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Refocusing of Emotional Intelligence for Enhanced Academic Performance in Business Education

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Abstract

Over the years, the focus in education has been on cognitive intelligence. This study was conducted to examine refocussing of emotional intelligence for enhanced academic performance of students in Business education. This study used a survey research design. The study was conducted in the Department of Business Education, College of Education, Afaha Nsit. The respondents were NCE 1, 2 and 3 students as well as Degree 1, 2, 3 and 4 students of 2021/2022 and 2022/2023 academic sessions. Simple random sampling technique was used to select a sample size of 100 students for the study. The instrument used for data collection was a questionnaire adopted from the Global Emotional Intelligence Test. The instrument was called “Emotional Intelligence and Academic Performance Questionnaire (EIAAPQ). Students’ results and GPA as well as personal observation were also used for the study. The data collected were analyzed using mean scores for the research questions while t-test was computed to test the hypotheses. Findings of the study revealed that students who were considered emotionally intelligent performed better than students who were not emotionally intelligent. It was recommended among others that there should be a refocussing of emotional Intelligence in academics since emotional intelligence was seen to be equally important in determining students’ academic performance. This research has the potential to transform business education by fostering a more holistic approach to student development, preparing them not only for academic success but also for a fulfilling and impactful career in the business world.

Keywords: Refocussing, Emotional intelligence, Academic enhancement, Business education

INTRODUCTION

The relationship between emotional intelligence and academic performance has been a growing area of research particularly in business education. This research explores the existing literature on the role of emotional intelligence competencies relevant to business education. Business education emphasizes skills like communication, teamwork, leadership, and

negotiation, all of which are heavily influenced by emotional intelligence. Studies have shown that emotional intelligence is a crucial predictor of career success in business field. Individuals with high emotional intelligence are better equipped to navigate complex business environments, build strong relationships, and achieve organizational goals. While the importance of emotional intelligence in business education is recognized, current approaches often lack a specific focus on the competencies most relevant to this field. A refocused approach should prioritize the development of emotional intelligence competencies that directly enhance business related skill and knowledge. This include self-awareness, self-management, social-awareness, relationship-management and self-motivation.

For many centuries, cognitive intelligence was the main focus in education. This was usually measured in terms of ability to acquire and apply knowledge and skills. Recently, emotional intelligence is common in many researches. (Tekle *et al*, 2020). This implies that apart from cognitive intelligence, emotional intelligence is equally important for enhanced academic performance, (Mosunic, 2023).

Emotional Intelligence (EI) here refers to the ability to deal with negative emotions that might likely disrupt learning. It is also the ability of an individual to monitor their own and others' emotions to distinguish among the positive and the negative emotions, (Meshkat, 2011). Emotional Intelligence may also be viewed as the ability to reach, understand and respond to emotions (Brackett, 2024). A student is considered emotionally intelligent if the student is able to use interpersonal intelligence to focus on the critical emotions and underlying behavioural traits of all the people related directly or indirectly to the academic achievement desired. This can be observed in the ability to communicate openly and respectfully, resolve conflicts constructively and collaborate effectively towards common goals. This attribute positively enhances creative innovation and higher performance, (Ademola *et al*, 2010 and Singh, 2007).

The components of emotional intelligence that are necessary include, self-awareness, self-management, social-awareness, relationship management, empathy and motivation. Many researchers concluded that students with high emotional intelligence are better equipped to handle stress, manage their emotions and navigate social situations effectively. This will improve their relationship with teachers and peers positively. The review of existing studies focuses on the selected five variables of emotional intelligence. These include: Self-awareness, self-management, social-awareness, relationship management and self-motivation.

Self-awareness

Self-awareness may be defined as the conscious knowledge of one's own characteristics. These may include feelings, desires, motives and ability to reflect on ones' self-analyses of what their strengths and weaknesses are. When an individual uses inward reflection to make self-comparisons to reality and the feedback of others, the person is said to have self-awareness. A self-aware student have independent self-concept, can direct his/her own learning, has accumulated a reservoir of life experiences that can be a resource, has learning needs closely

related to changing social roles, is problem-centred and interested in immediate application of knowledge and is internally motivated to learn, (Steriner, 2014). While studying the impact of self-awareness process on learning and leading, Steriner, (2014) indicated that independent self-concept is one of the important indicators of self-awareness. RocheMartin (2024) included some of the characteristics of self-awareness among his 50 tips for improving emotional intelligence.

