

LOCUS OF CONTROL AND EMOTIONAL INTELLIGENCE AS PREDICTORS OF ACADEMIC ACHIEVEMENT OF HIGH ACHIEVING LEARNERS IN IBADAN, OYO STATE

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Abstract

Academic achievement is considered a key criterion to judge one's total potentialities and capabilities. Academic achievement has become an under of child's future particularly so in highly competitive world. The importance of academic achievement is a fundamental premium upon which all teaching-learning activities are measured using some criteria of excellence such as locus of control and emotional intelligence. Though studies have been done on academic achievement with other variables, there is dearth of knowledge on variables such as locus of control and emotional intelligence in relation to academic achievement of the high ability learners. The study, therefore, investigated the two independent variables as predictors of academic achievement of high ability learners in Ibadan, Nigeria.

The descriptive survey research of the ex-post facto type was adopted. The population size was 150 high ability learners from randomly selected secondary schools in Ibadan. The sampling method adopted was purposive in nature. Three achievement scale ($r=0.78$), Locus of Control Scale ($r=0.69$) and Emotional Intelligence Scale ($r=0.78$). Three research questions were answered. Data were analyzed with the use of multiple regression analysis, ANOVA and t-test.

Locus of Control and Emotional Intelligence had a significant prediction on the academic achievement of high ability learners in Ibadan ($F_{(2,148)}=5.473$; $p<0.05$) and contributed 63.3% of the total variance. Their relative contributions were: Locus of control ($\beta=0.32$) and Emotional Intelligence ($\beta=0.57$). The results indicated that the following beta weight which represented the contribution of the independent variables to the dependent variable was observed: Emotional Intelligence ($\beta=-.461, 12.321$; $p<0.05$), internal locus of control ($\beta=-.521, 10.071$, $p<0.05$) and external locus of control ($\beta=0.34, 5.026$; $p<0.05$). Although the three independent variables made significant contribution to the prediction of participants' academic achievement emotional intelligence is most potent predictor, followed by internal locus of control.

Among the recommendation of the study are, that educators should not focus only on cognitive intelligence but emphasis must be place on emotional intelligence which determine the social interaction of high achieving students. While school should be more proactive in boosting the emotional intelligence and locus of control of students since both are necessary and vital tools for school success. In conclusion, the findings stress the need for the continuation of integrated educational programs in which male and female students are educated within the same school setting, this affords high achieving students the opportunity to mix well and interact adequately with their female counterparts

Keywords: Locus of control, Emotional intelligence, High achieving, Educational program, Teaching-learning

Introduction

Academic achievement is interestingly an important issue; a fundamental premium upon which all teaching-learning activities are measured using some criteria of excellence, for example, good academic performance, poor academic performance and academic failure. While the stated ultimate goal of education is academic achievement, but the attainment of that goal remains elusive. Many educators are making choices that increase academic rigor, sometimes at the expense of programmes that might be more effective in meeting achievement goals. Correlations between factors that possibly relate to academic achievement, such as emotional intelligence, locus of control, could at least initiate a discussion about attaining the objective of substantial academic achievement, especially for children with high intellectual ability.

The concern with the issue of improving academic achievement has increased in recent years. The reason for this can be attributed to the performance of the students at the secondary school level

in recent time which is not encouraging. According to the report by the two examination bodies in charge of secondary school certificate examination in Nigeria, National Examination Commission (NECO) and West African Examination Council (WAEC) more than half of the candidates who took the two examinations from 2005 to 2010 failed. It is worthy to note that in Nigeria, the six successful years in secondary education is the foundation or the basis of studentship in the university, Colleges of Education or Polytechnics. Researchers like Adeyemo, (2001, 2005), Aremu, (2000), Yoloye, (2004), Zimmerman, (2000), Bong and Skaalvik, (2003) have reported that academic achievement is associated with Socio-psychological variables as well as other notable variables. These Socio-psychological variables according to them may include self-concept, self-esteem, self-confidence, self-regulation, locus of control, self-efficacy, interest in schooling, emotional intelligence, study habits and so on. The question of how those variables can be managed to improve academic achievement of the secondary school students is still a complex one. However, universities, Colleges of Education and Polytechnic stand to profit from a synthesis of research findings associated with the improvement of academic achievement of the secondary school students in Nigeria and some other parts of the world.

