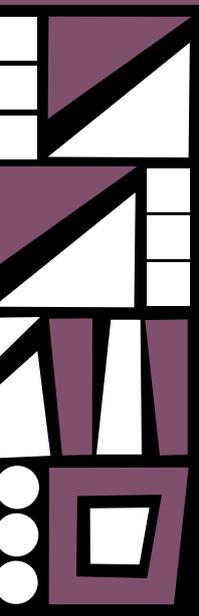




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## **EMOTIONAL INTELLIGENCE, READING MOTIVATION, AND THEIR COMBINED IMPACT ON SENIOR SECONDARY STUDENTS' ACADEMIC SUCCESS**

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### **Abstract**

This study examined the influence of emotional intelligence and reading habits as predictors of academic achievement among English Language and Economics senior secondary school students in Ibadan, southwestern Nigeria. The research adopted a survey design which used a simple random sampling technique to select three local government areas out of eleven in Ibadan. From each selected local government, three schools were chosen, giving a total of nine schools. Subsequently, a purposive sampling technique was used to select thirty (30) students who offered both English Language and Economics from each school, resulting in a total sample of 270 participants. Four research instruments were employed to collect data: the Emotional Intelligence Scale (EIS), Students' Reading Habit Questionnaire (SRHQ), Students' Achievement Test in English (SATE), and Students' Achievement Test in Economics (SATEC), with reliability coefficients of 0.74, 0.82, and 0.76 respectively. Data were analysed using the Pearson Product Moment Correlation Coefficient and Multiple Regression Analysis. Findings revealed that students' goal orientation and proficiency in English Language significantly predict achievement in Economics. The study concludes that emotional intelligence and reading habits are critical factors in enhancing students' academic performance. This study recommends that students cultivate positive goal orientations and improve their English proficiency to achieve better academic outcomes.

**Keywords:** Emotional intelligence, reading habits, academic achievement, English language, Economics, secondary education, Ibadan, Nigeria.

### **Introduction**

Academic achievement among senior secondary school students remains a central concern for educators, policymakers, and parents alike. Success in core subjects such as English Language and Economics is not only critical for students' progression to higher education but also for their overall academic, intellectual, and socio-emotional development. However, growing research suggests that traditional indicators such as intelligence quotient (IQ) and classroom instruction alone are insufficient to fully explain students' academic outcomes.<sup>1</sup> Increasingly, scholars are recognizing the influence of non-cognitive factors—particularly emotional intelligence and reading habits—as vital predictors of academic success.

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<sup>1</sup> A. M. Ojo, "Rethinking Student Performance: Emotional Intelligence and Academic Success in Nigerian Secondary Schools," *African Journal of Educational Research and Development* 13, no. 2 (2020): 87–99.

Emotional intelligence (EI) refers to an individual's ability to perceive, understand, regulate, and express emotions constructively.<sup>2</sup> In simple terms, it is the capacity to identify, control, and manage one's emotions and those of others. Within the teaching and learning context, emotionally intelligent students are more likely to manage academic stress, sustain positive peer and teacher relationships, and remain focused and motivated in the face of challenges. Studies in Nigeria have shown positive correlations between EI and academic performance. For instance, O. A. Florence found that students with high emotional intelligence performed significantly better in internal and external examinations in Oyo State.<sup>3</sup> Similarly, Obialor et al. reported a meaningful relationship between EI and science subject performance in Awka, underscoring its relevance across disciplines.<sup>4</sup> Emotional intelligence consists of five key elements—self-awareness, empathy, motivation, self-regulation, and social skills—all of which are crucial to achieving academic and career excellence.

Reading, on the other hand, is an indispensable tool for learning and a cornerstone of educational development. Access to information through reading is essential for both individual advancement and societal progress. Yusuf notes that information bridges the gap between knowledge and ignorance, and reading remains one of the most effective avenues for acquiring it.<sup>5</sup> Reading habit—defined as the regular and purposeful engagement with written texts for academic or leisure purposes—has long been associated with improved literacy and cognitive development. It enhances comprehension, critical thinking, vocabulary acquisition, and general knowledge, all of which are fundamental for excelling in subjects such as English Language and Economics. Adebayo and Alabi observe that students who regularly read both academic and non-academic materials demonstrated better understanding and retention, especially in language-based subjects.<sup>6</sup> Similarly, a large-scale international study by the University College London and the University of Málaga (2020) found that daily reading of high-quality books contributes to sustained academic growth equivalent to several additional months of schooling.<sup>7</sup>

Reading habits, therefore, represent a deliberate and consistent pattern of study aimed at mastering academic content and achieving success in examinations. They play a significant role in determining students' academic achievement, as both are deeply interrelated. Students vary in their reading habits depending on environmental and educational factors, which partly explains disparities in performance. Effective reading is indispensable for navigating the demands of academic life. Hence, students at all levels—primary, secondary, and tertiary—must be encouraged to read widely and consistently to attain high academic achievement.

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<sup>2</sup> Peter Salovey and John D. Mayer, "Emotional Intelligence," *Imagination, Cognition and Personality* 9, no. 3 (1990): 185–211, <https://doi.org/10.2190/DUGG-P24E-52WK-6CDG>.

<sup>3</sup> O. A. Florence, "Emotional Intelligence as a Predictor of Students' Academic Performance in Ogbomosho, Nigeria," *Journal of Educational and Social Research* 12, no. 3 (2022): 110–119.

<sup>4</sup> C. O. Obialor, H. C. Okonkwo, I. O. Eyaba, and A. E. Ndubuisi, "Emotional Intelligence as a Correlate of Students' Academic Performance in Biology in Awka," *Journal of Research in Adult and Continuing Education* 11, no. 1 (2024): 14–22.

<sup>5</sup> F. Yusuf, "Reading Culture and Pupils' Performance in Primary Schools," *Journal of Educational Development* 2, no. 1 (2007): 45–52.

<sup>6</sup> I. A. Adebayo and O. P. Alabi, "Reading Habits and Academic Performance among Secondary School Students in Lagos State, Nigeria," *Nigerian School Library Journal* 20, no. 1 (2021): 23–32.

