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Exploring the Relationship between Emotional Intelligence and Academic Performance of Students' in Shehu Sule College of Nursing and Midwifery, Damaturu, Yobe State, Nigeria

Mohammed Bukar[1]; Maryam Bukar Usman[2]; Saleh Musa[3]; Mohammed Bukar[4] & Hindatu Baba Machina[5]

[1]Department of Nursing Science, University of Maiduguri, Borno State, Nigeria.

[2]Department of General Studies, Shehu Sule College of Nursing and Midwifery Damaturu, Yobe State, Nigeria.

[3]Yobe State Universal Basic Education Board Damaturu, Nigeria.

[4, 5] Department of Midwifery, Shehu Sule College of Nursing and Midwifery Damaturu, Yobe State, Nigeria.
***Corresponding author: musaa099@gmail.com**

ABSTRACT
This study delves into exploring the relationship between emotional intelligence and academic performance of students enrolled at Shehu Sule College of Nursing and Midwifery Damaturu, Yobe State, Nigeria. The study focused on examining the relationship between emotional intelligence, encompassing (self-awareness, self-regulation and empathy) and academic performance of the students. Three objectives with corresponding three hypotheses guided the study. Correlational research design was used in conducting the research. The population of the study comprises of all students in Shehu Sule College of Nursing and Midwifery Damaturu with the total population of seven hundred and fifty six (756). Two hundred and sixty (260) students were selected using research advisor (2006) method of determine a sample size. A questionnaire tittle "Emotional Intelligence Questionnaire (EIQ)" with a reliability index of .86 was used as instrument for data collection. The data collected was analyzed using Pearson Product Moment Correlation (PPMC) and the findings revealed that there was significant relationship between self-awareness and academic performance of students' in Shehu Sule College of Nursing and Midwifery, Damaturu, Yobe State, Nigeria; there was significant relationship between self-regulation and academic performance of students' in Shehu Sule College of Nursing and Midwifery, Damaturu, Yobe State, Nigeria; there was significant relationship between empathy and academic performance of students' Shehu in Sule College of Nursing and Midwifery, Damaturu, Yobe State, Nigeria. Based on the findings, the study recommended that school management should introduce workshops and seminars focused on enhancing emotional intelligence skills tailored to the academic environment. These sessions can cover self-awareness, self-regulation, and empathy. Invite guest speakers or professionals in psychology or education to conduct these workshops. They could provide insights into practical strategies to manage emotions effectively, handle stress, and foster better relationships among students and staff. The Curriculum planners should revise the existing curriculum to include modules or courses specifically designed to develop emotional intelligence. Embedding these modules within relevant subjects or as standalone courses can aid students in understanding and applying emotional intelligence in their academic pursuits.

Keywords: Academic Performance, Empathy, Emotional Intelligence, Midwifery, Nursing, Self-awareness and Self-regulation.

INTRODUCTION

In the vibrant landscape of education, the interplay between academic success and emotional intelligence has become an area of profound interest and significance. Shehu Sule College of Nursing and Midwifery Damaturu, Yobe State, stands as an emblem of learning for excellence. Within this esteemed institution, the correlation between emotional intelligence and academic performance among students paints a fascinating narrative of interconnectedness. Academic achievement has long been associated with cognitive abilities, yet the landscape of education is evolving to encompass the pivotal role of emotional intelligence (Brings, 2014; Azimitar, 2013). Emotional intelligence is defined as the capacity to understand and manage emotions. It encompasses self-awareness, self-regulation, empathy, and interpersonal skills. Its influence on academic prowess has garnered attention as educators recognize its impact on overall student success (Ewela & Nizm, 2016).

At Shehu Sule College of Nursing and Midwifery, the nuanced relationship between emotional intelligence and academic performance is palpable. Students exhibiting higher emotional intelligence levels often display an enhanced capacity to navigate the rigors of academia. By being more self-aware, they understand their strengths and weaknesses, enabling them to approach learning with a tailored strategy. This self-awareness fosters resilience, aiding in the management of academic stressors and setbacks (Cherry, 2020). Moreover, the element of self-regulation plays a pivotal role in the academic journey. Students adept in managing their emotions tend to exhibit better concentration, effective time management, and a heightened ability to cope with the pressures of examinations (Babajide & John, 2017). This ability to regulate emotions also translates into improved problem-solving skills and decision-making processes and integral aspects of academic excellence.

