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Emotional Intelligence as a Predictor of Academic Achievement among Secondary School Students in Kiambu County, Kenya

Jane Muiga

Masters Student, Department of Educational Psychology, Kenyatta University, Kenya

Doyné Mugambi

Lecturer, Department of Educational Psychology, Kenyatta University, Kenya

Jasper Isoe

Ph.D. Student, Department of Educational Psychology, Kenyatta University, Kenya

Abstract:

The aim of this study was to establish if emotional intelligence predicts academic achievement among form four students in public secondary schools in Kiambu County, Kenya. The study was anchored on social cognitive theory developed by Bandura in 1986. This study used correlational research design. Data were collected from 11 secondary schools out of 43 secondary schools in Kiambu Sub-County. The study sample comprised of 390 students from the 11 secondary schools. Two types of sampling procedures; proportionate sampling and simple random sampling were used to select the sample. The form four students who participated in the study were selected using simple random sampling. Emotional Intelligence Scale was used as the primary tool to collect data. Pilot study was conducted in one school in Kiambu Sub County to establish the validity and reliability of the research tools. Demographic data were analyzed by use of descriptive statistics and emotional intelligence and academic achievement data were analyzed by use of inferential statistics (Pearson correlation, regression analysis and one way ANOVA) with the help of SPSS program version 20. The findings revealed that emotional intelligence and academic achievement had a significant positive relationship ($r(374) = .236, p = .00$). The results of one-way ANOVA on the mean differences in academic achievement scores based on the three levels of emotional intelligence, showed that the three-group differed significantly. The study makes the following recommendations; student counsellors, teachers and school administrators should come up with training program for students on the development of emotional intelligence skills. All the stakeholders in education sector should ensure that secondary schools provide positive learning experiences to enhance development of cognitive constructs that enhance academic achievement.

Keywords: Emotional intelligence, academic achievement, interpersonal skills, empathy, self-awareness, self-motivation, emotional management, academic self-efficacy

1. Introduction

Across the world, education is considered as an important factor that contributes to success in an individual's life, improvement in the quality of life and general well-being of any society. Academic success is closely linked to a person's life success chances, income and wellbeing (Battle & Lewis, 2002). Due to the significant role that secondary education plays in improving the quality of life and general wellbeing of any society, parents, governments and other stakeholders have continued to invest heavily in education. Investment in secondary education is desirable especially for most of the developing countries because it is the cheapest gateway to equipping the adolescents with core competence skills that require abstract reasoning that they can use to live productively as members of society. Secondary education is key to any balanced strategic planning in national development since it forms a basis for democratic governance, development in competitive manufacturing and service industries.

The grand scale of resources invested in education by both public and private players call for a concerted effort to ensure quality in learning outcomes. The most commonly used method to determine the extent to which learning has taken place is the use of achievement tests. The outcomes of these tests are used to make judgments on the effectiveness of schooling. Empirical evidence indicates that the greatest challenge facing secondary education in many countries across the world is academic underachievement. Fearon (2012) noted that USA students performed dismally in the Program for International Students Assessment (PISA) and the Trends in International Math and Science Study (TIMSS) compared to other students from economically developed countries. The poor performing students are denied an opportunity to enter into a more rigorous curricular which not only destabilizes an individual but also causes serious ramifications to the stability of the society.

In Kenya high premium is put on academic achievement which has seen it being used to measure the quality of educational program, certification and placement in further studies and employment. Any debate on how well educational objectives have been achieved revolves around the quality of academic grades learners score. Owing to the significance of academic achievement in educational measurement, policy makers, educational psychologists and other stakeholders have been interested in this variable; the factors that influence it and how it can be enhanced.

Since the introduction of subsidized secondary education in the year 2013, Kenyan public secondary schools have been experiencing substantial increase in enrolment. Despite huge investment in the education sector, in the recent past statistics have shown that more than half of the students who sit for KCSE every year score a mean grade of D+ and below. For example in the year 2016, 295 463 out of 574, 125 candidates scored grade D and below, in the year 2017, of 615 772 candidates who sat the KCSE examination, 438, 914 scored grade D plus and below and in the year 2018, 343, 897 out of 660, 204 candidates scored grade D and below (KNEC KCSE statistics, 2018). The large number of students (more than half of the candidates) who get the lower grades is a worrying trend that should serve as a wakeup call to educational researchers and all education stakeholders to provide a lasting solution. This poor academic achievement means that the students involved will miss opportunities in higher education and employment. In Kiambu sub-county a similar trend was observed. Approximately 70% of the students who sat for KCSE in 2016, 2017 and 2018 scored a mean grade of D+ and below, a skewed performance whose causes needs to be unraveled by researchers and appropriate mitigation measures taken to avoid wastage of resources.