In our society, academic achievement is considered as key criteria to judge one's total potentialities and capabilities. Therefore, it is becoming more and more pressing for the individuals to have good academic achievement. Academic achievement has become an index of child's future, particularly so in highly competitive world. Research studies have proved that a supportive nurturing environment in home and school could enhance child's academic achievement. Family, being the first and major agency of socialization plays a pivotal role in styling child's life. It has been shown that most children who are successful and well-adjusted come from families where wholesome relationships exist between children and their parents. Achievement and motivation are important determinants of aspiration and effort when an individual expects that his performance will be evaluated in relation to some standard of excellence. Therefore, achievement motivation can be defined as a concern for excellence in performance as reflected in competition with the standards set by others or over unique accomplishment or long time involvement (McClelland, 1992). It is one of the basic ingredients necessary for one's success in life. Different factors of personality also play an important role in academic achievement. One of the stable dimensions of personality is locus of control. People have different perceptions about the factors responsible for their achievements. These perceptions are referred to as perceived locus of control. Some people tend to see the things that happen to them as primarily under their own control. Such people are referred to as internals. In other words, their perceived locus of control is internal or within themselves. The person with an internal locus of control attributes success to his or her own efforts and abilities. He will be more motivated, more likely to learn and is more likely to have good study habits and positive academic attitude (Scott, 1991). In contrast, other persons may tend to see their achievements as largely outside their own control. They believe that events are controlled by many other factors such as luck, chance of help of the teacher, friends or relatives. Such people have an external locus of control and referred as externals. A person with an external locus of control attributes his or her success to luck or fate and may make fewer efforts needed to learn. People with external locus of control are also more likely to experience anxiety since they believe that they are not in control of their lives (Ferguson, 1987).

Locus of control is defined by Rotter, (1996) as a generalized expectancy of the extent to which a person perceives that events in one's life are consequences of one's behavior. People, described as "internal", believe that they exercise more control over events and outcomes affecting them. In contrast, "externals" tend to believe that they have little control over what happens to them. These expectancies are perceived to be the result of many past experiences, Lefcourt (1980) suggests that some expectancy is very general, relating to most life events; other expectancies are quite specific and are related to very specific life events. Most instruments used to measure locus of control provide measures of a generalized expectancy.

In the relationship between locus of control (generalized and specific expectancies) and achievement, Bar-Tal and Bar-Zohar (1977) stated that 31 of 36 studies reviewed indicated a significant relationship between locus of control and academic achievement with internals having higher achievement than externals. According to Amadi (2010), the "attribution theory assumes that people try to determine why people do what they do, i.e., attribute causes to behavior," There is a three stage process which underlies an attribution. Step one: the person must perceive or possibly observe the behavior. Step two is to try and figure out if the behavior was intentional, and step three is to determine if the person was forced to perform that behavior. The latter occur after the fact, that is, they are explanations for events that have already happened. Expectancy, which concerns future events, is a critical aspect of locus of control. Locus of control is grounded in expectancy-value theory,

which describes human behavior as determined by the perceived likelihood of an event or outcome occurring contingent upon the behavior in question, and the value placed on that event or outcome. More specifically, expectancy-value theory states that if (a) someone values a particular outcome and (b) that person believes that taking a particular action will produce that outcome, then (c) they are more likely to take that particular action. Umoh (1991) classified generalized beliefs concerning who or what influences things along a bipolar dimension from internal to external control: "Internal control" is the term used to describe the belief that control of future outcomes resides primarily in oneself while "external control" refers to the expectancy that control is outside of oneself, either in the hands of powerful other people or due to fate/chance, Araromi (2010) divided locus of control into two non-dimensional units namely, internal locus of control and external locus of control. A learner who has an internal locus of control orientation believes that his or her behavior is guided by his or her personal decisions and efforts while a learner with an external locus of control orientation believes that his or her behavior is guided by fate, luck or external circumstances, Amadi (2010) is of the opinion that a more internal locus of control is generally seen as desirable. They opined that having an internal locus of control could also be regarded as having self agency, personal control and self-determination.