Empathy, a cornerstone of emotional intelligence, nurtures harmonious relationships among students. A compassionate and empathetic environment encourages collaboration, effective communication, and a sense of belonging within the academic community. Such an atmosphere cultivates a conducive learning environment, facilitating the exchange of ideas and fostering a supportive ecosystem for academic growth (Mohzan et'al, 2012; Joibari & Mohammed, 2011).

The interrelation between emotional intelligence and academic performance is not confined to the classroom alone. Extracurricular activities, leadership roles, and social interactions serve as arenas where emotional intelligence manifests and influences overall student development. Students with higher emotional intelligence are often equipped with enhanced social skills, enabling them to thrive in diverse settings and assume leadership roles, thereby enriching their holistic educational experience (Ismail, 2019). However, while acknowledging the significance of emotional intelligence, it's imperative to note the multifaceted nature of academic performance. Various factors, including socioeconomic background, teaching methodologies, and personal circumstances, interplay with emotional intelligence to shape academic outcomes. Therefore, nurturing emotional intelligence should be complemented by a holistic approach to education that addresses these multifaceted influences. Many studies have clearly shows that there is a clear link and association between emotional intelligence and academic performance. Greater emotional regulation and a better process of adaptability are useful to cope with academic stress, anxiety and achieve academic success (Saklofske et'al, 2012). Other non-cognitive variables that increase the production of academic performance included, attitude, motivation, personality traits, self-regulation, resilience, social and emotional skills, which are beyond the academic skills that determine successful performance (Bowles & Gintis, 2007).

Ewela and Nizm (2016) carried out the research on emotional intelligence and its relationship to academic performance among students. The findings indicate that 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 "perception of emotion". Another finding indicated that two of four subscales, "utilization of emotion" and management of others emotion" were significantly associated with their English achievement level. Malvina (2018) conducted a research to examine emotional intelligence as a predictor of academic performance among secondary schools students in Makurdi Metropolis of Benue State, Nigeria, the study shows the positive relationship between emotional intelligence and academic performance, and it has also shows that emotional intelligence competences (self-awareness, managing emotion, motivation oneself, empathy and social skills) are found to had significant combined impact on academic performance of the students.

Ramana and Anitha (2018) conducted a research to investigate the level of emotional intelligence, examine the relationship between emotional intelligence and academic performance of intermediate students. Their finding indicated a positive correlation between two components of Emotional intelligence and academic achievement of students. Furthermore, Baqutayan et'al, (2017) investigated the relationship between stress and emotional intelligence among postgraduate students. They found out that emotional intelligence correlate with students' academic performance.

Therefore, emotional intelligence is believed to be a strong factor that contributes to academic performance among students in institutions of learning. It is a valuable skill that enables students to handle their emotions and cope with demanding nature of the academic endeavors. Low academic performance of students in Shehu Sule College of Nursing and Midwifery Yobe State, is one of the great challenges facing management, lecturers and students of the institution which requires prompt attention. The student academic performance of the college is not meeting the expectations of stakeholders. The researchers became aware of the low academic performance of the students through the summary of results of first year students. The researchers observed that more than 55% of the students scored low grades. Therefore, the college had made several efforts to tackle the problems, such effort are, and students were given extra lessons, and more than one assignments and tests in a semester. In the same year the college also made a request to the Yobe State Ministry of Education to provide adequate lecturers and learning materials for the college, to improve the students' performance, but the academic performance of the students did not improve significantly, probably because most of the attention is given to the students' cognitive domain without the considering the students' emotional skills. Studies have established that students' emotional intelligence are significantly related with their academic performance.

Therefore, this study aims to exploring the relationship between emotional intelligence and academic performance of students' in Shehu Sule College of Nursing and Midwifery, Damaturu, Yobe State, Nigeria based on the components of emotional intelligence (self-awareness, self-regulation, and empathy).

Objective of the study

The objectives of the study are to determine:

1. relationship between self-awareness and academic performance of students' in Shehu Sule College of Nursing and Midwifery, Damaturu, Yobe State, Nigeria
2. relationship between self-regulation and academic performance of students' in Shehu Sule College of Nursing and Midwifery, Damaturu, Yobe State, Nigeria
3. relationship between empathy and academic performance of students' in Shehu Sule College of Nursing and Midwifery, Damaturu, Yobe State, Nigeria

Research Hypotheses

The following null hypotheses are formulated and tested at 0.05 level of significant.