Self-awareness has been described in many different ways by researchers. Some see Self-awareness as self-consciousness while others see it as self-recognition or self-analysis. Whatever term that is used, it still refer to the ability to assess oneself as a distinct person with feelings, thoughts and beliefs that are personal. This distinct personality affects the persons' cognitive world, emotional world and behaviour in the world. Self-awareness is one of the important elements of emotional intelligence (Rath & Conchi, 2008). The importance of self-awareness include the ability to make better decisions, improved team performance, increased leadership success and enhanced academic performance.

Self-management

This may be viewed as the ability to regulate one's behavior, thoughts and emotions in a productive way. Some authors' refer to self-management as the self-control or self-discipline (Raeburn, 2024). Self-Management is characterized with the ability to organize one's activities properly, management time effectively, set priorities and have focus. Self- management as one of the elements of emotional intelligence helps in improving consistent study habit, delayed gratification, task completion and follow-through, focus and concentration, persistence in the face of challenges and balanced work-life approach. Self-Management is significant for enhanced academic performances, (Zhao, 2023), (Stan, 2021). The core skills involved in successful Self-Management include planning, organizing, persistence, progress monitoring, control, attention to details, accountability, initiative adaptability and self-discipline.

Raeburn, (2024) identified seven skills for self-management to include time management, self-motivation, stress management, adaptability, decision making, goal alignment, and personal development. As an addition to the skills for self-management, Munro, (2021) indicated that role clarity, strategic planning, priority-setting, emotional regulation and self-care are necessary skills for effective self-management. All the identified skills for Self-Management are necessary for enhanced academic performance.

Social awareness

Based on Daniel Goleman's Emotional Intelligent Quadrant, social-awareness is the ability to accurately notice the emotions of others and "read" situations appropriately (Hubbard, 2021). This will enhance effective collaboration with others and consequently, enhanced academic performance will be achieved. The characteristics of social-awareness in emotional intelligence include empathy, service orientation and ability to sense others' needs. It also include the ability to know what to do and say when others are emotionally upset or distressed, (Cherry, 2023). A student who is able to achieve this is emotionally intelligent and will perform well academically.

Relationship - Management

As a component element in emotional intelligence, relationship-management refers to the ability to communicate clearly, maintain good relationship with others, connect with those from other cultures, work well in teams and manage conflict. A student is expected to manage and optimize interactions with peers, teachers and others who are directly and indirectly connected to his academic pursuit. Ability to do this successfully is regarded as relationship-Management in emotional intelligence, (Cherry, 2023).

Self-motivation

This is an internal personal drive towards the achievement of goals. In order to be self-motivated, a student need to identify his/her traits, realize his/her strengths and visualize success. This requires focusing on the goals and targets and continuing with zest and seal. Self-Motivation is one of the elements of emotional intelligence which require refocussing in order to achieve enhanced academic performance. This can be achieved by helping the students to understand what gives them positive drive and how to manage it. Some students are motivated by their grades. It has been observed that some students become excited and put more effort if they have good grades. On the other hand, some students become discouraged and withdrawn if they have low grades, (Bagina, 2023). Coursera, (2023) outlined 11 tips for self-motivation to include:

- (i) Putting goals on the calendar
- (ii) Working towards goals as a habit
- (iii) Planning for imperfection
- (iv) Setting small goals to build momentum
- (v) Tracking of progress
- (vi) Self-reward for wins
- (vii) Embracing positive peer pressure
- (viii) Practicing gratitude for others and self
- (ix) Doing mood lifting
- (x) Changing environment
- (xi) Remembering “why”

It is advisable to encourage the students to apply the 11 tips of self-motivation outlined for a refocussing of emotional intelligence. This can be done through guidance and counseling services. It is hoped that this will help the students to see their daily academic task as part of their long-term goals. This will positively lead to enhanced academic performance.

Statement of the Problem

While traditional academic measures like cognitive ability and technical skills are crucial in business education, there is growing recognition that emotional intelligence plays a significant role in student success. However, the current focus on emotional intelligence in business education often lack a structured approach, leading to inconsistent application and limited impact on academic performance. This study aims to address this gap by exploring how a refocused

approach to emotional intelligence can effectively be integrated into business education to enhance student learning and overall academic performance.