Therefore, again, locus of control refers to the extent to which individuals believe that they can control events that affect them. Individuals with a high internal locus of control believe that events result primarily from their own behaviour and actions. Those with a high external locus of control believes that powerful others, fate, or chance primarily determine events. Those with a high internal locus of control have better control of their behavior, tend to exhibit more political behaviors, and are more likely to attempt to influence other people than those with a high external locus of control; they are more likely to assume that their efforts will be successful. They are more active in seeking information and knowledge concerning their situation (Araromi, 2010). Consequently, research has shown that having an internal locus of control is related to higher academic achievement (Amadi, 2010), students with internal locus of control earn better grades and work harder (Williams, 1990) and include spending more time on home work as well as studying longer for test. Hence, students with an internal locus of control have been found to do better academically (Trylong, 1987). In another study, Shammen (2004) reported that children who have an internal locus of control tend to have higher levels of academic achievement than those with external locus of control.

Another variable to be considered in this study is Emotional intelligence. The term Emotional intelligence is an ability to recognize one's own feeling and those of others, for motivating self as well as one's relationship with others. Laabs' (1999) study of the climate of individual teacher's classroom concluded that teachers who are more aware of how students feel in the classroom are better able to design a learning environment that suits students and better able to guide them towards success. Studies e.g. Ediger, 1997; Parker, Summerfeldt, Hogan and Majeski(2004)) have shown that the acquisition of emotional intelligence skills can significantly contribute to positive thinking in students and increase their ability to concentrate for a long time. The distal roots of Emotional Intelligence can be traced back to the concept of 'social intelligence,' coined by E.L. Thorndike (1920) to refer to the ability to understand and manage people and to act wisely in human relations. Its proximal roots lie in the work of Gardner (1983) and, more specifically, in his concepts of intrapersonal and interpersonal intelligence. Emotional Intelligence as a term has been present in the literature for a relatively long time.

According to Goleman (1995), emotional intelligence is not a concept opposite of IQ but rather a separate independent sphere of competency. Goleman specifies five major elements of emotional intelligence including self-awareness (knowing one's emotion); handling feelings (managing emotions); self-motivation, mastery, and control (motivating oneself) empathy (recognizing emotions in others); and social competence (handling relationships). Later, the definition was elaborated as "the ability to perceive and express emotion accurately and adaptively, the ability to understand emotion and emotional knowledge, the ability to use feelings to facilitate thought, and the ability to regulate emotions in oneself and in others" Salovey and Pizarro, (2003) assert that the concept of emotional intelligence is valuable in that it provides a theoretical framework to deal with individual differences in the emotional areas, as well as extend traditional views of intelligence by unifying both cognitive and emotional domains of human ability. Researchers and theorists in the field of gifted education have proposed concepts that are similar or related to emotional intelligence. For example, Dabrowski and Piechowski, (1977); Piechowski, (1991) include the emotional area as one distinguishing feature of giftedness along with four other separate modes of mental functioning, namely, psychomotor, sensual, imaginal, and intellectual. The five

modalities of excitabilities constitute varying developmental potentials of human beings that ultimately determine the level of development that individuals can fulfill and affect one's perceptions and responses to information and experience.

In the light of the above mentioned studies, this study is designed to find out the extent to which locus of control, emotional intelligence can predict academic achievement of secondary school students. It should also be noted that research examining socio-psychological variables and their relationship with academic achievement or learning outcome is still very limited particularly from the Nigeria population of secondary school students. This necessitates the conduct of this research at this time. It is expected that the outcome of this study will assist the secondary school educational stakeholders in Nigeria, particularly the two examinations bodies earlier mentioned together with secondary school teachers and educational authorities on how best to improve academic achievement from the socio-psychological variables perspective.

Purpose of the Study

The primary purpose of this study is to investigate the relationship between these two constructs (locus of control and emotional intelligence) on academic achievement among high achieving students.

Methodology

Research Questions

1. Is there any significant relationship between the independent variable and the dependent variable?
2. What is the composite effect of the independent variable on the dependent variable?
3. What is the relative effect of the independent variable and dependent variable?

Research Design

The study adopted a descriptive research of the *ex-post facto* type. This approach does not involve the manipulation of variables and it neither adds to nor subtracts from the existing facts. It observes carefully and records information as it naturally occurred at the time the study was conducted.

Population

The population for this study is all high achieving students in Senior Secondary School (SS1-SS2) in Ibadan metropolis of Oyo State.

Sample and Sampling Technique

Participants were selected from two secondary schools through stratified random sampling techniques. In each of the randomly selected schools, participants were selected through a simple random technique. On the whole, five hundred students (150) were used. Participants were drawn from Senior Secondary Class (SS 1-2).

