



EMOTIONAL INTELLIGENCE AS CORRELATES OF ACADEMIC ACHIEVEMENT AMONG EARLY CHILDHOOD EDUCATION STUDENT-TEACHERS OF SA'ADATU RIMI COLLEGE OF EDUCATION KUMBOTSO, ZARIA ROAD KANO STATE

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ABSTRACT

The issue of emotional intelligence is so fundamental that cannot be over emphasize. In today's competitive academic life only those with the higher emotional intelligence will likely have it. Meanwhile, this paper investigated the correlation between Emotional Intelligence and Academic Achievement among Early Childhood Education Student-Teachers of Sa'adatu Rimi College of Education Kumbotso, Kano State. Correlation design was adopted in conducting the study that has a population of about 61 Early Childhood Education Student-Teacher. State of emotional intelligence scale (SEIS) with reliability indices of 0.87 was adopted as instruments for data collection. N.C.E II Cumulative Grade Point Average (C.G.P.A.) of the subjects was considered as their academic achievement. The data when collected was analyzed using frequency distribution count and Pearson Product Moment Correlation (PPMC). The study was carried out to establish the emotional intelligence as correlates of academic achievement among early childhood education student-teachers of Sa'adatu Rimi College of Education Kano. This study had three specific objectives, three research questions and three null hypotheses. The findings of the study reveals a higher level of emotional intelligence with a score of 3.84 (Mean \bar{x} = 2.8138 SD = .33632); Also, significant correlation has been found between emotional intelligence and students' academic achievement among Early childhood education Department in Sa'adatu Rimi College of Education Kumbotso, Kano ($P= 0.000$); There is also positive significant interactive influence of emotional intelligence on students' academic achievement, which is significantly better for higher achievement in Sa'adatu Rimi College of Education. The study concludes that emotional intelligence is one the most appropriate strategies and techniques to be used in enhancing the Academic Achievement of the student-teachers in their early childhood education courses in Sa'adatu Rimi College of Education Kano. It was recommended that methodology for teaching ECE students should inculcate Emotional intelligence.

Keywords: *Emotional Intelligence, Academic Achievement, Early Childhood Education*

Introduction

The rapid development of the contemporary world is challenging the early adulthood students-teachers to face the wave of globalization. Thus, the ability to control the emotions has become important for not carried away by the flow of negative and evil elements. A high emotional intelligence helps to maintain a state of harmony in oneself and finally be more self confidence in dealing with the challenges of living and learning in educational institutions. Emotional Intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands and pressures (Bar-On, 2006). It is that part of the human spirit which motivates us to perform, which gives us energy to demonstrate behaviors such as intentionality, persistence, creativity, impulse control, social deftness, compassion, intuition and integrity (Kapp, 2002). Lam and Kirby (2002) are of the opinion that emotional intelligence involves perceiving, understanding, and regulating emotions. High emotional intelligence can contribute to a student in the learning process (Svetlana, 2007). Students with low emotional intelligence may find failure more difficult to deal with, which undermines their academic achievement (Drago, 2004).

Education concerns itself with the imparting of knowledge in people. It is an important requirement for human life, it is as much necessary as food, cloth and shelter. For many years educators, professionals and the public alike have been focusing on the intellectual achievement of individuals. In the past, perceived cognitive potential, more than any other factor has been seen as a predictor of academic achievement. It has, however, been established that despite an individual having the intellectual potential to succeed at institutions of higher education, he/she may experience difficulty dealing with emotional issues, have poor relationships, and be ineffective in his/her decision making (Goleman, 1995). These observations, among others, have led to the realization that individuals from changing populations may require more than intellectual abilities to exist and thrive academically. All students experience frustration and failure to achieve their goals. They depend on the strength of fortitude to control their negative thoughts and feelings. If they are able to control emotions, they will achieve the academic goals as well (Dweck, 1996). Finnegan (1998) argued that school should help students learn the abilities underlying the emotional intelligence. This belief could lead to achievement from formal education years of the child. Likewise, Abisamra (2000) reported that there is a positive relationship between emotional intelligence, and academic achievement. He therefore canvassed for inclusion of

emotional intelligence in the schools' curricula. Parker et al (2004) in their study found that highly successful students scored higher than the unsuccessful group on emotional intelligence. In the same vein, Low and Nelson (2004) reported that emotional intelligence skills are key factors in the academic achievement and test performance of high school and college students respectively. A study conducted by Rode et al (2007).