To students, teachers and parents in the society, emotional intelligence has positive impact on communication skills, self-expression, presentation skills, team work, assertiveness, decision-making, tolerance of stress, tolerance of change, calmness, attentiveness, empathy, self-regulation, self-motivated growth, sustainability, self-fueled performance, confidence, optimism, self-control and emotional management. Being a student requires the ability to cope with a lot of issues and emotions. Among the top emotions that a student may likely cope with are anger, love, fear, hate, contempt, joy, anticipation, surprise, trust, sadness, gratitude, forgiveness, disgust, enjoyment, guilt, envy, lust, shame etc. The ability to manage all these issues and emotions is called emotional intelligence, (Kautish, 2010; Meshkat, 2011).

It is important to understand what type of emotion is being experienced at a particular time and how to manage it. Ability to do this is called emotional intelligence. This state of emotional intelligence is important because it makes a person to be friendly, calm, make smart choices and feel good. In order to check emotional intelligence, some researchers use various tests and indices. One of such tests is the Global Emotional Intelligence test. This test uses 40 questions which are derived from the Global Emotional Intelligence Capability Assessment Instrument which contains 158 items. These are based on Goleman's Four Quadrant Emotional Intelligence Competency Model (2002). The Guardian (2024). Many Emotional Intelligence Test used in most researches are derived from these existing Tests and Models.

Purpose of the study

The main purpose of this study was to examine the refocusing of emotional intelligence for enhanced academic performance in Business Education. Specifically, this study sought to:

- (i) Examine the influence of self-awareness on the academic performance of Business Education Students,
- (ii) Examine the Influence of self-management on the academic performance of Business Education Students,
- (iii) Examine the influence of social-awareness on the academic performance of Business Education Students,
- (iv) Examine the influence of relationship-management on the academic performance of Business Education Students,
- (v) Examine the influence of self-motivation on the academic performance of Business Education Students.

Research Questions

The following research questions guided the study:

- (i) to what extent does self-awareness influence the academic performance of students in Business Education?

- (ii) to what extent does self-management influence the academic performance of students in Business Education?
- (iii) to what extent does social-awareness influence the academic performance of students in Business Education?
- (iv) to what extent does relationship-management influence the academic performance of students in Business Education?
- (v) to what extent does self-Motivation influence the academic performance of students in Business education?

Research Hypotheses

The following research hypotheses were postulated to guide the study:

- H1:** There is no significant influence of self –awareness on academic performance of students in Business Education.
- H2:** There is no significant influence of self-management on academic performance of students in Business Education
- H3:** There is no significant influence of social-awareness on academic performance of students in Business Education.
- H4:** There is no significant influence of relationship-management on academic performance of students in Business Education.
- H5:** There is no significant influence of self-motivation on academic performance of Students in Business Education.

RESEARCH METHODOLOGY

This study used a survey research design. The study was conducted in the Department of Business Education, College of Education, Afaha Nsit. The population of the study was 500 students. This was made up of NCE and Degree Students of 2021/2022 and 2022/2023 academic sessions. Simple random sampling technique was used to select a sample size of 100 students for the study. The instrument used for data collection was a questionnaire adapted from the Global Emotional Intelligence Test. The instrument was called “Emotional Intelligence and Academic Performance Questionnaire (EIAAPQ). The selected students’ semester results and GPA were also used for the study. Personal observations were also used.

The instrument for data collection was administered directly to the students by the researcher. The data was analyses using mean scores for the research questions while t-test was computed to test the hypotheses.

RESULTS

This section presents the analysis of data and discussion of findings based on the research questions and research hypotheses.

Table 1: Respondents' Profile

Description		Respondents	Total
Gender:	Male	34	100
	Female	66	
Age group:	17-22 years	68	100
	23-30 years	32	

Field work 2024

Table 1 above showed an explicit description of number of male and female respondents (students) among the one hundred (100) respondents. There were thirty four (34) male respondents and sixty six (66) female respondents making a total of one hundred (100) student who participated in the study.

Research Question 1: To what extent does, self-awareness influence the academic performance of students in Business Education?