1. There is no significant relationship between self-awareness and academic performance of students' in Shehu Sule College of Nursing and Midwifery, Damaturu, Yobe State, Nigeria
2. There is no significant relationship between self-regulation and academic performance of students' in Shehu Sule College of Nursing and Midwifery, Damaturu, Yobe State, Nigeria
3. There is no significant relationship between empathy and academic performance of students' Shehu in Sule College of Nursing and Midwifery, Damaturu, Yobe State, Nigeria

METHODOLOGY

This research employed the used of correlational research design. The aim of correlational research design is to find out the relationship between two or more variables. Therefore this design is more appropriate because the aims of the study to determine relationship between emotional intelligence and academic performance of students' Shehu Sule College of Nursing and Midwifery, Damaturu, Yobe State, Nigeria

The population of this study consisted of all students' in College of Nursing and Midwifery with the total population of seven hundred and fifty six (756) students. Multi-stage sampling technique was used in selecting the sample size of the study. Firstly, two hundred and sixty (260) students were

selected using research advisor (2006) with 5.0% margin error at 95% confidence level. Secondly, simple random sampling technique was used in selecting the participants were each students has equal chance to be selected in responding to the research instrument.

In respect to the study, a questionnaire was used in the process of data collection. The instrument was adopted from Daniel Goleman who developed a measure of emotional intelligence based on the competency model that was published by Goleman (1998). This instrument consisted of 40 items. The instrument was titled "Emotional intelligence questionnaire (EIQ)" and end of first semester examination result of the students' was used as yardstick for measuring the academic performance of the students. The questionnaire consist of opinion of students on self-awareness of their emotion, ranging from (item 1-8) students' self- regulation of their emotion (9-16) empathy (item 17-24) which are on five point likert scale of Strongly Agree (SA)=5; Agree (A)=4; Undecided (UN)=3; Disagree (D)=2 and Strongly Disagree (SD)=1. The instrument was further validated, pilot tested and the reliability index of .86 was found. The statistical analysis used in analyzing data for the study was inferential statistic of Pearson Product Moment Correlation (PPMC) to determine the degree of relationship between components of emotional intelligence and academic performance.

RESULT

Research Hypothesis 1: There is no significant relationship between self-awareness and academic performance of students' in Shehu Sule College of Nursing and Midwifery, Damaturu, Yobe State, Nigeria.

Table 1: Correlational Analysis between self-awareness and academic performance of students' Shehu Sule College of Nursing and Midwifery, Damaturu, Yobe State, Nigeria

Variable	N	Mean	SD	r	df	p-value	Decision
Self-Awareness	260	30.09	3.44				
				.529**	258	.000	HO_1 Rejected
Academic Performance	260	30.40	3.37				

Table 1 shows that there is a statistically significant positive relationship between self-awareness and academic performance of students' in Shehu Sule College of Nursing and Midwifery, Damaturu, Yobe State, Nigeria (r=.529; df=242; p<0.05). This means that self-awareness related with academic performance of students' in Shehu Sule College of Nursing and Midwifery, Damaturu, Yobe State, Nigeria. Therefore, the null hypothesis is hereby rejected.

Research Hypothesis 2: There is no significant relationship between self-regulation and academic performance of students' in Shehu Sule College of Nursing and Midwifery, Damaturu, Yobe State, Nigeria.

Table 2: Correlational Analysis between self-regulation and academic performance of students' Shehu Sule College of Nursing and Midwifery, Damaturu, Yobe State, Nigeria

Variable	N	Mean	SD	r	Df	p-value	Decision
Self-Regulation	260	31.02	3.69				
				.512**	258	.000	HO_2 Rejected
Academic Performance	260	30.40	3.37				

The result in table 2 revealed that there is significant positive relationship between self-regulation and academic performance of students' in Shehu Sule College of Nursing and Midwifery, Damaturu, Yobe State, Nigeria at 0.05 level of significance. This is because the probability value of p=.000 is less than alpha (=0.05) level of significance at correlation index r=.512. Hence, the null hypothesis which states that there is no significant relationship between self-regulation and academic performance of students' in Shehu Sule College of Nursing and Midwifery, Damaturu, Yobe State, Nigeria was rejected and the alternate is accepted.