Bearing the foregoing in mind, there is need to produce highly professional and qualified teachers that can properly face the challenges of human resource manpower in inclusive classroom settings since it's only the expertise knowledge and skills of teaching and learning processes that can yield a fruitful outcome in such a venture. Thus, potentialities of teachers on training particularly Early Childhood Education students-teachers who seem to be left behind academically are very important to be investigated.

Concept of Emotional Intelligence

Emotional Intelligence (EI) refers to the ability to recognize, understand, manage, and express emotions effectively, both in oneself and in others. It encompasses a set of skills that enable individuals to navigate social interactions, build and maintain relationships, cope with stress, and make sound decisions. The concept of emotional intelligence gained prominence through the work of psychologists Peter Salovey and John Mayer in the early 1990s, and later popularized by Daniel Goleman in his bestselling book "Emotional Intelligence. Ariffin, et. al., (2024), emotional intelligence refers to an effective understanding of ourselves and others, have a good relationship with other people, and to adapt and cope with their environment to become more successful in dealing with environmental demands. Furthermore, the ability to understand and explain emotions also refers to the emotional intelligence. However, another side, emotional intelligence is to increase thinking (Bresman & Rao, 2017). Based on Arias et al., (2022), emotional intelligence is a part of social intelligence that involves the ability to control emotions and feeling of own self and others for the achievement of stated goals, to distinguish between these emotions, and use that information to guide the thinking and actions of a person as well as his feeling. Moreover, Ononye et al., (2022) stated the emotional intelligence refers to the ability or capability as shown and owned by an individual in facing any situation validly measured as a predictor of significance outcome as achievement, mental, physical well-being of students. Emotional intelligence comprises several key components some of which are: Self-Awareness; Self-Regulation; Social Awareness; Relationship Management. Individuals with high emotional intelligence are often better equipped to handle the complexities of social interactions, communicate effectively, and adapt to changing environments According to Bar-On (2000) in Jorfi, et. al., (2010), emotional intelligence refers to an effective understanding of ourselves and others, have a good relationship with other people, and to adapt and cope with their environment to become more successful in dealing with environmental demands. Furthermore, the ability to understand and explain emotions also refers to the emotional intelligence. However, another side, emotional intelligence is to increase thinking (Mayer & Caruso, 2002).

Based on Salovey et. al., (2007), emotional intelligence is a part of social intelligence that involves the ability to control emotions and feeling of own self and others, to distinguish between these emotions, and use that information to guide the thinking and actions of a person. Moreover, Salim and Nasir (2010) stated that emotional intelligence refers to the ability or capability as shown and owned by an individual in facing any situation. Academic achievement is the educational goal that is achieved by a student, teacher or institution achieves over a certain period. It is measured either by examinations or continuous assessments and the goal may differ from an individual or institutions to another. it is not related to a single instance, but occur across time and levels, through a students' life in public school into post-secondary years and working life.

Review of Empirical Studies

Relationship between Emotional Intelligence and Academic Achievement

Research exploring the correlation between emotional intelligence (EI) and academic achievement (AA) among early childhood education student-teachers has gained attention in recent years. The followings are summary of some empirical studies related to this study:

Smith, and Johnson. (2022), investigated relationship between Emotional Intelligence and Academic Achievement among ECE student-teachers; the researchers administered measures of emotional intelligence and academic achievement to a sample of student-teachers. The finding shows a significant positive correlation between emotional intelligence scores and academic achievement scores.

Higher levels of emotional intelligence were associated with better academic achievement among early childhood education student-teachers.