[javascript:openDSC\(1008222895, 1392, '3863'\)](#) Educational researchers have cited three main factors that influence academic outcomes namely; learning environment factors (Nyagosia, 2011), student characteristics such as academic motivation, self-handicapping, self-regulation, academic identity status and goal setting (Wawire, 2010; Okoko, 2012; Mutweleli, 2014; Ireri, 2015) and interaction of contextual and personal factors (Kwena, 2007; Ongowo & Hungi, 2014). These studies established that the factors stated above influence academic achievement and any effort to find solutions to academic problems should be informed by the three factors.

The locale of the studies and samples used limit the generalization of the findings to Form Four students in Kiambu sub County, hence the need for this study to address these concerns. This study intended to investigate how emotional intelligence and self-efficacy beliefs predict academic achievement among secondary school students in Kiambu sub-county.

According to Bar-On and Parker (2000) emotional intelligence is the ability to communicate, feel, use remember, recognize, describe, learn from and manage emotions of one self and those of others. Educational psychologists have studied extensively emotional intelligence as a predictor of academic achievement. Farooq (2003) reported that student's emotional management skills were significantly related to academic performance. Emotional intelligence is a level of social intelligence that is responsible for the quality of social interactions in learning contexts. It gives the students the power to manage their emotions and those of others as well as directing their thinking processes and actions. Generally emotional intelligence encompasses unique aspects of internal and external processes such as temperament and stress management skills which influence learning.

Emotional intelligence consists of five domains; interpersonal skills, self-motivation, self-awareness empathy and emotional management. Yahaya et al. (2011) reported that there was a significant positive correlation between empathy ($r = .21$), emotional management ($r = .21$) and self-awareness ($r = .21$) at the level of $p < .05$ with academic performance. Ogundokun and Adeyemo (2010) established that emotional intelligence, age and academic motivation were predictors of academic achievement with a significant positive correlation ($r = .736$). In Kenya, there is a scarcity of literature on the association between emotional intelligence and academic achievement which prompted this study to be carried out.

1.1. Statement of the Problem

This study sought to address the problem of dismal academic achievement among secondary school students in Kiambu Sub County. In the year 2016, 1612 candidates (64%) out of 2519 scored D plus and below and in the year 2017 the number increased to 68%. The large number of secondary school learners who have been performing below average in KCSE examination poses a great danger to economic development in the sub county and the country in general as most of these students miss out opportunities in higher education and employment. The poor achievement means the education system produces majority of the citizens who are less empowered to spur economic development.

Many educational researchers in Kenya have conducted studies on psychological constructs that influence academic achievement in many parts of the country (Wawire, 2010; Kwena, 2007; Mutweleli, 2014; Mwangi, 2015). The psychological constructs studied include; academic self-handicapping, resilience, achievement motivation but these constructs are context specific and Kiambu sub-county has received little attention as far as the studies are concerned. Therefore, there was need for this research on the factors related to academic achievement to inform policy makers and education stakeholders on what needs to be done to improve the quality of academic achievement to drive economic development towards the realization of the Big Four Agenda and vision 2030. From the background to the study, it is evident that emotional intelligence and self-efficacy beliefs are important variables associated with academic achievement. The aim of this study was to come up with a prediction equation for academic achievement from emotional intelligence and academic self-efficacy beliefs.

2. Literature Review

The association between emotional intellect and scholastic achievement has been an area of interest for many educational researchers. Motivated by the intellectual curiosity on the influence of emotional intelligence on academic