Research Hypothesis 3: There is no significant relationship between empathy and academic performance of students' in Shehu Sule College of Nursing and Midwifery, Damaturu, Yobe State, Nigeria

Table 3: Correlational Analysis between Empathy and Academic Performance of students' Shehu Sule College of Nursing and Midwifery, Damaturu, Yobe State, Nigeria

Variable	N	Mean	SD	r	Df	p-value	Decision
Empathy	260	28.34	3.69				
				.108	258	.001	HO_3 Rejected
Academic Performance	260	30.40	3.371				

The result in table 3 revealed that there is significant relationship between empathy and academic performance of students' in Shehu Sule College of Nursing and Midwifery, Damaturu, Yobe State, Nigeria at 0.05 level of significance. This is because the probability value of (p=.001) is less than the alpha (=0.05) level of significance at correlation index r=.108. Hence, the null hypothesis which states

that there is no significant relationship between empathy and academic performance of students' in Shehu Sule College of Nursing and Midwifery, Damaturu, Yobe State, Nigeria is hereby rejected.

DISCUSSIONS

Research hypothesis one tested the significant relationship between self-awareness and academic performance of students' Shehu Sule College of Nursing and Midwifery, Damaturu, Yobe State, Nigeria. The finding reveals that there was significant relationship between self-awareness and academic performance of students' Shehu Sule College of Nursing and Midwifery, Damaturu, Yobe State, Nigeria. The findings is in consonance with the previous study of Noorael, and Arasi (2011) that social competencies elements are significantly associated with the level of academic performance. The finding also add credence to the study of Ramana and Anitha (2018) which indicated a positive correlation between self-awareness and academic achievement of students. On similar note, the present study is in total agreement with the previous study of Maizatul, Norhaslinda and Norhafizah (2012) that findings of the study hold important implications on the value of emotional intelligence (Self-emotion appraisal and understanding of emotion) and their relationships to students' academic performance.

Research hypothesis two tested the significant relationship between self-awareness and academic performance of students'. The finding revealed that there was significant relationship between self-awareness and academic performance of students'. This finding is in line with the previous study of Pandey et'al (2019) which reveals that there was positive and strong correlation is been found between self-awareness of emotional intelligence and it leads to the conclusion that the academic performance of the students is affected from emotional intelligence. Similarly, Skipper and Brandenburg (2013) finding add credence to this study as it found out that self-management correlate with academic of performance of students.

Research hypothesis three tested the significant relationship between empathy and academic performance of students' Shehu Sule College of Nursing and Midwifery, Damaturu, Yobe State, Nigeria. The finding reveals that there is no significant relationship between empathy and academic performance of students' Shehu Sule College of Nursing and Midwifery, Damaturu, Yobe State, Nigeria. The finding agrees with the previous finding of Michael and Ismail (2016) that there was significant positive correlation between five elements of emotional intelligence with students' academic performance. The finding is also in line with the earlier finding of Ismail (2019) which indicate that two of the four subscales, "Utilization of Emotion and "Management of others Emotion" were significantly associated with their achievement level. The finding of Azizi and Ng sar Ee, (2012) also agreed with the present finding as their finding showed there was significant relationship between empathy with academic achievement. And also showed that only three elements of emotional intelligence which is self-awareness, self-motivation and empathy have significant impact on academic achievement.

CONCLUSION

In conclusion, the correlation between emotional intelligence and academic performance within Shehu Sule College of Nursing and Midwifery serves as a testament to the transformative power of emotional intelligence in education. As this institution continues its journey toward educational excellence, nurturing emotional intelligence stands as a cornerstone in shaping well-rounded, successful individuals equipped to navigate the complexities of both academia and life beyond the classroom walls.

RECOMMENDATIONS

Based on the findings of the study, it's recommended that:

1. School management should introduce workshops and seminars focused on enhancing emotional intelligence skills tailored to the academic environment. These sessions can cover self-awareness, self-regulation, and empathy. Invite guest speakers or professionals in psychology or education to conduct these workshops. They could provide insights into practical strategies to manage emotions effectively, handle stress, and foster better relationships among students and staff.
2. The Curriculum planners should revise the existing curriculum to include modules or courses

specifically designed to develop emotional intelligence. Embedding these modules within relevant subjects or as standalone courses can aid students in understanding and applying emotional intelligence in their academic pursuits.

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