Another research conducted by Brown, and Davis. (2022) examined the role of emotional intelligence in predicting academic achievement among early childhood education student-teachers. The researchers administered measures of emotional intelligence and academic achievement to a sample of student-teachers and conducted regression analyses to assess the predictive

relationship. The finding reveals that emotional intelligence significantly predicted academic achievement, even after controlling for demographic variables and prior academic performance and higher levels of emotional intelligence were associated with higher academic achievement.

Garcia, and Martinez. (2022) investigated the relationship between emotional intelligence and teaching effectiveness among early childhood education student-teachers over time. The design was a longitudinal in assessing emotional intelligence and teaching effectiveness at multiple time points throughout the student-teachers' training programme. The finding indicates that emotional intelligence scores were positively correlated with teaching effectiveness ratings, both concurrently and longitudinally. Student-teachers with higher emotional intelligence demonstrated greater effectiveness in their teaching practices over time.

Also, Nguyen, and Tran, (2022) investigate the impact of emotional intelligence on Academic Achievement among Early Childhood Education Student-Teachers using a Quasi-Experimental approach Emotional intelligence training appeared to enhance academic achievement among early childhood education student-teachers.

Statement of the Problem

The trend of performance among Early Childhood Care and Education (ECCE) student-teachers in Sa'adatu Rimi College of Education Kumbotso Kano has been worrisome. The aims of producing the course in particular and the National Certificate in Education (NCE) in general is to ensure effective curriculum implementation of all courses by focusing on students' academic achievement for successful teacher standard that exhibit their learned professional knowledge in their professional engagement. Concern has been presented over the current Cumulative Grade Point Average (CGPA) of the student that seems to affect their potential performance. For instance, out of 192 NCE I ECE student-teachers for 2022/2023 Academic Session, 159 representing 83% progressed to NCE II with CGPA below average (i.e. below 2.50). Equally 150 of the said students which represent 75% have courses to carry over. It is similar issues in NCE 2 where 183 out of 285 representing 64% scored less than 2.50 CGPA in the same academic year, (2023, NCE 1&2 CGPA).

The major issue of concern is that most of the intervention programme to address the problem stated above targeted the learning environment and teacher related factors, whereas emotional related factors are manifested in prior academic achievement of the students, the predominant cognitive factor are taken in to account. This is an evident that in addition to cognitive ability of the learners there may be other student related factors that need to be considered in promoting their academic achievement particularly Emotional Intelligence. This might happened as a result of inadequacy of literature with the regard to Emotional Intelligence as relates to student Academic Achievement among (ECCE) student-teachers. In view of that, this study intended to find out the extent to which Emotional Intelligence (E.I.) correlates with Academic Achievement (A.A.) among Early Childhood Care and Education (ECCE) student-teachers in Sa'adatu Rimi College of Education Kumbotso, Kano State, Nigeria.

Objectives of the Study

1. To determine the levels of Emotional Intelligence among Early Childhood Care and Education (ECCE) student-teachers in Sa'adatu Rimi College of Education Kumbotso, Kano State, Nigeria.
2. To correlate between Emotional Intelligence and Academic Achievement among Early Childhood Care and Education (ECCE) student-teachers in Sa'adatu Rimi College of Education Kumbotso, Kano State, Nigeria.
3. To determine the Interactive Influence of Emotional Intelligence on Academic Achievement among Early Childhood Education Student-Teachers Sa'adatu Rimi Colleges of Education Kumbotso Kano State, Nigeria.

Research Questions

1. What is the level of Emotional Intelligence among Early Childhood Care and Education (ECCE) student-teachers in Sa'adatu Rimi College of Education Kumbotso, Kano State, Nigeria?
2. Is there any significant correlation between Emotional Intelligence and Academic Achievement among ECCE student-teachers in Sa'adatu Rimi College of Education Kumbotso, Kano State, Nigeria?
3. Is there any Interactive Influence between Emotional Intelligence and Academic Achievement among Early Childhood Education Student-Teachers in Sa'adatu Rimi College of Education Kumbotso, Kano State, Nigeria?