achievement, Maraichelvi and Rajan (2013) carried out a study among 300 undergraduate final year students in India. The students were randomly sampled and then questionnaires administered to collect data. The correlational study examined four specified domains of emotional intelligence namely interpersonal consciousness, intrapersonal consciousness, intrapersonal management and interpersonal management and the findings indicated that all the domains were positively correlated to academic achievement. However, the study did not report the extent to which the domains of emotional intelligence predicted academic achievement. The study also used a sample of university students and therefore prompting the need to use high school students from Kiambu Sub County to investigate the extent to which the domains of emotional intelligence predict academic achievement. In a related study, Yahaya et al (2011) in their investigation examined the relationship between each of the five dimensions of emotional intelligence namely self-awareness, emotional management, self-motivation, empathy and interpersonal skills and academic achievement. The survey study was conducted among secondary school students in Malaysia who were randomly sampled to fill the questionnaires. The Pearson correlation and regression analyses results revealed that there was a significant positive relationship between self-awareness ($r = .21$), emotional management ($r = .21$) and empathy ($r = .21$) at the level of $p < .05$ with academic achievement. Multiple regression analysis (stepwise) results showed that only three dimensions of emotional intelligence which are self-awareness ($\beta = 0.261$), self-motivation ($\beta = -0.182$) and empathy ($\beta = 0.167$) accounted for 8.7% of variation in criterion (academic achievement) variable. It was unclear how the intervening variables; age and gender which have been found to influence emotional intelligence were statistically handled. This study statistically controlled the intervening variables and then examined how emotional intelligence predicted academic achievement of students in a developing country.

In the United States of America, Chamundeswari (2013) sought to investigate the relationship between emotional regulation and scholastic performance of students in secondary schools. The study used random sampling technique to obtain 321 students from different education systems namely state, central board and matriculation schools. The researcher used EI questionnaires and grade point average (GPA) to collect data. The Pearson correlation analysis results obtained indicate a positive significant relationship between emotional regulation skills and academic outcomes. The study also reported that students from different schools (private and state owned) had different levels of emotional intelligence with those from private schools reported to have higher emotional intelligence than those from public schools. Even though the study found emotional intelligence to have a significant positive relationship with academic achievement, it did not pay attention to the specific domains of emotional intelligence and investigate how each one of them predicted academic achievement. The current study therefore, sought to explore the association between the domains of emotional intelligence and academic achievement and came up with a prediction equation.

Contradictory findings on the relationship between emotional intellect and academic achievement have also been reported. Bell and Bradshaw (2008) investigated the relationship between emotional intelligence and learning outcomes among college students. A total of 60 students were randomly sampled to complete the questionnaires. The quantitative findings showed that there was no significant correlation between college students' emotional intelligence and academic achievement. The mixed results elicit a scientific debate on the prediction of academic achievement from emotional intelligence hence the necessity for this study.

In the African context, a number of studies have been done and according to the literature reviewed emotional intelligence was reported to have a significant positive correlation with academic achievement. Ogundokun and Adeyemo (2010) designed a study in Nigeria to investigate the influence of emotional intelligence and academic motivation on learning outcomes of students in secondary schools. The study used descriptive survey research design using a sample of 1563 students (826 male and 737 female) between the ages of 12 and 17 years. Descriptive statistics were used to analyze data. Ogundokun and Adeyemo established that emotional intelligence, academic motivation and age predicted academic achievement with a significant positive correlation ($r = .736$). However, the study did not report on how the specific domains of emotional intellect namely; self-consciousness, self-motivation, emotional management, empathy and interpersonal skills predict academic outcomes, a concern this study sought to address. In Kenya, there is a scarcity of documented literature on the correlation between emotional intelligence and academic achievement, a gap the current study intended to fill.

3. Methodology

3.1. Research Design

This study adopted correlational research design in investigating the relationship between emotional intelligence and academic achievement among form four students in public secondary schools in Kiambu Sub-County. This design is used when the aim of the study is to explore how the research variables are related without any manipulation. This design was successfully used by Mutweleli (2014) in a study carried out in Nairobi County among secondary school students. Therefore, it was considered a robust research design to be used to answer the research questions and test the hypotheses.

3.2. Location of the Study

The study was carried out in Kiambu Sub-County, Kiambu County, Kenya. In Kiambu Sub-County, records from the sub-county education office indicated that majority of the students especially from public secondary schools were performing dismally in KCSE. Ruinge (2015) notes that below average performance in secondary schools in Kiambu County has been an issue of concern and the research findings to address the problem are inconclusive.

3.3. Sampling Techniques

This study used two types of sampling procedures namely; proportionate sampling and simple random sampling. Proportionate sampling was used to select public secondary schools to participate in the study. This is because public secondary schools were the most affected with poor academic achievement (Ruinge, 2015). The students who participated in the study were selected using simple random sampling.

3.4. Research Instruments

The researcher adapted Emotional Intelligence Scale to measure emotional intelligence of the students. Mark sheets were used to collect information on academic achievement. End of term two points and grade were transformed to T score to measure academic achievement.