<sup>7</sup> University College London (UCL) and University of Malaga, "Reading for Pleasure Helps Children's Brain Development and Academic Success," *Oxford Review of Education* 46, no. 4 (2020): 489–504, <https://doi.org/10.1080/03054985.2020.1764502>.

In Nigeria, the declining trend in students' academic achievement over the past two decades has become a major concern to stakeholders in the education sector. Although numerous studies have explored variables influencing academic performance, the persistent issue of poor achievement has prompted researchers to examine internal factors, such as emotional intelligence, to determine whether students' ability to manage emotions has a direct or indirect effect on academic outcomes. Stakeholders, including parents and government agencies, have expressed concern that despite substantial investments in education, expected outcomes have not been achieved.<sup>8</sup> One reason may be the limited attention given to students' emotional development and regulation.

Academic achievement is shaped by both internal and external factors.<sup>9</sup> Internal factors refer to personal attributes such as motivation, self-concept, and emotional stability, while external factors include relationships and environmental influences. Researchers have shown that a student's personality and self-perception significantly affect academic achievement.<sup>10</sup> Managing both internal emotions and external interactions requires emotional intelligence—the ability to control and understand one's emotions and those of others.<sup>11</sup>

The extent to which achievement in subjects like Economics and English Language can be influenced by students' ability to manage emotions is therefore significant. Anxiety, for instance, can adversely affect performance in language subjects, while fear or negative attitudes toward mathematical concepts in Economics can hinder success. Students who are emotionally balanced and self-aware are better positioned to overcome these challenges.

Although previous studies have established links between academic achievement and social-psychological variables, there remains a paucity of empirical research in Nigeria—particularly within Ibadan Metropolis—that jointly examines how emotional intelligence and reading habits interact to influence academic performance in specific subjects such as English and Economics. Most existing studies tend to explore either emotional intelligence or reading habits in isolation and across general academic performance. The present study seeks to fill this gap by assessing the combined predictive value of emotional intelligence and reading habits in determining academic achievement among senior secondary school students in Ibadan, a major educational hub characterized by diverse school types and student populations.

## **Literature Review**

Academic achievement, particularly in subjects such as Economics, is influenced by a wide range of cognitive, emotional, and behavioural factors. Among these, emotional intelligence and reading habits have emerged as significant predictors of students' success. Emotional intelligence (EI) refers to the capacity to identify, understand, manage, and utilize emotions effectively in oneself

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<sup>8</sup> O. O. Adebambo and U. E. Akuche, "Emotional Intelligence and Students' Academic Achievement in Economics," *African Journal of Education* 29 (2023): 100–103.

<sup>9</sup> P. C. Dev, "Intrinsic Motivation and Academic Achievement: What Does Their Relationship Imply for the Teacher?" *Remedial and Special Education* 18, no. 1 (1997): 12–19; K. B. Hoyenga and K. T. Hoyenga, *Motivation: Explanations of Behaviour—Evolutionary, Psychological, and Cognitive Ideas* (Monterey, CA: Brooks/Cole Publishing Company, 1984).

<sup>10</sup> A. O. Aremu and D. A. Oluwole, "Gender and Birth Order as Predictor of Normal Pupils' Anxiety Pattern in Examination," *Ibadan Journal of Educational Studies* 1, no. 1 (2001): 1–7.

<sup>11</sup> Daniel Goleman, *Working with Emotional Intelligence* (New York: Bantam Books, 1998); H. Weisinger, *Emotional Intelligence at Work: The Untapped Edge for Success* (San Francisco: Jossey-Bass, 1998).

and others.<sup>12</sup> According to Mayer and Salovey, EI encompasses abilities such as emotional awareness, emotional regulation, and interpersonal competence—all of which are vital in both personal and academic contexts.<sup>13</sup> Research has consistently demonstrated a positive relationship between emotional intelligence and academic achievement. For instance, Adeyemo found that secondary school students with high emotional intelligence performed better academically because of their ability to manage stress, stay motivated, and maintain focus on learning tasks.<sup>14</sup>

In the context of Economics, emotional intelligence plays a crucial role in enabling students to cope with the cognitive and analytical demands of the subject. Economics requires critical thinking, problem-solving, and the interpretation of complex data and relationships. Students with high emotional intelligence are better equipped to handle academic pressure, regulate test anxiety, and persist through challenging problem sets.<sup>15</sup> Moreover, emotionally intelligent students are more likely to engage positively with peers and teachers, contributing to a supportive classroom environment that enhances learning and academic performance.

Reading habit—defined as the regular and purposeful engagement with written materials—has also been shown to significantly influence students’ academic outcomes. Reading enables learners to acquire new knowledge, enhance comprehension, and develop the cognitive skills essential for learning.<sup>16</sup> A strong reading habit broadens students’ horizons, deepens conceptual understanding, and improves their ability to apply theoretical knowledge to practical contexts.

In subjects such as Economics, where mastery requires understanding abstract concepts, interpreting data, and applying theoretical models, regular reading provides the foundation for success. According to Oyewusi and Oyeboade, students who consistently engage with academic and non-academic texts perform better because they develop deeper insight into subject matter and are better prepared to handle complex academic tasks.<sup>17</sup>

While emotional intelligence and reading habits each contribute individually to academic success, their combined effect can be particularly powerful. Emotional intelligence fosters the self-discipline, motivation, and focus required to sustain a productive reading habit. Conversely, consistent reading enhances confidence, reduces academic anxiety, and strengthens emotional regulation. When students possess both emotional intelligence and strong reading habits, they are better equipped to manage cognitive and emotional challenges, leading to higher academic achievement, particularly in demanding subjects such as Economics and English Language.

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<sup>12</sup> Daniel Goleman, *Emotional Intelligence: Why It Can Matter More than IQ* (New York: Bantam Books, 1995).