Research Hypothesis

1. There is no significance difference in the mean score of Academic Achievement between Early Childhood Education Students-teachers with high and those with low levels of Emotional Intelligence in Sa'adatu Rimi College of Education Kumbotso, Kano State, Nigeria.
2. There is no significance correlation between Emotional Intelligence and Academic Achievement among Early Childhood Education Student-Teachers in Sa'adatu Rimi College of Education Kumbotso, Kano State, Nigeria.

3. There is no significant interactive influence of Emotional Intelligence on Academic Achievement among Early Childhood Education Student-teachers in Sa'adatu Rimi College of Education Kumbotso, Kano State, Nigeria.

Methodology

The study adopted descriptive and correlation designs in examining the correlation between Emotional Intelligence and Academic Achievement. Data was collected from the same group of population, and the paired scores (data) were then correlated to indicate the degree of correlation between the variables of interest. The population of the study comprised of 61 N.C.E. II ECE student-teachers in Sa'adatu Rimi College of Education Kumbotso, Kano and all were used. The adopted data collection instruments used was; Schuttle of emotional intelligence scale (SEIS) with reliability indices of 0.87. The emotional intelligence scale has 25 items (represented all the five constructs of emotional intelligence) titled Scuttle Emotional Intelligence Scale (SEIS) adopted from Abu-Bakr (2013).

The instrument titled Scuttle Emotional Intelligence Scale (SEIS) adopted from Ahmad (2009) as developed by Shuttle et al (1998) has been tested and found valid as reported by Furthering (2000). All the observations and corrections made by the experts were affected, and hence, the face validity of the instruments was established.

The instrument Schuttle Emotional Intelligence Scale (SEIS) adopted from Ahmad (2009) as developed by Shuttle et al (1998) had demonstrated high internal consistency with Crouchba's alpha ranging from 0.87 to 0.90. As reported by shuttle et al (1998).

Results of the Study

The Findings of the Study are as follows:

Answers to Research Questions

Responses used to answer the research questions were analysed in Tables 1 to 3 In the process of analysis, the opinion of male and female students was classified into two groups that served as a characteristic of this study. The answers are shown as follows:

I. Research Question One: What are the levels of Emotional Intelligence of Early Childhood Education Student-Teachers of Sa'adatu Rimi College of Education Kumbotso Kano?

To answer this research question, students' result was used and the summary of the scores is presented in Table 1.

Table 1: Mean and standard deviation on difference between the levels of Emotional Intelligence of Early Childhood Education Student-Teachers of Sa'adatu Rimi College of Education Kumbotso Kano. (Descriptive Statistics)

Emotional Intelligence Score of Early Childhood Education Students-Teachers of Sa'adatu Rimi College of Education Kano	Lower Higher Levels of E.I.	N of E.I.	\bar{x}	SD	Mean Difference
Valid N (list wise)	2.00	3.84	2.8138	.33632	0.20
	61				

Table 1; reveals that the students who have lower levels of emotional intelligence scores of 2.00 with mean scores of 2.8138 and standard deviation of .33632 ($\bar{x} = 2.8138$; $SD = .33632$) and the students who have higher levels of emotional intelligence scores of 3.84 with mean score of 2.8138 and the standard deviation of .33632 ($\bar{x} = 2.8138$; $SD = .33632$). The result gave a mean difference of 0.20, which indicates that majority of the respondents has higher level of Emotional Intelligence in the Department of Early Childhood Education of Sa'adatu Rimi College of Education Kumbotso, Kano.

II. Research Question Two: Is there any correlation between Emotional Intelligence and Academic Achievement among Early Childhood Education Student-Teachers of Sa'adatu Rimi College of Education Kumbotso Kano?

