

Emotional Intelligence and Academic Performance of Students with Learning Disability

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Abstract: Reading and spelling difficulties in students with learning disabilities lead to a number of behaviors that have an effect on their academic performance. They regularly forget class-related material at school due to their sluggish information processing and unorganized behavior, which has a detrimental effect on their academic performance. When students with learning disabilities struggle to arrange the steps of a project, their peers may conclude that they lack enthusiasm. These learning challenges that children suffer lead to poor academic performance. Emotional intelligence is one of the factors linked to students' academic success in More Local Government, according to research. The research strategy employed a correlational scale. One hundred twenty-seven (127) learning disabled students who demonstrate emotional intelligence and academic performance in More Local Government made up the sample of responders. The checklist and questionnaire were the two tools utilized to collect the data. The respondents sixty-two (52) of the respondents representing 48.8% were male while sixty-five (65) of the respondents representing 51.2% were female. One (1) research question were stated and one (1) hypothesis was raised and tested at 0.05 significant level. Data gathered were analyzed using percentage count and T-test was used to analyses the hypothesis. The study revealed that students with learning disability perceived all items as the cases of emotional intelligence level of student with learning disability. The calculated value of was 0.38 and degree of freedom was 125, the observed p-value was 0.67 and the fixed p-value 0.005. The observed p-value was greater than the fixed p-value ($p > 0.05$) and also review that male student had mean score 43.6 and standard deviation 5.7 while female students had mean score 41.1 and standard deviation 5.4. the t was 2.6 degree of freedom 125, F was 1.9 and significant level is 0.01 ($P < 0.05$). According to study, emotional intelligence is one of the elements that contributes to students' academic achievement in More Local Government. Correlational scales were used as part of the research strategy. The sample of respondents consisted of 127 learning challenged kids who excel academically in More Local Government and exhibit emotional intelligence. The instruments used to gather the data were the questionnaire and the checklist.

Keywords: Student with Learning Disability, Academic Performance and Emotional Intelligence

INTRODUCTION

For students who struggle with learning, reading, spelling, reasoning, memory, and organization are all issues. Learning problems that are numerous, interconnected, and frequently subtle are experienced by students with learning disabilities. Although there is a lot of variation among students with learning disabilities, they are generally considered to be individuals with intelligences at least on par with the average who struggle with information processing and who face unforeseen academic challenges that cannot be attributed to other diagnosed disabilities or environmental factors. Students that struggle academically exhibit characteristics like hyperactivity. Impulsivity, perceptual-motor impairments, memory and cognitive abnormalities, emotional instability, academic challenges, coordination issues, language deficiencies, attention disorders, ambiguous. Among the symptoms include neurological signs, word pronunciation issues, and poor penmanship. These characteristics of learning disabled pupils have led to poor academic performance.

Academic performance measures how well a student, instructor, or institution has met short- and long-term learning objectives. Academic achievement is frequently assessed through exams or ongoing evaluations, but there is no consensus on the optimum method of evaluation or whether components—declarative information like facts or procedural knowledge like skills—are most crucial (Agomi and Kans 2011). Academic performance, according to Santrock (2004), is what the student has learned or what the student has failed to learn, and is typically assessed using tools like standardized examinations, performance evaluations, and portfolio evaluation. According to Arhad, Zaidi, and Mahmood (2015), continual tests or assessments are frequently used to assess academic achievement. The most crucial components to assess are skills, knowledge, and declarative and procedural knowledge.

Academic performance, according to Nared and Abdullah (2016), is the knowledge acquired that is evaluated by a teacher or educational instructor through marks that are set goals by students and teachers to be attained over a specified period of time. They said that these objectives are assessed via ongoing evaluations or test outcomes. Farooq (2003) looked researched the impact of students' emotional intelligence on their academic performance and discovered that students with high emotional intelligence

outperform pupils with low emotional intelligence in this area. The capacity to identify, comprehend, and manage one's own emotions as well as those of others is referred to as emotional intelligence. The ability to use intelligence, empathy, and emotions to advance thought and understanding of interpersonal interactions is another aspect of emotional intelligence. Emotional intelligence, as defined by Lynn (2002), is the aspect of intelligence that is responsible for our capacity to manage both our internal connections and those with others. Reading, spelling, reasoning, memory, and organization are all problems for students who have trouble learning. Students with learning difficulties usually struggle with subtle, many, and related learning issues. Students with learning disabilities are generally thought to be people with intelligences at least on par with the average who struggle with information processing and who run into unforeseen academic challenges that cannot be attributed to other diagnosed disabilities or environmental factors, despite the fact that there is a lot of variation among them. Students that struggle in school have traits like hyperactivity.