<sup>13</sup> John D. Mayer and Peter Salovey, “What Is Emotional Intelligence?” in *Emotional Development and Emotional Intelligence: Implications for Educators*, ed. Peter Salovey and David J. Sluyter (New York: Basic Books, 1997), 3–31.

<sup>14</sup> D. A. Adeyemo, “Moderating Influence of Emotional Intelligence on the Link between Academic Self-Efficacy and Achievement of University Students,” *Psychology Developing Societies* 19, no. 2 (2007): 199–213, <https://doi.org/10.1177/097133360701900204>.

<sup>15</sup> S. O. Salami, “Emotional Intelligence, Self-Efficacy, Psychological Well-Being and Students’ Attitudes: Implications for Quality Education,” *European Journal of Educational Studies* 2, no. 3 (2010): 247–257.

<sup>16</sup> A. O. Issa, M. B. Aliyu, R. B. Akangbe, and A. F. Adedeji, “Reading Interest and Habits of the Federal Polytechnic Students,” *International Journal of Learning & Development* 2, no. 1 (2012): 470–486.

<sup>17</sup> F. O. Oyewusi and S. A. Oyeboade, “An Empirical Study of Accessibility and Use of Library Resources by Undergraduates in a Nigerian State University of Technology,” *Library Philosophy and Practice* (2009): 1–10, <https://digitalcommons.unl.edu/libphilprac/277>.

The reviewed literature underscores that emotional intelligence and reading habits are critical and complementary predictors of students' academic performance. Together, they form a strong foundation for sustained academic achievement by promoting emotional balance, intellectual engagement, and effective learning strategies.

### **Statement of the Problem**

The importance of Economics and English Language to educational stakeholders—such as parents, teachers, policymakers, and society at large—cannot be overemphasized. Economics focuses on the optimal distribution of resources within society. It involves understanding market dynamics, analysing both microeconomic and macroeconomic indicators, interpreting statistical data about the state of the economy, and evaluating policy options and their likely outcomes. English Language, on the other hand, serves as a global medium of communication and is the official or dominant language in more than 30 percent of countries worldwide. It is the primary language of international business, science, diplomacy, and education. Proficiency in English has therefore become almost indispensable for participation in the global workforce, as research consistently shows that cross-border communication in business and academia is most often conducted in English.

Despite the recognized importance of these two subjects, persistent poor academic achievement among secondary school students in Nigeria remains a pressing concern. Low performance in Economics and English Language limits students' potential for career advancement and their ability to compete effectively in an increasingly globalized world. Although the national curriculum at the secondary school level is designed to address this challenge, and numerous studies have sought to improve student outcomes, the trend of poor performance continues to persist.

While research has been conducted separately on emotional intelligence and reading habits as predictors of academic performance, very few studies—if any—have examined the combined or interactive effect of these two variables on students' achievement in specific subjects such as Economics and English Language. This gap is particularly evident among senior secondary school students in Nigeria. Hence, this study investigates the influence of emotional intelligence and reading habits on the academic achievement of Senior Secondary School Two (SS2) students in Ibadan, Nigeria.

### **Research Questions**

This study is guided by the following research questions:

1. What is the composite contribution of emotional intelligence and reading habits to students' academic achievement in English Language and Economics?
2. What is the relative contribution of the elements of emotional intelligence (self-esteem, motivation, emotional management/self-regulation, empathy, and self-awareness) to academic achievement in English Language and Economics?
3. Which predictor variable best predicts students' academic achievement in English Language and Economics?

## Research Hypotheses

The following null hypotheses were formulated and tested at the 0.05 level of significance:

1. There is no significant relationship between emotional intelligence and academic achievement of Senior Secondary Two (SS2) students in English Language and Economics.
2. There is no significant relationship between each element of emotional intelligence (self-esteem, motivation, emotional management/self-regulation, empathy, and self-awareness) and academic achievement in English Language and Economics.
3. There is no significant relationship between reading habits and academic achievement of Senior Secondary Two (SS2) students in English Language and Economics.
4. There is no significant joint relationship between emotional intelligence, reading habits, and academic achievement of Senior Secondary Two (SS2) students in English Language and Economics.

## Scope of the Study

This study is limited to Senior Secondary Two (SS2) students from selected schools across three local government areas within the Ibadan Metropolis. The focus is on examining the influence of emotional intelligence and reading habits on students' academic achievement in English Language and Economics.

## Significance of the Study

This study is significant in that it will help students to better understand their emotional states as these relate to the teaching and learning process. It will also assist teachers in identifying and interpreting the emotional conditions of their students, thereby helping them to understand the reasons behind certain behaviours and the factors that may contribute to declining academic performance. Furthermore, the findings will guide parents in supporting their children at home and in fostering the development of high emotional intelligence, which is essential for academic success and personal growth.

## Research Design

The study adopted an ex post facto research design within the survey research framework. This design was considered appropriate because the study did not involve manipulation of variables. Instead, it relied on existing data obtained from students in various schools across Ibadan.

## Variables of the Study

### Independent Variables

- Emotional Intelligence (self-esteem, self-awareness, emotional management/self-regulation, empathy, motivation, and social skills).
- Reading Habit.

### Dependent Variables

- Students' Academic Achievement in:
  - (a) English Language, and
  - (b) Economics.

### Target Population

The target population consisted of Senior Secondary School Two (SS2) students offering English Language and Economics in public secondary schools within Ibadan.

### Sampling Technique and Sample

A simple random sampling technique was used to select three Local Government Areas (LGAs) out of the five in Ibadan metropolis. From each of the selected LGAs, three schools were randomly chosen, making a total of nine schools. Thirty SS2 students offering both Economics and English Language were purposively selected from each school, resulting in a total sample of 270 participants.

### Method of Data Analysis

Data collected were analysed using inferential statistical tools, specifically the Pearson Product Moment Correlation (PPMC) and Multiple Regression Analysis, to determine the relationships and predictive effects among the study variables.

### Results and Discussion

**Research Question 1:** What type of relationship exists among emotional intelligence, reading habit, and students' achievement in Economics?