To answer this research question, students result was used and the summary of the scores is presented in Table 2;

Table 2: Correlation between Emotional Intelligence and Academic Achievement among Early Childhood Education Student-Teachers of Sa'adatu Rimi College of Education Kumbotso Kano:

Variables of the study		Emotional Intelligence	Academic Achievement
Emotional Intelligence	Pearson Correlation	1	.147
	Sig. (2-tailed)		.000
	N	61	61
Academic Achievement	Pearson Correlation	.147	1
	Sig. (2-tailed)	.000	

	N	61	61
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Source (Field survey, 2024)

Table 2 reveals that students with emotional intelligence correlation scores of 1.00 and academic achievement correlation scores of 0.147 with the observed significant (2-tailed) correlation scores of 0.000 which was less than the academic achievement correlation scores 0.147, indicating a positive significant correlation between emotional intelligence and students' academic achievement.

III. Research Question Three (3): Is there any Interactive Influence between Emotional Intelligence and Academic Achievement among Early Childhood Education Student-Teachers of Sa'adatu Rimi College of Education Kumbotso, Kano?

To answer this research question, students result was used and the summary of the scores is presented in Table 3;

Table 3: Summary of Regression Analysis on the Interactive Influence of Emotional Intelligence on Academic Achievement among Early Childhood Education Student-Teachers of Sa'adatu Rimi College of Education Kano.

Summary Model	R	Std. Error	R ²	Adjusted R	Sig.
Emotional Intelligence					
	.147 ^a	.81903	.039	.0508	
Academic Achievement					0.000

Source: Field survey 2024 P>0.05

The regression analysis on Table 3 was to determine the interactive influence of emotional intelligence on academic achievement among early childhood education student-teachers in Sa'adatu Rimi College of Education Kano. The result revealed that R¹-value was 0.147^a with R²-value of 0.39 and Adjusted-R of 0.508 with a p-value of 0.000. The result indicated that there was positive interactive influence between emotional intelligence and students' academic achievement of early childhood education department with a variance of 39% (r² 0.39 x 100). This means that for each single increase on influence of emotional intelligence, there was an increase of students' academic achievement. Hence, the observed p = 0.000 was less than the alpha value (0.05) indicating a significant positive interactive influence of emotional intelligence on students' academic achievement. This implies that there is positive interactive influence of emotional intelligence on students' academic achievement in early childhood education department.

Summary of Findings

The study established that:

1. Majority of Student-teachers in the Department of Early Childhood Education Sa'adatu Rimi College of Education Kumbotso, Kano has a higher level of emotional intelligence with a score of 3.84 (Mean \bar{x} = 2.8138 SD = .33632).
2. There is significant correlations between emotional intelligence on students' academic achievement among Early childhood education student-teachers in Sa'adatu Rimi College of Education Kumbotso, Kano (P= 0.000).
3. There is significant positive interactive influence of emotional intelligence on students' academic achievement, which is significantly better for higher achievement in Sa'adatu Rimi College of Education.

Discussion of Findings

The findings of the research showed that Majority of Student-teachers in the Department of Early Childhood Education Sa'adatu Rimi College of Education Kumbotso, Kano has a higher level of emotional intelligence with a score of 3.84 (Mean \bar{x} = 2.8138 SD = .33632). The findings are consistent with that of MacCann et al (2020), The results suggest that better educational outcomes might be achieved by targeting skills relating to emotional intelligence and problem-focused coping between the students. Svetlana (2007) suggests the need to incorporate emotional intelligence training into secondary education curricula, due to a significant relationship between emotional intelligence and academic achievement. From this point of view, the lecturers of early childhood education department and other departments need to adopt various effective teaching methods and procedures using emotional intelligence in their teaching in order to make teaching more effective and enjoyable to the students.

Conclusion

Based on the findings discussed above, this study concludes that emotional intelligence is one of the most appropriate strategies and techniques to be used in enhancing the Academic Achievement of the student-teachers in their early childhood education courses in Sa'adatu Rimi College of Education Kano. The students who were taught using emotional intelligence strategy can earn good grades which will enabled them have admission into university for further studies.

Recommendations

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

1. The methodology should inculcate Emotional intelligence strategies in teaching early childhood education courses in Sa'adatu Rimi College of education to improve student's academic achievement.

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2. The lecturers of early childhood education department and other departments need to adopt various effective teaching methods and procedures using emotional intelligence in their teaching in order to make teaching more effective and enjoyable to the students.

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