Procedures

The researcher moved round the sample schools to administer the instruments based on the approval of the authority in each school. The researcher was assisted by some teachers in the administration and collection of the instruments. In each of the selected schools, the instruments was administered and collected on the same day of the administration. Five schools were covered per week; and so the exercise lasted for two weeks.

Measures

Locus of control scale, (Trice's academic LOG scale, 1985). In order to improve the validity of this study, Trice's academic LOG scale (1985), including 28 'True' or 'False' items was used to measure Locus of Control. Some of the items of the scale read as follows (i) college grades most often reflected

the effort you put into classes". This scale was chosen because it is highly related to students' academic environment and was validated for the Nigerian population. The maximum score for each item is 1 point. So the maximum total for this scale is 28 points. For this scale higher scores represent greater externality and lower scores represent higher internality. The average score for internality and externality in the instrument is 14. The scales had high validity and reliability and have been widely used in most of the recent relevant research (e.g. Yuliang, Lavelle, and Andris,2002; Lease, 2004).

Academic achievement score (A.A.S). The scores of participant in the three key subjects in their previous promotion examination were used to represent their academic achievement. The subjects include English Language, Mathematics and Biology. Score of each student in these three subjects were summed up and divided by 300 then multiplied by 100 to get the percentage performance of each subjects. This has a reliability index of alpha $r = 0.75$.

Emotional intelligence scale (E.I.S; Schuttle, Malouff, Haggerty, Golden and Dornhein, 1998). Emotional intelligence is measured using the 33-items EI scale developed by Schutte, Malouff, Hall Haggerty, Cooper, Golden and Dornheim (1998). This scale was based on the model of EI developed by Salovey and Mayer (1990). A 4-point Likert-type scale was provided. Where 1= strongly disagreed and 4= strongly agreed. Schulte et al reported good internal consistency ($\alpha=0.908$) and good test-retest reliability ($r=0.78$) for the scale when administered.

Data Analysis

A multiple regression analysis, ANOVA and t-test statistical tools were employed to analyse the data.

Results

Research Question 1: What pattern of relationship exists among the variables?

Table 1: Standard Deviation and Inter-correlation Matrix among Variables

Variables	N	SD	Academic Achievement	Emotional Intelligence	Locus of Control
Academic Achievement	150	6.315	1	0.57*	0.32*
Emotional Intelligence	150	7.301	0.57*	1	0.64*
Locus of Control	150	6.44	0.32*	0.64*	1

Note: *Significant

Table 1 above shows the pattern of relationship that exists among the variables being studied. It reveals that the correlation coefficient among all the variables was positive and significant. The results also revealed significant positive relationship between academic achievement and each of the two independent variables: emotional intelligence ($r=0.57$) and locus of control($r= 0.32$). The correlation between, emotional intelligence and locus of control is also high and positive ($r= 0.64$).

Research Question 2: What is the relative influence of each of the independent variables on the independent variable?

Table 2: Relative Contribution of the Emotional Intelligence and Locus of Control to Academic Achievement

Independent Variables	Unstandardized Coefficient		Standardized Coefficient	T-Ratio	P
	B	SEB	Beta		
Emotional Intelligence	-.463	.37	-.461	12.321	<.05*
Internal Locus of Control	-1.190	.29	-.521	10.071	<.05*
External Locus of Control	-1.001	.18	.340	5.026	<.05

Note: *Significant

From the results in Table 2 above, each of the independent variables made significant contribution to the prediction of high achieving students' academic achievement. The results indicated that the following beta weights which represented the contribution of the independent variables to the dependent variable were observed: emotional intelligence ($\beta=-.461, 12.321; P<0.05$) and internal locus of control ($\beta=-.521, 10.071; P<0.05$) and external locus of control ($\beta= 0.34, 5.026; P<0.05$). Although the three independent variables made significant contribution to the prediction of

participants' academic achievement, emotional intelligence is the most potent predictor, followed by internal locus of control.

Research Question 3: What is the combined influence of the independent variables on the dependent variable?