Table 1: Correlation Matrix of Variables of Achievement in Economics

	<b>SE</b>	<b>SA</b>	<b>EMSR</b>	<b>EMP</b>	<b>MOT</b>	<b>MESS</b>	<b>RH</b>	<b>ECO</b>
<b>SE</b>	1.000	.177**	.131*	.135*	.156*	.175**	.166**	.124
<b>SA</b>		1.000	.417**	.330**	.318**	.387**	.220**	.054
<b>EMSR</b>			1.000	.471**	.728**	.591**	.186**	-.209**
<b>EMP</b>				1.000	.288**	.500**	.228**	-.045
<b>MOT</b>					1.000	.361**	.254**	.075
<b>MESS</b>						1.000	.138**	-.201**
<b>RH</b>							1.000	.111
<b>ECO</b>								1.000
<b>Mean</b>	15.78	22.21	25.61	22.76	16.63	27.26	62.41	9.93
<b>SD</b>	3.979	8.866	7.489	5.553	4.018	8.917	9.842	3.513

KEY: SE = Self-Esteem, SA = Self-Awareness EMSR= Emotional management/self-regulation, EMP= Empathy, MOT= Motivation, MESS= Managing emotion/Social skill, RH= Reading Habit, ECO= Achievement in Economics.

Table 1 presents a summary of the data analysis examining the relationship among the eight independent variables. The results indicate that intercorrelations exist among the variables. Specifically, the findings show positive relationships among some variables, while negative relationships were observed between emotional management/self-regulation, empathy, managing emotion/social skills, and students' achievement in Economics. Furthermore, the analysis revealed that multicollinearity was not present among the variables.

### Discussion of Findings

The results of this study reveal that certain elements of emotional intelligence—specifically self-esteem, self-awareness, motivation, and reading habit—showed significant correlations with academic achievement. This finding implies that Economics students are capable of managing their emotions, regulating their social interactions, and monitoring both their own feelings and those of others. In doing so, they are able to analyse emotional cues and use the outcomes to guide their thinking and actions effectively.

This result aligns with the findings of Drago, who examined the relationship between emotional intelligence and academic achievement among nontraditional college students. Drago's study demonstrated that emotional intelligence was significantly related to students' GPA, cognitive ability scores, and age, while student anxiety was associated with specific emotional intelligence abilities.<sup>18</sup> Similarly, Nwadinigwe and Azuka-Obieke found a positive relationship between emotional intelligence skills and academic achievement, suggesting that improving a student's emotional intelligence can enhance academic performance.<sup>19</sup> Other studies by Williams, Aremu, Tella, & Tella, and Edun and Akanji have also reported that emotional intelligence skills positively influence student retention and academic success.<sup>20</sup>

However, the present study's finding of a positive relationship between emotional intelligence and academic achievement contrasts with the results of Roopamala, Koneri, and Patted, who observed that secondary school students with high and low parental involvement differed significantly in interpersonal, intrapersonal, stress management, adaptability, general mood, positive impression, and total emotional quotient.<sup>21</sup>

The findings also indicate that although reading habit correlates with students' academic achievement in Economics, the relationship was not statistically significant. This outcome

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<sup>18</sup> J. M. Drago, *The Relationship between Emotional Intelligence and Academic Achievement in Nontraditional College Students* (PhD diss., 2004).

<sup>19</sup> I. P. Nwadinigwe and U. Azuka-Obieke, "The Impact of Emotional Intelligence on Academic Achievement of Senior Secondary School Students in Lagos, Nigeria," Department of Educational Foundations, University of Lagos (2013).

<sup>20</sup> See M. H. Williams, *Achievement and Retention Patterns in a Predominantly Hispanic Serving Institution of Higher Education* (2004), accessed December 10, 2009, <http://www.tamuk.edu/kweiooo/research/articles>; Oyesoji A. Aremu, Adeyinka Tella, and Adedeji Tella, "Relationship among Emotional Intelligence, Parental Involvement and Academic Achievement of Secondary School Students in Ibadan, Nigeria," *Essays in Education* 18, no. 1 (2006): Article 18; A. Tella and A. Tella, "Emotional Intelligence and Parental Involvement as Predictors of Academic Achievement of Secondary School Students in Ogun State, Nigeria," *International Journal of Educational Research and Development* 3, no. 2 (2007): 28–37; and T. Edun and S. O. Akanji, "Perceived Self-Efficacy, Academic Self-Regulation and Emotional Intelligence as Predictors of Academic Performance in Junior Secondary Schools," *International Journal of Educational Research* 4, no. 1 (2008): 61–72.

<sup>21</sup> R. Koneri and S. Patted, "Emotional Intelligence among Secondary School Students," *International Journal of Educational Research and Technology* 1, no. 2 (2010): 45–50.

supports Molina’s study, which found a close relationship between students’ academic achievement and their reading habits.<sup>22</sup> Likewise, Onwuegbuzie reported a positive association between reading habits and academic performance across several investigations. Similarly, Michael confirmed that reading habit influences academic performance and contributes to students’ overall success.<sup>23</sup>

Table 2: Correlation Matrix of Variables of Achievement in English Language

	<b>SE</b>	<b>SA</b>	<b>EMSR</b>	<b>EMP</b>	<b>MOT</b>	<b>MESS</b>	<b>RH</b>	<b>ENG</b>
<b>SE</b>	1.000	.148**	.213**	.176**	.194**	.310**	.116**	.076
<b>SA</b>		1.000	.403**	.327**	.323**	.291**	.263**	.088
<b>EMSR</b>			1.000	.479**	.319**	.541**	.193**	.161**
<b>EMP</b>				1.000	.351**	.519**	.245**	.285
<b>MOT</b>					1.000	.365**	.254**	.127*
<b>MESS</b>						1.000	.141**	.281**
<b>RH</b>							1.000	.110
<b>ECO</b>								1.000
<b>Mean</b>	15.78	22.21	25.61	22.76	16.63	27.26	62.41	10.42
<b>SD</b>	3.979	4.866	7.489	5.553	4.018	8.917	9.842	6.319

KEY: SE= Self-Esteem, SA= Self-Awareness EMSR= Emotional management/self-regulation, EMP= Empathy, MOT= Motivation, MESS= Managing emotion/Social skill, RH= Reading Habit, ENG= Achievement in English.

