

## EMOTIONAL INTELLIGENCE AND MARITAL STABILITY AS CORRELATES OF ACADEMIC PERFORMANCE OF SANDWICH STUDENTS OF AL-HIKMAH UNIVERSITY, ILORIN

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### Abstract

*This study investigated emotional intelligence and marital stability as correlates of academic performance of Sandwich Students of Al-Hikmah University, Ilorin. Descriptive survey design was used in the study. One hundred (120) respondents were selected randomly from two programmes in each of the three departments of Faculty of Education, Al-Hikmah University. The respondents were measured with relevant standardized scale (instruments) and data obtained was analyzed using the percentage and Pearson Product Moment Correlation (PPMC) and Multiple Regression. Four research Hypotheses were formulated and tested at 0.05 level of significance. The result showed that there was significant relationship between emotional intelligence and academic performance of sandwich students of Al-Hikmah University Ilorin ( $r=.739$ ;  $p<0.05$ ), there was significant relationship between marital stability and academic performance of sandwich students of Al-Hikmah University Ilorin ( $r=.677$ ;  $p<0.05$ ), when emotional intelligence and marital stability pulled together have significant effect on academic performance of Sandwich students. The value of  $R$  (adjusted)  $=.689$  and  $R^2$  (adjusted)  $=.570$ . The analysis of variance performed on the multiple regressions yielded an  $F$ - ratio value of 44.57 and was found to be significant at 0.05 level. In view of these findings, it was recommended that counseling psychologist should intensify effort in organizing workshop for educational stakeholders on the implications of the study.*

**Keywords:** Emotional Intelligence, Marital Stability, Academic Performance and Sandwich Students.

### Introduction

Education no doubt remains the most outstanding development priority area in the world today. The core purpose of education, unquestionably, is human development. This simple fact explains why researchers and scholars, all over the world, continue to do research in to ways of improving human knowledge and development. Debates on education and human development more generally can hardly be a boring exercise. The socio-political, economic and technological developments, which bring about a high frequency of innovations and reforms, have all combined to make discussions or debates on education and human development trendy, exciting and unending (Ogundokun & Adeyemo, 2010).

Student academic performance measurement has received considerable attention in previous research, it is challenging aspects of academic literature, and science student performance are affected due to social, psychological, economic, environmental and personal factors. These factors strongly influence on the student performance, but these factors vary from person to person and country to country (Mushtaq and Khan, 2012).The trend in the academic achievement of students in Nigeria in the last two decades has become a major source of concern to all stakeholders in the education sector. This is so

because of the great importance that education has on the national development of the country ( Nwadinigwe and Azuka-Obieke, 2012). One of the variable of interest is emotional intelligence. According to Coleman (2008), emotional intelligence (EI) is the capability of individuals to recognize their own and other people's emotions, to discriminate between different feelings and label them appropriately, to use emotional information to guide thinking and behaviour and to manage and/or adjust emotions to adapt environments or achieve one's goal(s). Corroborating this, (Mayer, Salovey and Caruso 2008) defined emotional intelligence as the ability to engage in sophisticated information processing about one's own and others' emotions and the ability to use this information as a guide to thinking and behaviour. That is, people who are emotionally intelligent pay attention to how they relate with others in order to have harmonious relationship. Relatedly, marital stability is of interest to this researcher. Stability is the state of being consistent, upright, tranquil, well established. Instability, on the other hand, means the direct opposite of stability. A stable family is one which is united, members accept others' shortcomings, understand and appreciate the contribution of each member, always ready to assist, forgive and think on how to see the progress of each member and the entire family. On the other hand, instability is the complete state of disunity, chaos, anarchy and confusion, capable of changing at any time. Structurally, a family can be broken into two types; stable (intact) and unstable (broken) family.