Table 3: Composite Influence of Emotional Intelligence and Locus of Control on Academic Achievement

Multiple R (Adjusted) = 0.636					
Multiple R ² (Adjusted) = 0.39					
Standard Error Estimate = 1.5488					
Sources of Variation	Df	Sum of Square	Mean Square	F-Ratio	P
Regression	2	57.237	28.6185	5.473	<0.05
Residual	147	768.722	5.2294		
Total	149	1125.959			

Going by the result presented in Table 3, the two independent variables (emotional intelligence and locus of control) when put together yielded a coefficient of multiple regression (R) of 0.636 and a multiple correlation square of 0.39. This shows that 63.3% of the total variance in academic achievement of the participants is accounted for by the combination of the two independent variables (emotional intelligence and locus of control). The table further indicates that the analysis of variance of the multiple regression data produced an F-ratio value of 5.473 at 0.05 level i.e. (F (2, 148) = 5.473; p<0.05).

Summary and Discussion

The researcher investigated locus of control and emotional intelligence as determinants of academic achievement of high achieving students. It was found that locus of control correlates significantly with emotional intelligence. This means that individuals who believe they control the events in their lives are more likely to have emotional insights and aptitudes. This finding is consistent with other studies that described locus of control as encompassing true ownership of circumstances and future events which also cross over to controlling one's emotional responses and moods to manage their environments, feelings, and affect Rotter, (1966); Salvoy & Mayer, (1990).

Positive and direct relationship was found between locus of control and academic performance of high achieving student. It was also found that locus of control significant contribution to academic achievement. Locus of control encompasses true ownership of circumstances and future events which also cross over to controlling one's emotional responses and moods to manage their environments, feelings, and affect (Rotter, 1966; Salvoy & Mayer, 1990). Students who attribute their success or failure to other factors and refuse to take responsibility for academic outcome are not likely make efforts that can foster academic performance such as to study, do assignments, and attend tutorial. This shows that whatever students attribute their success or failure to have significant influence on their academic achievement. The orientation that academic success is dependent on hard work, good study and good study habit and the like can help a student to prepare adequately for academic challenges.

On the other hand, students who attribute academic success to luck may not have the urge to do the necessary things that are required for academic success. This can lead to low academic achievement and even underachievement. This finding corroborates the separate findings of Vela (2003) and Nelson, Low and Vela (2004) who found that locus of control determines students' perception of their academic outcome and that their perception affects their commitment, seriousness and diligence to academic tasks.

Researchers have reported a strong relationship between locus of control and academic performance. For instance, Anakwe (2003) examined the relationship between locus of control and secondary school students' academic performance. The findings showed a significant positive relationship between academic performance and locus of control. Shepherd, Owen, Fitch and Marsall (2006) also found that students with higher GPA group reported higher score in internal locus of control. Nejati, Abedi, Agbaci and Mohammadi (2012) investigated the relationship between locus of control and the academic performance of students by considering the role of life quality and

satisfaction with life. The outcome of the study revealed that locus of control significantly correlated and the academic performance of the students. The outcome of this study is consistent with the findings of some previous studies (Bazegar, 2001; Knowles and Kerman, 2007). However, the significant relationship that was found between locus of control and academic performance is inconsistent with Dincyure, Guney and Caglar (2012) who found no significant relationship between locus of control and academic achievement.

The researcher found significant and positive correlation between emotional intelligence and academic performance and also found that emotional intelligence predicts academic performance. The research finding establishing the relationship between emotional intelligence and academic performance was supported and reinforced by prior evidence linking emotional intelligence with students' behaviour and attitudes (Salami, 2004; Salami & Ogundokun, 2009; Tagliavia, Tripton, Giannetti & Mattei, 2006; Wong, Wong & Chau, 2001) by showing the salutary effects of emotional intelligence on students' attitudes. In the findings of Petrides and Furnham (2001), they reported that trait and ability emotional intelligence should be regarded as distinct and that the combination of emotional intelligence and internal locus of control has more potent impact on academic success of students.

Students who had high emotional intelligence i.e. could perceive and understand their own emotions and emotions of others and could manage their emotional behavior performed well in their academic work and developed more positive attitude toward learning. Other researchers, using grade point average grade average point (GPA) Mann & Kanoy, (2010); Sparkman, (2012); Parker, (2005); Schulman, (1995); Jaeger, (2004); Song, (2010); Evenson, (2008); Berenson, Boyles & Weaver, (2008) found that the significant predictor of grades in academic courses was emotional intelligence.

The results of the multiple regression analysis revealed that emotional intelligence and locus of control either collectively or separately are potent predictors of academic achievement of high achieving students, though emotional intelligence is more potent. These findings lend credence to the fact that a student understands of self in terms of strengths and weaknesses (emotional intelligence) and the orientation about what brings about academic outcome, achievement, and success (locus of control) can contribute in no small measure to a student success or failure. It was also found that female high achieving students are more emotionally intelligent than male students and have better locus of control than their male counterparts.