Table 2 presents a summary of the data analysis testing the relationships among the eight independent variables. The results indicate that intercorrelations exist among the variables. Specifically, the findings show positive relationships among all variables—self-esteem, self-awareness, emotional management/self-regulation, empathy, motivation, managing emotion/social skills, reading habit, and students’ achievement in English Language. Furthermore, the analysis confirms that multicollinearity was not present among the variables.

### Discussion of Findings

The results of this study suggest that students of English Language are emotionally intelligent. This implies that they are capable of managing their emotions, regulating their social interactions, and interpreting emotional cues in themselves and others. These students are also able to analyse emotional information and use it to guide their thinking and actions effectively. Furthermore, the findings confirm that multicollinearity did not exist among the variables.

<sup>22</sup> V. L. Molina, “Estudio de los hábitos lectores entre centros de Ciudad Real,” *Revista Educar* 28 (2005): Universidad de Castilla-La Mancha.

<sup>23</sup> O. Michael, “Developing a Reading Habit among Secondary School Students: Issues and Strategies,” *Journal of Education and Practice* 5, no. 12 (2014): 89–95.

This result aligns with the findings of Abisamra who reported a positive relationship between emotional intelligence and academic achievement.<sup>24</sup> Similarly, Parker *et al.* found that highly successful students scored higher on measures of emotional intelligence than their less successful counterparts.<sup>25</sup> In the same vein, Low, Lomax, Jackson, and Nelson noted that emotional intelligence skills are key factors influencing academic achievement and test performance among high school and college students.<sup>26</sup> Codier and Odell also observed a statistically significant correlation between students' total emotional intelligence scores and their grade point averages (GPA).<sup>27</sup> Likewise, Sania and Sehrish, in their study on business students in Pakistan, found a statistically significant relationship between emotional intelligence and academic performance.<sup>28</sup>

However, the present findings contradict those of Olatoye, Akintunde, and Yakasai<sup>29</sup> as well as Gilani, Waheed, Saleem, and Shaukat,<sup>30</sup> who reported a negative and insignificant relationship between emotional intelligence and academic achievement. Similarly, the results differ from Adil Adnan *et al.*, who found no significant relationship between emotional intelligence and academic performance.<sup>31</sup>

Additionally, the findings of this study corroborate those of Pardo and San, who established a correlation between reading habit and students' academic achievement.<sup>32</sup> They also align with Nneji, who conducted a series of studies revealing a positive relationship between academic success and reading habit.<sup>33</sup>

**Research Question 2:** What is the composite contribution of emotional intelligence and reading habit to student's achievement in Economics?

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<sup>24</sup> N. Abisamra, "The Relationship between Emotional Intelligence and Academic Achievement in Eleventh Graders," *Research in Education* (FED 661, 2000).

<sup>25</sup> J. D. A. Parker *et al.*, "Academic Achievement in High School: Does Emotional Intelligence Matter?" *Personality and Individual Differences* 37, no. 7 (2004): 1321–30.

<sup>26</sup> G. Low, A. Lomax, M. Jackson, and D. Nelson, "Emotional Intelligence: A New Student Model," paper presented at the National Conference of the American College Personnel Association, Philadelphia, Pennsylvania, 2004.

<sup>27</sup> E. Codier and E. Odell, "Measured Emotional Intelligence Ability and Grade Point Average in Nursing Students," *Nurse Education Today* 34, no. 4 (2014): 608–612, accessed October 15, 2010, <http://gradworks.umi.com/32/21/3221587.html>.

<sup>28</sup> Sania Zahra Malik and Sehrish Shahid, "Effect of Emotional Intelligence on Academic Performance among Business Students in Pakistan," *Bulletin of Education & Research* 38, no. 1 (2016): 197–208.

<sup>29</sup> R. A. Olatoye, S. Akintunde, and M. Yakasai, "Emotional Intelligence, Creativity and Academic Achievement of Business Administration Students," *Electronic Journal of Research in Educational Psychology* 8, no. 2 (2010): 763–786.

<sup>30</sup> N. Gilani, S. A. Waheed, K. Saleem, and L. Shaukat, "Do Emotions Affect Academic Achievement in Adulthood? Relationship between Postgraduate Students' Trait Emotional Intelligence and Achievement," *The AYER* 2 (2015): 37–44.

<sup>31</sup> Adil Adnan, Amjad Chaudhry, and Muhammad Imran Malik, "Emotional Intelligence and Students' Academic Performance: A Study Conducted in Pakistan and Afghanistan," *Science Series Data Report* 4, no. 3 (2012): 61–69.

<sup>32</sup> Abelardo Pardo and Emilio San Martín, "Emotional Intelligence and Academic Performance in University Students," 2001.

<sup>33</sup> L. M. Nneji, "Study Habits of Nigerian University Students" (paper presented at the 25th HERDSA Annual Conference, Perth, Australia, July 7–10, 2002).

Table 3: Summary of Regression ANOVA table indicating the prediction of the criterion variable (Students' Achievement in Economics)

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R = .364

R Squared = .132

Adjusted R Square = .109

Standard Error of the Estimate = 3.316

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**ANOVA**

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Model	Sum of Square	DF	Mean Square	F	Sig
Regression	439.352	7	62.765	5.708	.000 <sup>b</sup>
Residual	2881.166	262	10.997		
Total	43320.519	269			

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Dependent Variable: Student's achievement in Economics

Predictors: (Constant), Reading Habit, Self-esteem, Emotional management/self-regulation, motivation, self-awareness, Empathy, managing emotion social skill

\*=Significant at  $P < 0.05$

Table 3 presents the multiple correlation coefficient (R), the coefficient of determination ( $R^2$ ), and the adjusted  $R^2$ , which indicate how effectively the two predictor variables explain variations in the criterion variable—students' achievement in Economics. The results show that the coefficient of multiple regression is  $R = 0.364$ ,  $R^2 = 0.132$ , and adjusted  $R^2 = 0.109$ . This indicates a positive relationship, with the model explaining approximately 10.9% of the total variance in students' achievement in Economics. Therefore, this proportion of variance is attributable to the combined contribution of the predictor variables included in the regression model.