Table 2: Students opinion on the influence of self-awareness on academic performance of students in Business Education

S/N	Items	SA	A	D	SD	Total	X	Pool Mean	Decision
1.	Students with self-awareness perform high in examination	17	49	24	10	100	2.73	2.96	Accepted
2.	Self-awareness increases academic performance of students	30	45	16	9	100	2.96		Accepted
3.	Self-awareness leads students to success	14	61	19	6	100	2.83		Accepted
4.	Self-awareness enhances students research and analytical skills	29	52	15	4	100	2.66		Accepted
5.	Self-awareness improves academic performance of students	26	26	31	17	100	3.12		Accepted

Field work 2024

Analysis from table 2 above shows opinions of students on the influence of self-awareness on academic performance of students in Business Education. The data analysis in the table also showed that respondents accepted items 1, 2, 3, 4, and 5. There was no item rejected in the decision from the mean. The pooled mean of 2.96 was greater than the stated mean of 2.50.

This suggested that there is influence of self-awareness on academic performance of student in Business Education.

Research Question 2: To what extent does, self-Management influence the academic performance of students in Business Education?

Table 3: Students opinion on the influence of Self-Management on academic performance of students in Business Education

S/N	Items	SA	A	D	SD	Total	X	Pool Mean	Decision
6.	Students with Self-management perform high in examination	34	20	27	19	100	2.69		Accepted
7.	Self-management increases academic performance of students	19	34	30	17	100	2.55		Accepted
8.	Self –managed students are always outstanding in school	18	68	10	4	100	3.00		Accepted
9.	Self-management enhances students research and analytical skills	14	50	26	10	100	2.68	2.69	Accepted
10.	Self-management improves academic performance of students	13	44	26	17	100	3.53		Accepted

Field work 2024

Analysis from Table 3 shows opinion of students on the influence of Self-management on academic performance of students in Business Education. The data analysis in the table also showed that respondents accepted items 6, 7, 8, 9 and 10. There was no item rejected in the decision from the mean. The pooled mean of 2.69 was greater than the stated mean of 2.50. This

suggested that there is influence of Self-management on academic performance of students in Business Education.

Research Question 3: To what extent does, Social-awareness influence the academic performance of Students in Business Education?

Table 4: Students opinion on the influence of Social-awareness on academic performance of students in Business Education

S/N	Items	SA	A	D	SD	Total	X	Pool Mean	Decision
11.	Students with Social-awareness perform high in examination	27	48	17	8	100	2.94		Accepted
12.	Social-awareness increases academic performance of students	22	51	17	10	100	2.85		Accepted
13.	Social-awareness leads students to success	20	53	20	7	100	2.86		Accepted
14.	Social-awareness enhances students research and analytical skills	30	53	14	3	100	3.10	2.94	Accepted
15.	Social-awareness improves academic performance of students	23	58	12	7	100	2.97		Accepted

Field work 2024

Analysis from Table 4 above shows opinions of students on the influence of Social-awareness on academic performance of students in Business Education. The data analysis in the table also

shows that respondents accepted items 11, 12, 13, 14 and 15. There was no item rejected in the decision from the mean. The pooled mean of 2.94 was greater than the stated mean of 2.50. This suggested that there is influence of Social-awareness on academic performance of students in Business Education.

Research Question 4: To what extent does relationship-management influence the academic performance of students in Business Education?

Table 5: Students opinion on the influence of relationship-management on academic performance of students in Business Education

S/N	ITEMS	SA	A	D	SD	TOTAL	X	POOL MEAN	DECISION
16.	Students with good skills in relationship-management perform, high in school	27	48	17	8	100	2.94		Accepted
17.	Relationships-management skills increases academic performance of students	22	51	17	10	100		2.94	Accepted
18.	Students with good relationship-management skills are always outstanding in school	20	53	20	7	100			Accepted

19.	Good relationship management enhances students research and analytical skills	30	53	14	3	100			Accepted
20.	Good relationship-management improves corporative learning and academic performance of students	23	58	12	7	100	2.97		Accepted

Field work 2024

Analysis from Table 5 shows opinions of students on the influence of relationship-management on academic performance of students in Business Education. The data analyzed in the table also shows that respondents accepted items 16, 17, 18, 19, and 20. There was no item rejected in the decision from the mean. The pooled mean of 2.94 was greater than the stated mean of 2.50. This suggested that there is influence of relationship-management on the academic performance of students in Business Education.

Research Question 5: To what extent does self-motivation influence the academic performance of students in Business Education?