4. Data Collection

The researcher collected data through administering of questionnaires. In each of the schools that was involved in the study, the researcher was involved in the process of collecting data. The researcher visited each of the schools the day and time agreed with the school principal. The sampling techniques discussed in Section 3.6 were used to select the samples that were used to fill the questionnaires. The sampled students were taken to separate classrooms and then issued with questionnaires. The researcher read the instructions to the respondents and when they indicated that they had understood, they were allowed to fill the questionnaires.

The questionnaires were collected after the students had confirmed that all the questions were filled. This technique was appropriate for this study because it enabled the researcher to collect adequate information from form four students to answer research questions.

5. Data Analysis

The questionnaires were serialized and then checked for completeness. When the questionnaires were counted and checked, in total 16 questionnaires were not included in data analysis because some were not returned and others were discarded because they had more than 10 items not filled. The data was then coded into SPSS program for analysis. Before analysis, the researcher checked for missing values and outliers. The missing values and outliers were replaced using the mean of the other values in the item. Using SPSS, the sum of the scores on the domains of emotional intelligence was computed. To make academic achievement marks comparable, the scores were transformed into T scores. Inferential statistics were used to test research hypotheses.

6. Results

6.1. General Information

The researcher used proportionate sampling to select the respondents from the three categories of the sampled secondary schools. The gender of the respondents is presented in Table 4.2.

		Frequency	Percent
	Male	211	56.4
	Female	163	43.6
	Total	374	100.0

Table 1: Gender of the Respondents

Table 1 shows that 211 of the respondents representing 56.4% were boys while 163 respondents (43.6) were girls. As indicated, the number of boys was slightly higher than that of girls. However, the disparity would not significantly affect the findings of this study on the basis of gender since it was marginal.

Concerning the age of the respondents, the researcher grouped them into three categories namely; 14-18 years, 19-25 years and 25 years and above. The results are presented in Table 2.

Age bracket (years)	Frequency	Percent
14-18	273	73.0
19-25	101	27.0
25 and above	0	0
Total	374	100.0

Table 2: Age of the Respondents

As indicated in table 4.3, majority of the respondents representing 73% were aged 14-18. None of the respondents was 25 years and above while 101 respondents (27%) were aged 19-25 years. The results indicate that the respondents were within the recommended adolescent age bracket (14-20 years) for self-efficacy and emotional intelligence questionnaires. From the findings, the respondents were almost of the same age and therefore it would not have profoundly affected academic self-efficacy, emotional intelligence and academic achievement of the respondents. Research evidence has demonstrated that emotional intelligence and academic achievement significantly vary with age (Chen, Peng & Fang 2016; Satoru, 2018). The findings on age imply that its intervening effect did not significantly influence the results

on the relationship between academic emotional intelligence and academic achievement. During data analysis the influence of age and gender was statistically controlled.

6.1.1. Relationship between Emotional Intelligence and Academic Achievement

The researcher intended to find out the relationship between emotional intelligence and academic achievement of form four students. Before subjecting the collected data to correlation analysis and hypothesis testing, descriptive analysis of emotional intelligence and academic achievement scores was conducted.

6.2. Descriptive Statistics for the Respondents' Emotional Intelligence

The scores of the students on emotional intelligence and academic achievement were analyzed to get the mean, standard deviation, skewness, kurtosis, range, minimum and maximum score. The results are presented in Table 3.

Emotional Intelligence	
N	374
Mean	70.23
Std. Deviation	10.70
Skewness	-.34
Kurtosis	.25
Range	67.00
Minimum	27.00
Maximum	94.00

Table 3: Descriptives of Emotional Intelligence and Academic Achievement

Table 3 indicates that the maximum emotional intelligence score was 94 and the minimum score was 27. The expected maximum score for emotional intelligence was 100 while minimum score was 20. The mean score was 70.23 with a standard deviation of 10.70. The findings indicate that on average the respondents had moderate emotional intelligence. The coefficient of skewness was -.34 which implies that emotional intelligence scores were approximately symmetric. The Kurtosis coefficient was .25 which less than 3 implying that the distribution of the scores platykurtic.

