INFLUENCE OF EMOTIONAL AWARENESS AND ACCURATE SELF-ASSESSMENT ON STUDENTS' ACADEMIC PERFORMANCE IN STATE COLLEGES OF EDUCATION IN SOUTH-SOUTH, NIGERIA

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ABSTRACT: *This study investigated the influence of Emotional Awareness and Accurate Self Assessment on Students' Academic Performance in State Colleges of Education in South-South, Nigeria. Two specific objectives, two research questions and two null hypotheses guided the study. The ex-post facto research design was used for the study. The population of the study consisted of all the 674 students who were in their second and third year in two of the state owned Colleges of Education in South-South, Nigeria. A sample of 398 students (313 female and 85 male) from two intact years was selected for the study using stratified sampling technique. This sample size was statistically determined using Yaro Yamane formula. The validated instrument, Emotional Competency Inventory was used for data collection; an internal consistency reliability coefficient of 0.76 was obtained using Cronbach Alpha reliability technique. Mean and standard deviation were used to answer the research questions, while multiple regression analysis was used to test the null hypotheses at .05 level of significance. The result revealed that there was a significant influence of Emotional Awareness and Accurate Self Assessment on Students' Academic Performance in State Colleges of Education in South-South, Nigeria. It is recommended, among others, that curriculum experts should develop an affective instructional curriculum that incorporates emotional intelligence skills with the objective of enhancing the academic performance of students.*

KEYWORDS: Emotional Awareness, Self-assessment, Students, Academic Performance

INTRODUCTION

The Colleges of Education are responsible for the training of teachers to feed the primary and secondary tiers of the educational system in Nigeria. The importance of Colleges of Education is derived from the fact that quality of trained teachers largely determines the quality of the secondary and primary school products. The College of Education is viewed as a centre for developmental base for students trained to become professional teachers. State Colleges of Education are tertiary institutions owned by State Government in Nigeria. They spread across many States of the Federation. They run diverse programmes leading to the award of National Certificate in Education (NCE).

The yearning of students toward soaring high in academic performance could put students under pressure especially that academic performance is viewed by many as the hallmark of education. Often times, students respond to decisions based on their emotions and such responses could affect the students positively or negatively. Durgut, Gerekan and Pehlivan in Udo and Ukpong (2016) stated that emotions have a significant role on human life and they are the inseparable part of the interpersonal relationships through physical and spiritual health. It has, however, been established according to Goleman in Udo and Ukpong (2016) that despite an individual having the intellectual potential to succeed at institutions of higher

education, such individual may experience difficulty dealing with emotional issues. Thus, individuals would need more than intellectual abilities to succeed academically.

Goleman (1998) opined that emotional awareness is the ability to recognize how one's emotion affects his or her performance as well as the ability to use one's values to guide decision making. Hein in Udoudo (2014) stated that people highly endowed with this competency know which emotions they are feeling and why. They also realize the links between their feelings and their thoughts, actions and words. Moreover, they recognize how their feelings affect their performance and also have a guiding awareness of their values and goals.

Emotional awareness competency could be very relevant for students' academic performance. Stubbs (2005) noted that emotional awareness is one of the most important emotional intelligence competencies because without adequate awareness of one's emotional state, an individual is unable to regulate and control his or her emotions. It is thus the foundational building block of an individual's emotional intelligence. Thus, a person who has high level of emotional awareness will be fully aware of his own strengths and weaknesses.

Accurate self-assessment could also be important for students because, according to Stubbs (2005), if a one is skilled at self assessment, he would be able to describe and evaluate the effectiveness of his or her performance in a particular setting and easily identify and seek help or activities to remedy their weaknesses. In other words, if an individual is able to assess his/her own intrapersonal strengths and weaknesses and also learn from their own experiences, he/she should be able to apply the same assessment to his colleagues as well.

Statement of the Problem

For many years, educators, professionals and the public alike have been focusing on the intellectual performance of individuals. In the past, perceived cognitive potential, more than any other factor has been seen as a predictor of academic performance. It has, however, been established according to Goleman (1995) that despite an individual having the intellectual potential to succeed at institutions of higher education, such individual may experience difficulty dealing with emotional issues in the area of effective decision-making. These observations, among others, have led to the realization that individuals may require more than intellectual abilities to exist and thrive academically. High emotional awareness and accurate self assessment could contribute positively to a students' learning process. Students with low emotional awareness and accurate self assessment may find failure more difficult to deal with, thus undermining their academic performance. This study was therefore undertaken to determine whether or not, emotional awareness and accurate self assessment competencies influences students' academic performance in State Colleges of Education in South-South, Nigeria.