Table 6: Students' opinion on the influence of self-motivation on academic performance of students in Business Education

S/N	ITEMS	SA	A	D	SD	TOTAL	X	POOL MEAN	DECISION
21.	Students with self-motivation perform high in school	33	48	12	7	100	3.07		Accepted
22.	Self-motivation increases academic performance of students	30	53	15	2	100	3.11	2.98	Accepted
23.	Self-motivated students are always outstanding in	30	45	16	9	100	2.96		Accepted

24.	school Self-motivation enhances students research and analytical skills	25	34	23	18	100	2.66	Accepted
25.	Self-motivation improves academic performance of students	39	40	15	6	100	3.12	Accepted

Field work 2024

Analysis from Table 6 above shows opinions of students on the influence of self-motivation on academic performance of students in Business Education. The data analysis in the table also shows that respondents accepted items 21, 22, 23, 24 and 25. There was no item rejected in the decision from the mean. The pooled mean of 2.98 was greater than the stated mean of 2.50. This suggested that there is influence of self-motivation on academic performance of students in Business Education.

Test of Hypotheses

H₀₁. There is no significant influence of self-awareness on academic performance of students in Business Education.

Table 7: t-test analysis of influence of self-awareness on academic performance of students in Business Education.

Variable	N	(X)	SD	t-cal	t-crit	Df	Decision
Influence of self-awareness on academic performance of Degree Students.	62	53.74	27.66	5.56	1.96	98	Rejected
Influence of self-awareness on academic performance of NCE students.	38	67.52	34.56				

The result of the analysis in Table 7 revealed the calculated t-value of 5.56 at the significant level of .05 and degree of freedom (df) of 98. This causes the rejection of the null hypothesis because the test is significant. This reflects that self-awareness significantly influence academic performance of students in Business Education.

Ho₂. There is no significant influence of self-management on academic performance of students in Business Education.

Table 8: t-test analysis of influence of self-management on academic performance of students in Business Education

Variable	N	(X)	SD	t-cal	t-crit	Df	Decision
Influence of self-management on academic performance of Degree students	62	58.20	28.45	3.26	1.96	98	Rejected
Influence of self-management on academic performance of NCE students	38	65.33	25.68				

The result of the analysis in table 8 revealed the calculated t-value of 3.26 at the significant level of .05 and degree of freedom (df) of 98. This causes the rejection of the null hypothesis because the test is significant. This reflects that self-management significantly influence academic performance of students in Business Education.

Ho₃. There is no significant influence of social-awareness on academic performance of students in Business Education.

Table 9: t-test analysis of influence of social awareness on academic performance of students in Business Education

Variable	N	(X)	SD	t-cal	t-crit	Df	Decision
Influence of social awareness on academic performance of Degree students.	62	52.22	26.25	2.86	1.96	98	Rejected
Influence of social awareness on academic performance of NCE students.	38	62.43	19.28				

The result of the analysis in Table 9 revealed the calculated t-value of 2.86 at the significant level of .05 and degree of freedom (df) of 98. This causes the rejection of the null

hypothesis because the test is significant. This reflects that social-awareness significantly influence academic performance of students in Business Education.

Ho4. There is no significant influence of relationship-management on the academic performance of students in Business Education.

Table 10: t-test analysis of the influence of relationship-management on academic performance of students in Business Education

Variable	N	(X)	SD	t-cal	t-crit	Df	Decision
Influence of relationship-management on academic performance of Degree students	62	52.22	26.25	2.86	1.96	98	Rejected
Influence of relationship-management on academic performance of NCE students	38	62.43	19.28				

The result of the analysis in Table 10 revealed the calculated t-value of 2.86 at the significant level of .05 and degree of freedom (df) of 98. This causes the rejection of the null hypothesis because the test is significant. This indicates that relationship-management significantly influence academic performance of students in Business Education.

Ho5. There is no significant influence of self-motivation on academic performance of students in Business Education.

Table 11: t-test analysis of influence of self-motivation on academic performance of students in Business Education

Variable	N	(X)	SD	t-cal	t-crit	Df	Decision
Influence of self-motivation on academic performance of Degree students	62	53.74	27.66	5.56	1.96	98	Rejected
Influence of self-motivation on academic performance of NCE students.	38	67.52	34.56				

The result of the analysis in table 11 revealed the calculated t-valued of 5.56 at the significant level of .05 and degree of freedom (df) of 98. This causes the rejection of the null hypothesis because the test is significant. This reflects that self-motivation significantly influence academic performance of students in Business Education.