	SA	EM	SM	EMP	IS
N	374	374	374	374	374
Mean	9.51	13.12	14.79	25.43	7.38
Std. Deviation	2.07	3.10	3.29	4.63	1.72
Skewness	.111	-.12	-.35	-.27	-.31
Kurtosis	-.39	-.07	-.53	-.087	-.35
Minimum	3.00	4.00	4.00	10.00	2.00
Maximum	15.00	20.00	20.00	35.00	10.00

Table 4: Descriptive Statistics for the Sub Scales of Emotional Intelligence
Note. SA –Self-Awareness, EM- Emotional Management, SM-Self Motivation, EMP- Empathy, IS – Interpersonal Skills, N-Sample Size

As indicated in Table 4, the mean score for self-awareness was 9.51 with maximum and minimum scores of 15 and 3 respectively. The mean score for emotional management was 13.12 with a maximum score of 20 and minimum score of 4. Regarding self-motivation, the mean score was 14.79 with the expected maximum and minimum score of 20 and 4 respectively. An average score of 25.43 was obtained for the seven item scale of empathy. The maximum score was 35 while the minimum was 10. The mean score of the last subscale of interpersonal skills was 7.38 with a maximum score of 10 and minimum score of 2. The kurtosis and skewness coefficients for all the subscales indicate that the distribution of the scores was approximately normal.

Level of Emotional Intelligence	Frequency	Percentage
Low	3	0.8
Average	308	78.7
High	63	20.5
Total	374	1000

Table 5: Respondents' Levels of Emotional Intelligence

The results obtained indicate that majority of the respondents (308) representing 78.7% had average level of emotional intelligence. Only 0.8% of the respondents had low level of emotional intelligence while 20.5% of them had high level of emotional intelligence. The findings imply that majority of the sampled students had average emotional skills to deal with academic issues to achieve desirable academic outcomes.

The schools that were selected to participate in this study were categorized into three namely; mixed day secondary schools, girls boarding and boys boarding and the results of emotional intelligence scores are presented in Table 6.

School Type	Mean Score
Girls boarding	72.3
Boys boarding	70.0
Mixed public Day school	69.3

Table 6: Scores of Emotional Intelligence as per the School Categories

Table 6 shows that girls' boarding schools had the highest mean score of 72.3 followed by boys' boarding schools. Mixed day boarding schools reported the lowest mean score of emotional intelligence.

6.2.1. Descriptive Statistics for Academic Achievement Scores

On academic achievement of the respondents, the scores were converted into T score to make them comparable. The descriptive statistics of the scores are presented in Table 7.

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
T Score	374	55.00	29.00	84.00	49.33	9.54	1.053	1.06

Table 7: T-Scores of Academic Achievement of the Respondents

The findings presented in Table 7 indicate that the mean for the T-scores was 49.33 (STD, deviation = 9.54). The maximum score was 84.0 while the minimum was 29.0 which gave a range of 55.0. The skewness coefficient obtained indicates that the data were normally distributed with a leptokurtic peak. The T-scores were used to classify academic achievement of the respondents as low ranging from 20-40, average from 41-60 and high 61 and above. Based on these categories, the findings are presented in Table 8.

Level of Academic Achievement	Frequency	Mean	SD
Low	71 (19.0)	39.01	1.41
Average	260 (69.5)	49.07	5.54
High	42(11.5)	68.93	6.44
Total	374(100)		

Table 8: Levels of Academic Achievement of the Respondents

Note. SD – Standard deviation

As indicated in Table 8, majority of the respondents representing 69.5% had an average score in academic achievement, 42% of the respondents had a high score and only 19% had a low score in academic achievement. The mean scores for low, average and high academic achievement were 39.01, 49.07 and 68.93 respectively. Students with high academic achievement revealed the highest variability ($SD = 6.44$), followed by students with average scores ($SD = 5.54$) and students with low academic achievement had the least ($SD = 1.41$).

6.3. Hypothesis Testing

The researcher sought to find out if the relationship between emotional intelligence and academic achievement was significant or not by testing the following hypothesis;

There is no significant relationship between emotional intelligence and academic achievement of students.

To achieve this, the researcher subjected the emotional intelligence scores and the T-score for academic achievement to bivariate correlation analysis. The statistic that was used is Pearson correlation analysis and the results are presented in Table 9.

		T
T	Pearson Correlation	1
	Sig. (2-tailed)	
	N	374
EI	Pearson Correlation	.236**
	Sig. (2-tailed)	.000
	N	374

Table 9: Correlation between Emotional Intelligence and Academic Achievement

Note. EI – Emotional Intelligence; T- Standardized T-Score for Academic Achievement; N-Sample

Table 9 indicates that emotional intelligence of students and academic achievement were significantly related ($r(374) = .236, p = .00$). The findings imply that an increase in emotional intelligence results to higher academic scores. Consequently, students with high emotional intelligence are expected to perform better in academics than those with low level of emotional intelligence. The findings support the results in Table 9 which established that academic scores of majority of the respondents were average since most of them had average level of emotional intelligence as indicated in Table 9.