Furthermore, the Table also reports the F-test, which assessed the linear relationship between the independent and dependent variables. The F-ratio  $(7,269) = 5.708$ ,  $p < 0.05$ , was found to be significant, confirming that the model provides a reliable prediction of students' achievement in Economics.

### Discussion of Findings

The results of the analysis indicate that emotional intelligence and reading habits significantly predict students' academic achievement in Economics. This suggests that students differ in their cognitive and emotional abilities, which in turn influence how effectively they prepare for and engage in academic activities. Emotional intelligence may complement or enhance students' cognitive capacity, enabling them to manage stress, stay motivated, and maintain productive study behaviours.

These findings align with those of Parker, Duffy, Wood, Bond, and Hogan whose study on emotional intelligence and academic achievement revealed that academically successful students

demonstrated higher levels of emotional and social competencies.<sup>34</sup> Similarly, Edun and Akanji, in their study on perceived self-efficacy, academic self-regulation, and emotional intelligence as predictors of academic performance among junior secondary school students, found that emotional intelligence was a significant predictor of academic achievement—accounting for more than sixty percent of the variance in students’ performance.<sup>35</sup> Likewise, Aremu, Tella, and Tella<sup>36</sup> reported that both emotional intelligence and parental involvement significantly predicted students’ academic outcomes.

Furthermore, the present study confirms that reading habits also predict students’ academic achievement in Economics. Reading habits foster independent learning and intellectual engagement, allowing students to deepen their understanding of subject matter beyond classroom instruction. This finding supports Fakeye and Temitayo’s study which found a significant composite effect of classroom participation and reading habits on students’ achievement in Literature-in-English.<sup>37</sup> Similarly, Acheaw and Larson observed a direct and positive relationship between reading habits and academic achievement.<sup>38</sup> Indeed, reading habits exert a positive effect on students’ learning outcomes, underscoring the crucial role of regular and deliberate reading in fostering academic success.

**Research Question 3:** What is the composite contribution of emotional intelligence and reading habit to student’s achievement in English Language?

Table 4: Summary of Regression ANOVA table indicating the prediction of the criterion variable (Students’ Achievement in English language)

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R = .338

R Squared = .114

Adjusted R Square = .087

Standard Error of the Estimate = 6.037

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**ANOVA**

Model	Sum of Square	DF	Mean Square	F	Sig
Regression	1228.371	8	153. 546	4.213	.000 <sup>b</sup>
Residual	9511.337	261	36.442		
Total	10739.707	269			

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<sup>34</sup> J. D. A. Parker, J. M. Duffy, L. M. Wood, J. B. Bond, and M. J. Hogan, “Academic Achievement and Emotional Intelligence: Predicting the Successful Transition from High School to University,” *Journal of the First-Year Experience and Students in Transition* 17, no. 1 (2005): 67–78.

<sup>35</sup> O. Edun and S. O. Akanji, “Effect of Emotional Intelligence on the Academic Achievement of First Year University Students in Nigeria,” *Journal of Education and Practice* 4, no. 3 (2008): 45–53.

<sup>36</sup> A. Tella and A. Tella, “Emotional Intelligence and Parental Involvement

<sup>37</sup> D. O. Fakeye and A. A. Temitayo, “Classroom Participation and Study Habit as Predictors of Achievement in Literature-in-English,” *Cross-Cultural Communication Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)* 3, no. 4 (2013): 395–401.

<sup>38</sup> K. A. Acheaw and L. R. Larson, “Growing Pains: Developmental Trends in Adolescents’ Reading Habits and Leisure Activities,” *Journal of Research on Adolescence* 24, no. 3 (2014): 561–580, <https://doi.org/10.1111/jora.12084>.

Dependent Variable: Students achievement in English language

Predictors: (Constant), Reading Habit, Self-esteem, Emotional management/self-regulation, motivation, self-awareness, Empathy, managing emotion social skill

\*=Significant at  $P < 0.05$

Table 4 presents the summary of the multiple correlation (R), the coefficient of determination ( $R^2$ ), and the adjusted  $R^2$ , which indicate how well the two predictor variables reliably predict the criterion variable—students' achievement in English Language. The results show that the coefficient of multiple regression is  $R = 0.338$ ,  $R^2 = 0.114$ , and the adjusted  $R^2$  is 0.087. This implies a positive correlation between the predictors and students' achievement in English Language. The observed variance of 0.087 accounts for approximately 8.7% of the total variation in students' achievement, attributable to the combined contribution of the predictor variables included in the regression model.

Furthermore, this table also presents the F-test, which examined the linear relationship between the independent and dependent variables. The F-ratio,  $F(8, 269) = 4.213$ ,  $p < 0.05$ , was found to be significant, indicating that the model provides a reliable prediction of students' academic achievement in English Language.

### **Discussion of Findings**

This study examined the joint contribution of emotional intelligence and reading habits to students' academic achievement in English Language. The results revealed a statistically significant relationship, indicating that these variables reliably predict students' performance in English. This finding supports the work of Najib, Che, Zurina, Suhanim, Suhaini, and Dan Wan,<sup>39</sup> who found that students with high emotional intelligence demonstrate greater competence in English Language. Similarly, Downey, Mountstephen, and Lloyd<sup>40</sup> observed that students with higher emotional intelligence tend to achieve higher scores in Mathematics and Science, further confirming the positive impact of emotional intelligence on academic success. However, the present finding contradicts the results of Meshkat who reported that emotional intelligence does not significantly predict students' academic success.<sup>41</sup>

In addition, this study underscores the crucial role of reading habits in enhancing students' academic performance and lifelong learning outcomes. Reading significantly contributes to school success, career development, and adaptability to change. This result aligns with Issa et al. who found that students at the Federal Polytechnic, Nigeria, strongly perceived reading as having a positive influence on their academic performance. Out of 246 respondents in their study, 105 students strongly agreed that reading habits positively affected their academic outcomes.<sup>42</sup>

**Research Question 4:** What is the relative contribution of emotional intelligence and reading habit on students' academic achievement in Economics?