Purpose of the Study

This study was carried out to determine the influence of emotional awareness and accurate self assessment on students' academic performance in State Colleges of Education in South-South, Nigeria. Specifically, the study was designed to:

1. determine the influence of emotional awareness on students' academic performance in State Colleges of Education in South-South, Nigeria.

2. determine the influence of accurate self assessment on students' academic performance in State Colleges of Education in South-South, Nigeria.

Research Questions

The following research questions were raised to guide the study.

1. What is the influence of emotional awareness on students' academic performance in State Colleges of Education in South-South, Nigeria?

2. What is the influence of accurate self assessment on students' academic performance in State Colleges of Education in South-South, Nigeria?

Null Hypotheses

The following null hypotheses were formulated and tested at .05 level of significance.

Ho_1: There is no significant influence of emotional awareness on students' academic performance in State Colleges of Education in South-South, Nigeria.

Ho_2: There is no significant influence of accurate self assessment on students' academic performance in State Colleges of Education in South-South, Nigeria.

METHODOLOGY

The ex-post facto design was used for the study. The area of the study is the South-South geopolitical zone of Nigeria which is made up of six states, including Akwa Ibom, Bayelsa, Cross River, Delta, Edo and Rivers states. The South-South geopolitical zone is popularly known as the Niger Delta oil zone of Nigeria. The population for the study comprised 674 students who are in their second and third year in two state owned Colleges of Education in South-South zone namely: Akwa Ibom State College of Education, Afaha Nsit, Akwa Ibom State and Cross River State College of Education, Akamkpa, Cross River State. The study sample consisted of 398 students (313 females and 85 males). The stratified random sampling technique was used to select the two colleges from the seven (7) state owned colleges of Education in South-South, Nigeria. This sample size was statistically determined using Yaro Yamane formula.

Emotional Competency Inventory (ECI) was used for data collection. Emotional Competency Inventory (ECI) was adapted with some modifications by the researcher, based on information gathered from available literature on emotional awareness and accurate self assessment. Each of the items on emotional intelligence competencies had five responses on a 5 point rating scale: Consistently = 5, Often = 4, Sometimes = 3, Rarely = 2, Never = 1. Also, Students Cumulative Grade Point Average Information Format (SGPAIF) was developed by the researcher for the collection of GPA of the students. The GPA was used as a variable representing their academic performance. The instruments were subjected to face validity by three experts in research in the Faculty of Education, University of Uyo, Uyo.

The Emotional Competency Inventory (ECI) was administered twice to the students in the state owned colleges of education in the study area who were not part of the study within a two-week interval between each administration. This was done to ensure consistency over

time. An internal consistency reliability coefficient of 0.76 was obtained using Cronbach Alpha reliability technique. The data obtained were analyzed through Statistical Package for Social Sciences (SPSS) using the mean and standard deviation to answer the research questions, while multiple regression analysis was used to test the null hypotheses at .05 level of significance**.** In answering the research questions, students who ticked 'Consistently' and 'Often' in the questionnaire were considered to have high emotional awareness and accurate self management, and students who ticked 'Sometimes' in the questionnaire were considered to have average emotional awareness and accurate self management while students who ticked 'Rarely' and 'Never' in the questionnaire were considered to have low emotional awareness and accurate self management. In testing the hypotheses, when the F-cal is greater than the F-crit, the null hypothesis is rejected. On the other hand, where the F-cal is less than the F-crit, the null hypotheses is upheld.

RESULTS

Research Question 1: What is the influence of emotional awareness on students' academic performance in State Colleges of Education in South-South, Nigeria?

Table 1:   Grand Mean Performance Test Scores of Students Based on Emotional Awareness

Emotional awareness	Academic Performance Mean		
	n	CGPA	Std. Deviation
High	66	3.47	.91
Average	113	3.03	.68
Low	219	2.92	.47

Data in Table 1 show the grand mean score of students' performance based on their emotional awareness. The results indicate that 66 students with high emotional awareness had a greater Grand Mean score (3.47) than those with average (3.03) and low (2.92) emotional awareness. This indicates that, students with high GPA have high emotional awareness than students on other levels of classification.

Research Question 2: What is the influence of accurate self assessment on students' academic performance in State Colleges of Education in South-South, Nigeria?

Table 2: Grand Mean Performance Test Scores of Students Based on Accurate Self-Assessment

Accurate self awareness	Academic Performance Mean		
	N	CGPA	Std. Deviation
High	93	3.60	.85
Average	117	2.96	.53
Low	188	2.78	.35

Data in Table 2 show the grand mean score of students' performance based on their accurate self assessment. The results indicate that 93 students with high accurate self assessment had a greater Grand Mean score (3.60) than those with average (2.96) and low (2.78) accurate self assessment. This indicates that, students with high GPA have high accurate self assessment than students on other levels of classification.