DISCUSSION

Analysis from table 2 showed opinions of students on the influence of self-awareness on academic performance of students in Business Education. There was no item rejected in the decision from the mean. The pooled mean of 2.96 was greater than the stated mean of 2.50. This suggested that there is influence of self-awareness on academic performance of students in Business Education. The result of the analysis in Table 7 revealed the calculated t-value of 5.56 at the significant level of .05 and degree of freedom (df) of 98. This causes the rejection of the null hypothesis because the test is significant. This reflects that self-awareness significantly influence academic performance of students in Business Education. This is in line with the findings of RocheMartin (2024), who included self-awareness among his 50 tips for improving emotional intelligence. It also confirms the findings of Rath & Conchi, (2008) who emphasized the importance of self-awareness in emotional intelligence.

Analysis from Table 3 showed opinions of students on the influence of Self-management on academic performance of students in Business Education. The data analysis in the table also showed that respondents accepted all the items. There was no item rejected in the decision from the mean. The pooled mean of 2.69 was greater than the stated mean of 2.50. This suggested that there is influence of Self-management on academic performance of students in Business Education. The result of the analysis in Table 8 revealed the calculated t-value of 3.26 at the significant level of .05 and degree of freedom (df) of 98. This causes the rejection of the null hypothesis because the test is significant. This reflects that self-management significantly influence academic performance of students in Business Education. This findings is supported by the findings of Raeburn, (2024); Zhao, (2023) and Stan, (2021).

Analysis from Table 4 showed opinions of students on the influence of social-awareness on academic performance of students in Business Education. There was no item rejected in the decision from the mean. The pooled mean of 2.94 was greater than the stated mean of 2.50. This suggested that there is influence of social-awareness academic performance of students. The result of the analysis in Table 9 revealed the calculated t-value of 2.86 at the significant level of .05 and degree of freedom (df) of 98. This causes the rejection of the null hypothesis because the test is significant. This reflects that social-awareness significantly influence academic performance of students in Business Education. This is in line with the findings of Hubbard, (2021) and Cherry, (2023).

Analysis from Table 5 showed opinions of students on the influence of relationship-management on academic performance of students in Business Education. The data analyzed in the table also showed that respondents accepted all the items. There was no item rejected in the decision from the mean. The pooled mean of 2.94 was greater than the stated mean of 2.50. This

suggested that there is influence of relationship-management on the academic performance of students in Business Education. The result of the analysis in the Table 10 revealed the calculated t-value of 2.86 at the significant level of .05 and degree of freedom (df) of 98. This causes the rejection of the null hypothesis because the test is significant. This indicates that relationship-management significantly influence academic performance of students in Business Education. This is in line with the findings of Hubbard, (2021) and Cherry, (2023).

Analysis from Table 6 showed opinions of students on the influence of self-motivation on academic performance of students in Business Education. There was no item rejected in the decision from the mean. The pooled mean of 2.98 was greater than the stated mean of 2.50. This suggested that there is influence of self-motivation on academic performance of students in Business Education. The result of the analysis in Table 11 revealed the calculated t-value of 5.56 at the significant level of .05 and degree of freedom (df) of 98. This causes the rejection of the null hypothesis because the test is significant. This reflects that self-motivation significantly influence academic performance of students in Business education. This is in line with the findings of Bagina, (2023) and Coursera, (2023).

Recommendations

Based on the finding of the study, the following recommendations are made:

- (i) Counseling services should be conducted for students on emotional intelligence.
- (ii) Students should be encouraged to get involved in social activities.
- (iii) Special lectures should be organized for students with low or no emotional intelligence.
- (iv) Student should be encouraged to use resource centres and counseling units in the college.

Conclusion

Based on the results of the analysis and findings of the research, it is concluded that there is influence of self-awareness on academic performance of students in Business Education; there is influence of self-management on academic performance of students in Business Education; there is influence of social-awareness on academic performance of students in Business education; there is influence of social-awareness on academic performance of students in Business Education; There is influence of relationship management on academic performance of students in Business education; there is influence of self-motivation on academic performance of students in Business Education;

This implies that there is need for refocusing of emotional intelligence for enhanced academic Performance in Business Education.

Suggestion for Further Studies

In line with the findings of the study, the researcher suggests that, further studies on this topic should be extended to other institutions of learning in Nigeria.

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