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<sup>39</sup> Najib Ahmad Marzuki et al., "Emotional Intelligence and Demographic Differences among Students in Public Universities," *Research Journal in Organizational Psychology & Educational Studies* 1, no. 2 (2012): 93–99.

<sup>40</sup> L. A. Downey, J. Mountstephen, and J. Lloyd, "Emotional Intelligence and Scholastic Achievement in Australian Adolescents," *Australian Journal of Psychology* 60, no. 1 (2008): 10–17.

<sup>41</sup> M. Meshkat, "The Relationship between Emotional Intelligence and Academic Success," *Journal of Technology & Education* 5, no. 3 (2011): 201–204.

<sup>42</sup> Issa et al., "Reading Interest and Habits of the Federal Polytechnic Students," 470–486.

Table 5: Summary of Relative Contribution of emotional intelligence and reading habit to student's achievement in Economics

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.
	B	Std.Error	Beta		
(Constant)	6.546	1.602		4.087	.000
Self-esteem	.113	.053	<b>.128</b>	<b>2.150</b>	<b>.032</b>
Self-awareness	.098	.048	<b>.136</b>	<b>2.047</b>	<b>.042</b>
Emotional management/self-regulation	-.107	.036	<b>-.228</b>	<b>-3.101</b>	<b>.003</b>
Empathy	.037	.044	<b>.059</b>	<b>.838</b>	<b>.403</b>
Motivation	.104	.056	.118	1.835	.068
Managing emotion/social skill	-.089	.031	<b>-.225</b>	<b>-2.904</b>	<b>.004</b>
Reading Habit	.032	.022	.090	1.467	.144

Dependent Variable: Students achievement in Economics

Table 5 presents the standardized beta ( $\beta$ ) coefficients, which indicate the relative contribution of each independent variable in predicting the dependent (criterion) variable. The table shows that among the seven independent variables—self-esteem, self-awareness, emotional management/self-regulation, empathy, motivation, managing emotion/social skill, and reading habit—only five significantly predicted students' achievement in Economics. These are: self-esteem [ $\beta = .128$ ,  $t(269) = 2.150$ ,  $p < .05$ ], self-awareness [ $\beta = .136$ ,  $t(269) = 2.047$ ,  $p < .05$ ], emotional management/self-regulation [ $\beta = -.228$ ,  $t(269) = -3.101$ ,  $p < .05$ ], empathy [ $\beta = .059$ ,  $t(269) = .838$ ,  $p < .05$ ], and managing emotion/social skill [ $\beta = -.225$ ,  $t(269) = -2.904$ ,  $p < .05$ ]. This indicates that self-esteem, self-awareness, emotional management/self-regulation, empathy, and managing emotion/social skill made significant contributions to the prediction of students' academic achievement in Economics.

### Discussion of Findings

The study revealed that four elements of emotional intelligence emerged as the strongest predictors of students' academic achievement in Economics. This result is understandable, considering that aspects of emotional intelligence such as self-esteem, emotional management/self-regulation, empathy, and managing emotion/social skills are crucial to academic success. For instance, a student who possesses strong emotional management skills can better manage stress and anxiety associated with tests and examinations. Similarly, the ability to regulate one's emotions can enable students to seek academic assistance from teachers, peers, and other resource persons when needed.

These findings align with the work of Bar-On, a leading scholar and proponent of emotional intelligence, who emphasizes the influence of non-cognitive abilities on students' success. Bar-On argues that the ability to manage one's emotions, validate one's feelings, and solve personal and interpersonal problems is critical to academic achievement. He further suggests that

academic performance is enhanced when students are able to set personal goals and remain optimistic and self-motivated in pursuing them.<sup>43</sup>

Additionally, this study supports the findings of Pope, Roper, and Qualter, who reported that empathy and other dimensions of emotional intelligence significantly and positively influence students' academic outcomes.<sup>44</sup>

**Research Question 5:** What is the relative contribution of emotional intelligence and reading habit on students' academic achievement in English language?

Table 6: Summary of Relative Contribution of emotional intelligence and reading habit to student's achievement in English language

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.
	B	Std.Error	Beta		
(Constant)	1.181	2.964		.398	.691
Self-esteem	.036	.100	.022	.357	.722
Self-awareness	-.070	.091	-.054	-.775	.439
Emotional management/self-regulation	-.046	.065	-.055	-.718	.473
Empathy	.235	.083	<b>.207</b>	<b>2.853</b>	<b>.005</b>
Motivation	.016	.105	.010	.151	.880
Managing emotion social skill	.160	.057	<b>.226</b>	<b>2.815</b>	<b>.005</b>
Reading Habit	.035	.041	.055	.859	.391

Dependent Variable: Student's achievement in English language

Table 6 presents the standardized beta ( $\beta$ ) coefficients, which indicate the relative contribution of each independent variable to the prediction of the dependent (criterion) variable. The results in this table show that among the seven independent variables—self-esteem, self-awareness, emotional management/self-regulation, empathy, motivation, managing emotion/social skill, and reading habit—only two factors significantly predicted students' academic achievement in English Language. These factors are empathy [ $\beta = .207$ ,  $t(269) = 2.853$ ,  $p < .05$ ] and managing emotion/social skill [ $\beta = .226$ ,  $t(269) = 2.815$ ,  $p < .05$ ]. This implies that

<sup>43</sup> R. Bar-On, "Emotional and Social Intelligence: Insight from the Emotional Quotient Inventory," in *The Handbook of Emotional Intelligence*, ed. R. Bar-On and J. D. A. Parker (San Francisco: Jossey-Bass, 2000), 343–362, accessed October 15, 2010, <http://gradworks.umi.com/32/21/3221587.html>.