The family lays the psychosocial, moral and spiritual foundations in the overall development of the child. A closely knitted family, solidified by love, understanding and respect for each other is certainly more likely to bring up a child well-disciplined and socially upright than a disagreeable family. (Anyakoha 2000) reported that family instability is the degree to which families fail to provide continuity, cohesiveness and stability for children, while those that are able to do so are said to be stable. A cordial and healthy relationship is expected to exist between the husband and the wife, sharing common interest, goals in life, good and bad times and in most cases the general philosophies of life. Such unity or coexistence has been responsible for the wellbeing and social upliftment of mankind. One of the leading institutions that strengthened togetherness is the marriage institution. Edinyang (2012) defined academic performance as the outcome of education which reveals the extent to which a student, teacher or institution have achieved their educational goals. Academic performance or achievement is commonly measured by examinations or continuous assessment (Abdulhamid, 2013). For a child to be able to achieve this, he/she must be in the best state of mind; psychologically, mentally, physically, morally, spiritually and emotionally. These are attributes that are systematically built through the process of upbringing by the immediate family.

A stable marriage tends to assist in all-round development. No wonder, this researcher is interested in emotional intelligence and marital stability as correlates of academic performance of sandwich students of Al-Hikmah University, Ilorin.

The government has implemented several measures at various levels towards improving the academic performance of the students. A general family atmosphere of peace, harmony and cohesion strongly influences the overall development of the child, just as an atmosphere of anger and discord has a greater impact on children. Therefore, the successful passage through the process of educational attainment is partly dependent on the entire family assistance. Marital stability can be a strong determinant of students' academic performance in school, the opposite of which can be disastrous (Hassan, 2016).

Marital instability can cause parent to become more inconsistent and ineffective in parenting and may reduce responsiveness to children cognitive needs, diminishing the quality of the emotional relationships and attachment between parents and children. This will consequently promote less parental involvement in school work, less or no attention given to early and regular attendance at school and less supervision outside the home. These children are more likely to drop out of school: disengagement from school is associated with low parental involvement and educational aspirations (Hassan, 2016). The associations between emotional intelligence, social and behavioral outcomes, and importantly, academic performance, promotes the idea that assessing emotional intelligence in children can lead to conclusions about their current and future academic success.

However, there have been a limited number of studies looking at emotional intelligence and marital stability on academic performance of sandwich students. Thus, this study is looking to fill the gap in research related to emotional intelligence and marital stability as correlate of academic performance of sandwich students of Al-Hikmah University, Ilorin.

### **Purpose of the Study**

The purpose of this study was to investigate emotional intelligence and marital stability as correlates of academic performance of sandwich students of Al-Hikmah University, Ilorin. Specifically, the researcher intends to achieve the following purpose:

- i. to investigate the relationship between emotional intelligence and academic performance of sandwich students of Al-Hikmah University, Ilorin.
- ii. to assess the relationship between marital stability and academic performance of sandwich students of Al-Hikmah University, Ilorin.
- iii. to determine the joint contributions of emotional intelligence and marital stability to academic performance of sandwich students of Al-Hikmah University, Ilorin.
- iv. to determine the relative contributions of emotional intelligence and marital stability to academic performance of sandwich students of Al-Hikmah University, Ilorin.

### **Research Hypotheses**

Based on the research purpose, the following null hypotheses were formulated:

1. There is no significant relationship between emotional intelligence and academic performance of sandwich students of Al-Hikmah University, Ilorin
2. There is no significant relationship between marital stability and academic performance of sandwich students of Al-Hikmah University, Ilorin
3. There is no joint contribution of emotional intelligence and marital stability to academic performance of sandwich students of Al-Hikmah University, Ilorin
4. There is no relative contribution of emotional intelligence and marital stability to academic performance of sandwich students of Al-Hikmah University, Ilorin

### **Methodology**

The study adopted descriptive survey design. Descriptive survey design attempts to fragment and delimit phenomena into measureable or common categories that can be applied to all of the subjects or wider and similar situations (Winter, 2000). The

descriptive survey method is appropriate for this study since it focused interest in collecting information from a representative sample on emotional intelligence and marital stability as correlates of academic performance of sandwich students of Al-Hikmah University, Ilorin. The population for this study comprised of all sandwich undergraduates of Al-Hikmah University. All 1,267 students in the 3 departments in the Faculty of Education are the population of this study. However, simple random sampling technique was used in selecting One hundred (120) respondents from two programmes in each of the three departments of Faculty of Education, Al-Hikmah University.