Ford and Thomas (1997) had earlier established in their research that when students attribute their success to good luck, they tend to develop poor attitude towards their studies which in turn affects their performance, academic achievement and school success. Emotional intelligence and locus of control are strong predictors of whether students will develop good attitude towards study in terms of good study habit, determination to earn good grades, goal setting, and the ability to relate with teachers and peers to seek help in any area of academic difficulty. This finding is in line with the separate findings of Adeyemo and Ogunyemi (2007) and Salami (2004) who found that emotional intelligence correlates positively with students' academic achievement. The findings establishing gender difference in emotional intelligence and locus of control however contradict that of Gildea (2002) who reported that there is no significant difference in male and female locus of control and emotional intelligence.

In addition, emotional intelligence, which is found to be more potent than locus of control, is a necessary ingredient needed by high achieving students to authenticate this findings that distraction often crop up as a result of peer interaction and social integration. These findings lend credence to Nazir and Masrur (2010) who maintained that effective learning takes place when students have an understanding of how to learn, and this understanding requires emotional skills as well as the finding that emotional intelligence predicts academic achievement among International Islamic University, Islamabad (IIUT) and that a significant relationship existed between emotional intelligence and cumulative grade point average (CGPA) of undergraduate students of the university.

This finding is therefore a paradigm shift from the long existing belief and conception that academic performance and school achievement depend largely on cognitive intelligence. The findings in this study have shown that emotional traits such as emotional intelligence and locus of control needed to be given adequate attention in order to enhance student's academic achievement. In other words, students who attend to emotions and are aware of them are more likely to think about the causes of their emotions in order to solve them intelligently which may also facilitate productive

academic activities. When put together, the two independent variables (emotional intelligence and locus of control) impacted very strongly and significantly on academic performance of high achieving students.

Recommendations

Emotional intelligence is a very important trait needed for academic success. Therefore, educator should not focus only on cognitive intelligence but emphasis must be place of emotional intelligence which determine the social interaction of high achieving students with his peers and his/her ability to understand his/her feelings and that of others. This will particularly be of advantage to high achieving students who usually suffer socio-emotional problems such as isolation, withdrawals as a result of their uniqueness.

Schools should be more proactive in boosting the emotional intelligence and locus of control of students, since both are necessary and vital tools for school success. Counsellors should be used in this regard to provide counselling service to high achieving students in order to encourage them to be take responsibility for their academic success or failure and to also develop good social skills necessary for self-integration among others. This is very important in order to bring out the best from high achieving students as development of good internal locus of control and emotional intelligence necessary for academic success.

Periodic seminars and talks geared towards enhancing the emotional intelligence and locus of control should be put in place in our secondary and tertiary level of education, particularly for high achieving students. This can help the students to develop, internalize and maintain high emotional intelligence and good internal locus of control. This will ultimately lead to high good academic performance, good social skills and high academic achievement o high achieving students.

Emotional intelligence is social skill that allows an individual to go well with others and to develop good rapport with them. High achieving students are potential leaders of tomorrow. Therefore, leadership education curriculum should focus on developing emotional intelligence. With this, the nation can develop future leaders who understand the feelings of the led and who can provide good leadership at all levels.

Female high achieving students perform generally well on emotional intelligence and locus of control. This findings stress the needed for the continuation of c who-educational programs in which male and female students are educated within the same school setting. This affords high achieving students the opportunity to mix well and interact adequately with their female counterparts who are manifest high emotional intelligence and good locus of control.

Future researcher in the field should focus on expanding the scope of the study or even evaluating the emotional intelligence of teachers of high achieving students.

Conclusion

The researcher investigated how Locus of Control and emotional intelligence can determine the academic performance of high achieving students in Oyo State. It was discovered that there is a relationship between the two variables and academic performance. The three variables were interrelated in such a way that high achieving students are able to understand their emotions and that of others which adduce their success to self-preparation and ability to improve on their academic performance.

Thus, the combination of the ability to manage ones emotion is necessary and vital tool for one to be clear about one's own and other people's feelings, be careful and satisfied with their lines, to become capable of taking someone else's perspective and be capable of having fulfilled personal relationship.

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