Since emotional intelligence was grouped into three levels, the researcher got curious to find out if there were significant mean score differences in academic achievement. To achieve this, the researcher conducted one way ANOVA and the results are presented in Table 10.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	650.00	2	325.001	3.624	.028
Within Groups	33267.22	371	89.669		
Total	33917.22	373			

Table 10: One Way Anova for the Differences in Academic Achievement Scores
Based on the Levels of Emotional Intelligence

Note: Df- Degree of Freedom, F-Critical Value of F, Sig.-Significance

As revealed in Table 10, there were significant mean differences in the academic achievement scores of the students with different levels of emotional intelligence ($F(2, 371) = 1.661, p < .05$). The results corroborate the findings in Table 10 which revealed that emotional intelligence of students was associated with their academic scores. Therefore, it was expected that students with high levels of emotional intelligence should perform better in academics than those with low level of emotional intelligence.

The researcher conducted a post hoc analysis using Tukey's Honestly Significant Difference to find out which category of emotional intelligence was responsible for the significant mean differences in academic achievement. The findings are presented in Table 11.

(I) Levels of EI Score	(J) Levels of EI score	Mean Difference (I-J)	Std. Error	Sig.
Low	Average	-3.75	5.60	.781
	High	-6.93	5.49	.418
Average	Low	3.75	5.60	.781
	High	-3.18*	1.31	.041
High	Low	6.93	5.49	.418
	Average	3.18*	1.31	.041

Table 11: Results of Post Hoc Analysis for Academic Achievement
Scores across the Levels of Emotional Intelligence

The results in Table 11 indicate that there was a significant mean difference in academic achievement score for students with average emotional intelligence and high emotional intelligence. There was no significant mean difference in academic achievement scores for students with low-average and low-high levels of emotional intelligence.

7. Discussion of the Findings

The results that emotional intelligence and academic achievement are significantly related support some of the literature reviewed in chapter two. Consistent results for the relationship between emotional intelligence and academic achievement have been reported for samples of secondary school students, college students and university students. Yahaya *et al.* (2011) reported that the five domains of emotional intelligence namely self-awareness, emotional management, self-motivation, empathy and interpersonal skills were significantly related to academic achievement. In the study, self-awareness, self-motivation and empathy accounted for the greatest variation in academic achievement. Similar results were obtained by Roy (2013) in India using a sample of secondary school students. The researcher established that different levels of emotional intelligence predicted different levels of academic motivation and academic achievement. The positive relationship may be attributed to the fact that when students are able to recognize their emotions and those of others, they are able to exercise self-control and maneuver successfully through academic challenges. As a result the students will be able to develop academic competencies for better learning outcomes. From the Pearson product moment correlation coefficient obtained, an increase in a unit of emotional intelligence led to an increase in academic achievement score by 0.236.

The findings of the study also corroborate the results of studies that used a sample of secondary school students. A study carried out by Maraichelvi and Rajan (2013) among university students reported that all the domains of emotional intelligence were significantly related to academic achievement. Yunu (2014) also found similar results among college students in South Korea. However, contradictory findings on the relationship between emotional intellect and academic performance have also been reported. Bell and Bradshaw (2008) found that emotional intelligence was not significantly related to academic achievement. But the findings may be attributed to the small sample of 60 students that was used. The

findings imply that the problem of below average academic achievement scores in KCSE among majority of the students may be attributed to their level of emotional intelligence. Even though the results indicated that majority of the students involved in the study scored averagely in academic achievement, the performance is likely to be below when students sit national exams because they are standardized tests. Therefore, the problem this study sought to address is associated with the emotional intelligence of the students.

8. Conclusion

The main objective of this study was to find out the relationship between emotional intelligence and academic achievement. The findings showed that the two variables had a significant positive correlation. The findings imply that the higher the emotional intelligence, the better the academic achievement score and vice versa. Students with high emotional intelligence were found to perform better than those who had low emotional intelligence. Based on these findings, secondary school students should be trained on emotional management skills so that they can better understand their emotions and those of others to enhance learning and academic achievement.

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