The research instruments that was used for this study were three. The first instrument was adapted questionnaire, titled ‘ ‘ Marital Stability Questionnaire ‘ ‘ (MSQ). The second instrument was Emotional Intelligence Scale (EIS) which used to measure self-awareness and social skills, while their last CGPA was used to determine their academic performance. The instrument contained three sections A, B, & C. Section A consisted of personal information and Academic level of the respondents, section B sought information on marital status, section C consisted on information on the level of their Emotional Intelligence. The section contained 15 items and Likert-Type format of Strongly Agreed (SA) Agreed (A) Strongly Disagreed (SD) and Disagree (D). This enables the respondents to indicate the extent of agreement or disagreement to the items. In order to ascertain the reliability of the instrument, the same instrument were applied to same set of students from population outside the area of study after two week (2) interval. The finding revealed that the study was reliability coefficient obtained on analysis was 0.82.

The instruments for this study were personally administered by the researchers on the respondents in the sample departments. Before the administration, a letter of introduction was collected from the Head of Department of the selected departments for the administration of the questionnaire. The respondents were informed of the purpose of the study and their consent was sought before the administration of the instruments. They were assured of the confidentiality. The respondents were asked not to write their names and Matric numbers. Data was collected by the researchers. Before the administration of the questionnaire, interaction was held with the respondents so as to create rapport with them.

The data obtained in the study were analysed statistically using percentage for the demographic section of the instruments. Also Pearson’s Product Moment Correlation Coefficient was used to establish relationship among the variables, to answer Hypothesis 1 and 2, while Multiple Regression was used to established joint and relative contributions of Independent Variables to Dependent Variable, also to answer Hypothesis 3 and 4. Out of 120 questionnaires that were distributed only was retrieved and used for data analysis.

## **Results**

### **Results: Hypotheses Testing**

Hypothesis One: *There is no significant relationship between emotional intelligence and academic performance of sandwich students in Ilorin*

**Table 1: Significant relationship between emotional intelligence and academic performance of sandwich students of Al-Hikmah University Ilorin**

Variable	Mean	SD	DF	N	R	p	Remark
Emotional Intelligence	44.03	15.65	98	100	.739	.001	Significant
Academic Performance	40.13	13.23					

Table 1 showed that there was significant relationship between emotional intelligence and academic performance of sandwich students of Al-Hikmah University Ilorin ( $r = .739$ ;  $p < 0.05$ ). The implication of this showed that emotional intelligence had significant influence on academic performance of sandwich students of Al-Hikmah University Ilorin.

Hypothesis Two: *There is no significant relationship between marital stability and academic performance of sandwich students in Ilorin*

**Table 2: Significant relationship between marital stability and academic performance of sandwich students of Al-Hikmah University Ilorin**

Variable	Mean	SD	DF	N	R	p	Remark
Marital Stability	41.98	14.44					
Academic Performance	40.13	13.23	98	100	.677	.002	Significant

Table 3 showed that there was significant relationship between marital stability and academic performance of sandwich students of Al-Hikmah University Ilorin ( $r = .677$ ;  $p < 0.05$ ). The implication of this revealed that marital stability has significant influence on academic performance of sandwich students of Al-Hikmah University Ilorin.

Hypothesis Three: *There is no joint contribution of emotional intelligence and marital stability to academic performance of sandwich students in Ilorin.*

**Table 3: Multiple Regression Analysis on Students' Academic Performance of Sandwich Students Data**

Multiple R(adjusted)=.689				
Multiple R <sup>2</sup> (adjusted)=.570				
Standard error of estimate= 3.599				
Analysis of Variance				
	Sum of square (SS)	DF	Mean square	F
Regression	230.86	2	115.43	44.57
Residual	251.14	97	2.59	
Total	482.00	99		

Table 3 showed that the independent variables (emotional intelligence and marital stability) when pulled together have significant effect on academic performance of Sandwich students. The value of R (adjusted) =.689 and R<sup>2</sup> (adjusted) =.570. The analysis of variance performed on the multiple regressions yielded an F- ratio value of 44.57 and was found to be significant at 0.05 level.

