized test used in measuring students academic performance. The 4 point Likert scale was used in scoring the EIQ while the 5 points Likert scale was used for the APDI.

Results
In line with the formulated research hypotheses, the results of this study were presented.

Hypothesis 1:
HO$_1$: there is no significant difference between emotional intelligence and academic performance of secondary school students in Warri Metropolis of Delta State, Nigeria.

Table 1: T-test Table Showing Significant Differences Between Emotional Intelligence and Academic Performance of Secondary School Students in Warri Metropolis of Delta State, Nigeria

Variables	N	Mean	SD	T-value	T-Crit	Remark
Emotional intelligence	702	63.75	18.916	35.46	1.96	significant
Academic performance	702	33.041	13.39			

Source: Research field work, 2016

It is clear from table 1 above that the calculated 't' value of 35.46 is higher than the critical t-value of 1.96. As a result, the hypothesis was rejected. Therefore, the result shows that emotional intelligence has significant and positive relationship with the academic performance of secondary school students in Warri Metropolis of Delta State, Nigeria.

HO$_2$: There is no significant difference between self-concept and academic performance of secondary school students in Warri Metropolis of Delta State, Nigeria.

Table 2: T-test Showing Significant Differences Between Self-Concept and Academic Performance Of Secondary School Students in Warri Metropolis of Delta State, Nigeria

Variable	N	Mean	SD	T-value	T-Crit	Remark
Self-concept	702	72.75	17.07	49.02	1.96	Significant
Academic performance	702	33.04	13.39			

Source: researcher field work, 2016.

Table 2 above shows that the significant difference between self-concept and academic performance results in the calculated t-value of 49.02 is greater than t-critical of 1.96, hence the hypothesis was accepted. The result shows that self-concept has relationship with academic performances of the secondary school students in Warri Metropolis of Delta State, Nigeria.

HO$_3$: There is no significant evidence to prove that emotional intelligence and self-concept are predictors of academic performance of secondary school students in Warri Metropolis of Delta State, Nigeria.

Table 3: Multiple Regression Analysis Showing Emotional Intelligence and Self-Concept as Predictors of Academic Performance of Secondary School Students in Warri Metropolis of Delta State, Nigeria

Variable value	R^1	R^2	adjusted	SE	F	B	t	P-
Emotional Intelligence	.200	.040	.037	32.421	14.473	.213	3.411	.002
Academic performance	.201	.040	.035	32.462	7.311	.028	.431	.670

Dependable variable: Academic performance.

The result of the table 3 above, from the squared part correlations, showed that emotional intelligence accounted for 4% of the variance in academic performance R^1 adjusted = .037, F (1.349) = 14.473, P< 0.50, while self-concept also accounted for 4% of the variance R^2 adjusted = 0.035; F (2.348) = 7.311, P>.05. Therefore, the significant results showed that the linear combination of the predictor variables was able to account for a significant amount or variance in the dependent variable in the study. Even though self-concept is an emotional intelligence, B=.213, t=3.411, P<.05 emerged as the significant predictor when all the variables were in the model. Evidently, this showed that emotional intelligence is a better predictor of students' academic performance in Warri Metropolis of Delta State, Nigeria.

Discussion

From the first hypothesis, the result showed that there was a significant difference between emotional intelligence and academic performance of senior secondary school students in Warri Metropolisof Delta State, Nigeria. The study of Linville (2008) and Jaeger (2003) had credence with this finding in which the two variables above were related firmly. Again, the researches of James, John and Laura (2006) and Nita (2008) had significant relationship while testing the two variables above too. But, Kolo (2006) conducting a similar research in Niger State of Nigeria, using the two variable found no significant relationship between them.

The findings of Hypothesis two found that there is no significant difference between self-concept and academic performance of senior secondary school students in Warri Metropolis of Delta State, Nigeria. This finding supports Vialle, Heaven and Ciarrochi study in 1997. When Salawi (1991) conducted a similar research, the finding showed that there was also no significant relationship between this two variables under study.

But on the other hand, the research of Coaster (1997) found that there was a significant relationship between these variables. In the same vain, the research results of Akubuiro and Joshua (2004), Matazu (2012), Mohammad and Asma'u (2014) lend credence to the fact that the two variables had a significant relationship.

Finally, hypothesis three result revealed that there is no significant relationship between emotional intelligence and self-concept as predictors of academic performance. From the multiple regression analysis of the three variables, emotional intelligence had a Beta value of 213 and F-value of 14.473, while self-concept had a Beta value of 0.028 and F-value of 7.311. From this findings, it showed that emotional intelligence is a better predictor of students academic performance than self-concept in this study. Adeyomo (2007) study supported this finding in hypothesis three of this study.

Conclusion

It is now crystal clear from this study that it is paramount that there should be adequate training on the development of emotional skills among students in the secondary schools. Next, positive self-concept should be nurtured and enhanced among these students for their maximal achievements in school test. Teachers and other stakeholders in education should dwell on emotional t raining of the students having known that this will lead to good academic performance in the schools. Besides, these stakeholders in education should not lose sight on the building of character, values and relevant life skills which our students need in life.

Recommendations

From the findings of this research, the followings are honesty recommended;

- From this study and others, it was discovered that emotional intelligence is a better predictor of academic performance for students. Thus, learners from the Primary, Secondary and Tertiary Institutions should be admonished to understand their personal emotions and that of others.
- Guidance Counsellor, Teachers and Parents should see to it that these cream of learners are supported to develop and enhance their self-concept for a better academic performance in schools.
- For a better emotional intelligence building among our students, the teaching of these concept or variables should be emphasized in the schools.

- Challenging tasks should be given to students in the schools so that they can develop positive self-concepts. Infact the teachers should regularly appraise the students subjects in the schools.

Implication for Counselling

❖ Since this study has established that there is a significant relationship among emotional intelligence, self-concept and academic performance of senior secondary school students in Warri Metropolis of Delta, Nigeria, the school counsellors should apply the use of individual and group counselling techniques to make clients improve upon their academic performance. The use of eclectic counselling theory was valuable here. The proponent (Fredric Thorne, 1845-1880) had the assumptions that;

1. Man's behaviour problem lies in his illogical thinking or reasoning.
2. Man can free himself from emotional disturbance by using his intellectual resources or abilities.

From the above lining, the students can be assisted to be logical in thoughts and approaches to academic issues by employing their intellectual capabilities, so as to free themselves of emotional stress which can mar their academic performance. In additions, the counsellors can assist the students to develop self-awareness, self-confidence and self-understanding so as to optimize their academic performances.

❖ The counsellor(s) can become intermediaries between the learners and the various school subjects, taking note of their gender differences in academic performances with a view to improving their results.

❖ Lastly, the implication for academic reconstruction has been stressed in this study. Thus, the curriculum planners need to add the various stages of academic reconstruction in the curriculum of the school. The breakdown of such stages includes needs, identification, initiating the changed ideas, dissemination, diffusion, adoption/rejection,institutionalization and evaluation of these changes in the school curriculum

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