<sup>44</sup> Debbie Pope, C. M. Roper, and Pamela Qualter, "The Influence of Emotional Intelligence on Academic Progress and Achievement in UK University Students," *Assessment & Evaluation in Higher Education* 37, no. 8 (2012): 907–918.

empathy and managing emotion/social skill made significant contributions to the prediction of students' achievement in English Language.

### Discussion of Findings

This study examined the relative contribution of elements of emotional intelligence and reading habits to students' academic achievement in English Language, with particular attention to identifying which elements exert the most dominant influence. The results revealed that empathy and managing emotion/social skill significantly predicted students' academic achievement in English Language. This indicates that students who demonstrate the ability to recognize and understand others' feelings and challenges, as well as effectively manage their own emotions and social interactions, tend to perform better academically. These findings align with Chow's work which found that students' levels of empathy are positively associated with their academic motivation, thereby enhancing academic performance.<sup>45</sup> The results also corroborate the findings of MacCann, Fogarty, Zeidner, and Roberts, who concluded that emotional management and social skills contribute meaningfully to improved educational outcomes among students.<sup>46</sup>

**Research Question 6:** Which of the predictor variables best predicts student's academic achievement in Economics?

Table 3a clearly indicates that self-awareness [ $\beta = .136$ ,  $t_{(269)} = 2.047$ ,  $p < .05$ ] best predict students' academic achievement in Economics. Hence, it is statistically significant.

**Research Question 7:** Which of the predictor variables best predicts student's academic achievement in English language?

Table 3b clearly indicates that empathy [ $\beta = .207$ ,  $t_{(269)} = 2.853$ ,  $p < .05$ ] and Managing emotion/social skill [ $\beta = .226$ ,  $t_{(269)} = 2.815$ ,  $p < .05$ ] best predict students' academic achievement in English language. Hence, it is statistically significant.

### Discussion of Findings

The findings of the regression analysis revealed that all seven independent variables, when considered together, reliably predicted the criterion variables—students' achievement in Economics and English Language. The first major finding of this study relates to the roles of self-esteem, emotional management/self-regulation, empathy, and managing emotion/social skill in predicting students' achievement in Economics. Among these, empathy emerged as the most influential independent variable predicting students' achievement in both Economics and English Language. However, self-awareness and motivation did not contribute significantly to the prediction of students' achievement in Economics. This may be attributed to the students' ability to recognize, assess, and manage their own emotions as well as those of others while making decisions and setting goals.

The findings of this study corroborate the work of Guilford and Mersman who argue that providing emotional and social education to high school students could enhance their

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<sup>45</sup> Stephen Sau-Yan Chow, *Understanding Moral Culture in Hong Kong Secondary Schools: Relationships among Moral Norm, Moral Culture, Academic Achievement Motivation, and Empathy (China)* (PhD diss., 2006).

<sup>46</sup> Carolyn MacCann et al., "Coping Mediates the Relationship Between Emotional Intelligence (EI) and Academic Achievement," *Contemporary Educational Psychology* 36, no. 1 (2011): 60–70.

mathematical ability, emotional growth, and problem-solving skills.<sup>47</sup> Indeed, high emotional intelligence has been associated with mental and social well-being, greater awareness of one's emotions and those of others, effective emotion regulation, empathy, self-motivation, and a positive sense of self-worth—all of which are positively correlated with academic achievement. Similarly, Brown and Schutte found a connection between emotional intelligence and academic achievement. Using the Assessing Emotions Scale, they demonstrated that individuals who are better at recognizing, understanding, and managing emotions tend to perform better academically. Their findings suggest that higher emotional intelligence enables students to develop protective buffers—such as healthier emotional regulation, more adaptive cognitive interpretations, and stronger social support—which help mitigate the negative effects of stress on academic performance.<sup>48</sup>

## **Conclusion**

This study investigated the influence of emotional intelligence and reading habits on students' academic achievement in Economics and English Language among senior secondary school two students in Ibadan, Nigeria. The findings revealed that both emotional intelligence and a strong reading habit play crucial roles in determining students' academic success in these subjects. Specifically, students who can effectively regulate their emotions, empathize with others, and maintain consistent reading practices are more likely to excel academically, even in the face of challenges. Emotional intelligence enhances students' ability to cope with stress, stay motivated, and interact positively with peers and teachers, while good reading habits foster concentration, comprehension, and self-directed learning.

Based on these findings, several practical implications emerge for schools, parents, and policymakers. First, schools should integrate emotional intelligence and reading skills development into the curriculum through life skills education. Teaching students self-awareness, emotional regulation, empathy, and stress management can significantly improve their academic engagement and resilience. In addition, schools should organize workshops and seminars to help students build these emotional competencies while promoting effective study and reading strategies.

Second, the government and education authorities should ensure that adequate instructional materials—such as relevant and up-to-date textbooks—are made available in schools to strengthen students' study habits and overall learning outcomes. Similarly, parents have a vital role to play by providing their children with the necessary textbooks and writing materials, as well as monitoring and supporting their study routines at home.

Finally, schools should create dedicated reading periods—either in the morning or after regular school hours—supervised by teachers who can guide and encourage students during these sessions. Such structured reading environments not only enhance literacy skills but also cultivate discipline and academic focus.

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<sup>47</sup> J. P. Guilford and J. R. Mersman, "Emotional Intelligence and Its Impact on Learning Outcomes," *Journal of Psychological Research* 14, no. 2 (2008): 101–110.

<sup>48</sup> R. F. Brown and N. S. Schutte, "Direct and Indirect Relationships between Emotional Intelligence and Subjective Fatigue in University Students," *Journal of Psychosomatic Research* 60, no. 6 (2006): 585–593, <https://doi.org/10.1016/j.jpsychores.2006.05.001>.

In conclusion, fostering emotional intelligence alongside strong reading habits provides a holistic foundation for improving students' academic achievement. When students are emotionally balanced, self-motivated, and equipped with effective reading skills, they are better prepared to meet academic demands and succeed both within and beyond the classroom.