Null Hypotheses

The two null hypotheses postulated to guide the study were tested at .05 alpha level. From the findings, interpretations were made based on the statistical evidence obtained.

Null Hypothesis 1: There is no significant influence of emotional awareness on students' academic performance in State Colleges of Education in South-South, Nigeria.

Table 3: Significance of Emotional Awareness on Students Academic Performance

Model		Sum of Squares	Df	Mean Square	Fcal	Sig.of F	Decision
1	Regression	12.440	1	12.440	30.180	.002	*
	Residual	145.911	397	.412			
	Total	158.351	398				

*-significant p≤.05

Table 3 shows the result of regression test for significant the influence of emotional awareness on academic performance of students. The result shows F-calculated value of 30.18. The significance of f at .05 alpha level is 0.002 (p≤.05). Since p≤.05, the null hypothesis is rejected. Thus, there is a significant influence of emotional awareness on academic performance of students.

Null Hypothesis 2: There is no significant influence of accurate self assessment on students' academic performance in State Colleges of Education in South-South, Nigeria.

Table 4: Significance of Accurate Self Assessment on Students Academic Performance

Model		Sum of Squares	df	Mean Square	Fcal	Sig. of F	Decision
1	Regression	35.894	1	35.894	103.761	.001	*
	Residual	122.458	397	.346			
	Total	158.351	398				

*-significant p≤.05

Table 4 shows the result of regression test for significant the influence of accurate self awareness on academic performance of students. The result shows F-calculated value of 103.76. The significance of f at .05 alpha level is 0.001 (p≤.05). Since p≤.05, the null hypothesis is rejected. Thus, there is a significant influence of accurate self awareness on academic performance of students.

DISCUSSION OF FINDINGS

Emotional Awareness and Students' Academic performance

The analysis of the influence of emotional awareness on students' academic performance in State Colleges of Education in South-South Nigeria as presented in Table 1 and 3 shows the grand mean score of students' performance and the regression analysis respectively, of the influence of emotional awareness on students' academic performance. The results indicate that students with high emotional awareness had a higher grand mean performance score than those with average and low emotional awareness.

The regression result shows F-calculated value of 30.18 at degree of freedom (1, 397) and the significance of f at .05 alpha level is 0.002 (p≤.05). Since p≤.05, the null hypothesis is rejected. Thus, there is a significant influence of emotional awareness on academic performance of students. Emotional awareness having a high influence on student academic performance implies that the more the level of emotional awareness of students, the better their academic performance will be. The finding implies that when students are aware of their emotions, they would possibly perform better academically. The high performance by students who are aware of their emotions indicates that concentrating on ones' emotional strength is an effective and efficient technique for improving cognitive function resulting in increased test performance, memory and reading comprehension.

Accurate Self Assessment and Students' Academic Performance

The analysis of the influence of accurate self assessment on students' academic performance in State Colleges of Education in South-South Nigeria as presented in Table 2 and 4 shows the grand mean score of students' performance and the regression analysis respectively, of the influence of accurate self assessment on students' academic performance. The results indicate that students with high accurate self assessment had a higher grand mean performance score than those with average and low accurate self assessment.

The regression result shows F-calculated value of 103.76 at degree of freedom (1, 397) and the significance of f at .05 alpha level is 0.002 (p≤.05). Since p≤.05, the null hypothesis is rejected. Thus, there is a significant influence of accurate self assessment on academic performance of students. Accurate self assessment having a high influence on student academic performance implies that the more the level of accurate self assessment of students, the better their academic performance will be. The finding implies that when students have accurate self assessment of their emotions, they would possibly perform better academically. The high performance by students who have accurate self assessment of their emotions indicates that concentrating on ones' emotional strength is an effective and efficient technique for improving cognitive function resulting in increased test performance, memory and reading comprehension.

CONCLUSION

Understanding the influence of emotional awareness and accurate self assessment would enable students regulate their responses towards their emotions vis a vis their academic activities. On the basis of the findings of this study it is concluded that there is an influence of

emotional awareness and accurate self assessment on students' academic performance in State owned Colleges of Education in South-South, Nigeria.

RECOMMENDATIONS

1. Curriculum experts should develop an affective instructional curriculum that incorporates emotional intelligence skills with the objective of enhancing personal and career success of students.

2. A combination of emotional and cognitive wits in teaching and learning would facilitate the acknowledgment students' emotional skills. This would enhance their academic performance.

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