Hypothesis Four: *There is no relative contribution of emotional intelligence and marital stability to academic performance of sandwich students in Ilorin.*

**Table 4: Relative Contribution of Independent Variables to the Predictions**

	<b>Unstandardized coefficients</b>	<b>Standardized coefficients</b>		<b>t</b>	<b>P</b>
<b>Model</b>	<b>B</b>	<b>Standard error</b>	<b>Beta</b>		
Constant	1.21	1.34		.01	p<0.05
Emotional intelligence	.34	.07	.41	4.96	p<0.05
Marital Stability	.39	.10	.32	3.91	p<0.05

Table 4 showed that each of the independent variables (emotional intelligence and marital stability) made a significant contribution to the prediction of academic performance of Al-Hikmah University Ilorin. In term of magnitude of contribution, emotional intelligence made the most significant contribution (Beta= .41; t= 4.96;p<0.05) to the prediction follow by marital stability (Beta= .32; t= 3.91;p<0.05).

### **Discussion of Findings**

The first research hypothesis showed that there was significant relationship between emotional intelligence and academic performance of sandwich students of Al-Hikmah University Ilorin. The implication of this showed that emotional intelligence had significant influence on academic performance of sandwich students of Al-Hikmah University Ilorin. This is in support with the findings of Richardson (2012), examined the relationship between Emotional Intelligence and academic performance as part of a wide-sweeping meta-analytic review of 42 non cognitive correlates of academic performance. They reported a slightly smaller relationship between EI and academic performance but included only 14 studies and did not differentiate between ability scales and rating scales. The second research hypothesis showed that there was significant relationship between marital stability and academic performance of sandwich students of Al-Hikmah University Ilorin. The implication of this revealed that marital stability has significant influence on academic performance of sandwich students of Al-Hikmah University Ilorin. This is in support with the finding of Coleman (2001), states that parents involvement in learning activities has substantial emotional and intellectual benefits for children. He observed that supportive and strong families are significant for school success. And it is generally accepted that the quality of family interactions has associations with children's and adolescents academic motivation and achievement, and with young adult's eventual educational and occupational attainment.

The third research hypothesis showed that independent variables (emotional intelligence and marital stability) when pulled together have significant effect on academic performance of Sandwich students. The analysis of variance performed on the multiple regressions yielded an F- ratio value and was found to be significant at 0.05 level. This is in support with the finding of a number of studies which have shown that separated and divorced couples experience greater risk for mental and physical health problems (Amato, 2010; Wang, 2015), as well as can have strong negative consequences for their children, such as impacting their children's mental health, emotionally, academic and social performance (Schramm, 2006; Amato, 2007; Lansford, 2009).

The fourth research hypothesis showed that each of the independent variables (emotional intelligence and marital stability) made a significant contribution to the prediction of academic performance of Al-Hikmah University Ilorin. In term of magnitude of contribution, emotional intelligence made the most significant contribution to the prediction follow by marital stability. This is in support with the finding of Mayer, Salovey & Caruso, (2004), state that Emotional Intelligence has been found to account for overall success in life, good physical health, mental wellbeing, developing healthy relationships, conflict resolution skills and effective leadership, (Sculderi, 2013).

## Conclusion

Based on the findings of the study the researcher drew the conclusion that Sandwich Students with high emotional intelligence will perform better academically. Stability is also a vital factor in any kind of association, let alone family set up, a stable marriage tends to assist in all-round development and when pulled together with Emotional Intelligence it has more significant effect on academic performance of Sandwich students.

## Recommendations

In view of the research results and the conclusions drawn, the following are recommended.

1. Since the researcher discovered that academic performance of sandwich students from stable marriages was better than that of those from unstable marriages, couples should hence know that stability is a must, and endeavour further to maintain stability within them for their overall benefit.
2. Every family must inculcate the habit of understanding, tolerance and forgiveness in order to avoid instability. This is because instability has negative effect on academic performance of students.
3. Emotional intelligence factors should incorporate in to regular human development programme to help improve safety performance of students.
4. Counseling psychologist should intensify effort in organizing workshop for educational stakeholders on the implications of the study.

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