According to Panneerselvam and Sujathamalani, a study on emotional intelligence is focused on children who have learning challenges (2014). Children with learning difficulties may experience emotional difficulties. Disagreements occur in their learning contexts. Internal conflicts occasionally made it challenging for kids to react to teachers' questions. This illness makes the kids more emotionally challenging. A child with learning problems already faces academic challenges because of their difficulties with learning. Due to their emotional problems and impairments, the child develops into an unstable, emotionally illiterate adult. The emphasis of this essay is on the requirement and significance of creating comprehensive solutions for addressing children's emotional problems and particular learning difficulties. Male and female pupils differ in their emotional intelligence, according to Kumar (2020). All students in the school of education, with the exception of those who attend the school of Law & Governance, have emotional intelligence that is at a high level, claims Ravi (2019). In terms of emotional intelligence, male and female pupils considerably differ from one another across the board. Higher mean values were discovered for emotional intelligence in female students.

Emotional intelligence (EI), which goes beyond the level attributed to general intelligence, has been linked to academic and professional achievement, according to research by Romanelli, Cain, and Smith (2006). EI also adds to individual cognitive-based performance. People and college students with higher emotional intelligence exhibit more positive social functioning in interpersonal relationships, according to Brackett, Rivers, and Salovey (2011). They are also seen by peers as prosocial, less hostile, and conflictual. According to Schutte, Malouff, Bobik, Coston, Greeson, Jedlicka, Rhodes, and Wendorf (2001), these enhanced social skills and healthy connections may promote cognitive and intellectual growth that will boost academic success. According to Brackett, Rivers, and Salovey (2011), EI more directly supports thinking prioritization, behavior regulation, and well adjusted lifestyle decisions, all of which improve academic success. According to Codier, Kooker, and Shoultz (2008), clinical effectiveness and superior academic accomplishment have both been linked to emotional intelligence, one of the psycho-affective domains in medical education. When 246 teenage pupils' academic performance was investigated in Farooq's 2003 study, it was discovered that students with high emotional intelligence outperformed those with low emotional intelligence.

Drago (2004) looked into the connection between academic success and emotional intelligence in non-traditional college students. Understanding the importance of emotional intelligence in academic success is important because students' cognitive abilities varied, with some being better equipped for college life than others. Student cognitive aptitude may be supplemented or enhanced by non-cognitive characteristics like emotional intelligence. In this study, the predictor variables included emotional intelligence, achievement motivation, anxiety, and cognitive ability. Academic performance as determined by student GPA served as the criteria variable. The findings showed a substantial correlation between emotional intelligence and student age, cognitive capacity, and GPA scores. When Petrides et al. (2004) examined the association between trait emotional intelligence, academic achievement, and cognitive ability, they discovered that emotional intelligence moderated the relationship. Parker et al. (2004) came to the conclusion that different aspects of emotional intelligence were used as academic performance indicators. On three subgroups of emotional intelligence, they discovered that extremely successful students performed better than the unsuccessful group (interpersonal ability, stress management and adaptability).

Statement of the problem

Students with learning disabilities have trouble reading and spelling, which causes them to display a variety of traits that have an impact on their academic achievement. Because of their delayed information processing and disorganized behavior, they frequently forget class-related information at school, which has a negative impact on their academic achievement. Students with learning difficulties who struggle to organize the steps of a work give the impression to their peers that they lack motivation. These learning difficulties that students experience result in subpar academic achievement. Researchers have found that one of the variables that affect pupils' academic achievement in school is emotional intelligence. In a review of the literature, various researchers looked at the relationship between general students' academic achievement and emotional intelligence and self-esteem. There is a gap that has to be filled in that none of these have taken into account the connection between emotional intelligence and academic performance of kids with learning impairments. The purpose of the study is to ascertain the connection between students with learning impairments' academic performance and emotional intelligence.

Research Question

Based on the stated problem, this research question that guided the study.

1. What is the emotional level of students with learning disabilities

Research Hypothesis

Ho1: There is no significant relationship between emotional intelligence and academic performance of students with learning disabilities

Methodology

The researcher used a correlational scale to investigate the possibility of a relationship between emotional intelligence and academic achievement of students with learning disability. The sample for this study comprised of one hundred and twenty-seven (127) students with learning disability. The study adopts purposive sampling techniques in selecting respondents for this study. Two instruments were used for collection of data in this study; checklist for identifying student with learning disabilities and questionnaire. The reliability co-efficient of 0.81 was obtained. A total number of one hundred and twenty-seven (127) copies of questionnaires was administered and the completed questionnaire were collected back after completion from the respondents. Data gathered were analysed using frequency count and percentage, while hypotheses were analysed using Pearson Product Moment Correlation (PPMC) and t-test.

Results

Research Question 1: What is the emotional level of students with learning disabilities

Table 1: Table showing the percentage and mean distribution emotional level of students with learning disabilities.

S/N	ITEM	SA	A	D	SD	MEAN
1	When my mood changes, I see new opportunities	27(21.3)	58(45.7)	29(22.8)	13(10.2)	2.7
2	Emotions are one of the things that makes my life worth living	45(35.4)	46(36.2)	24(18.9)	12(9.4)	2.9
3	People are the most interesting thing in life for me	39(30.7)	61(48.0)	21(16.5)	6(4.7)	3.0
4	I like to share my emotions with others	26(20.5)	47(37.0)	42(33.1)	12(9.4)	2.7
5	When I am in a positive mood solving problem is easy for me	64(50.4)	40(31.5)	18(14.2)	5(3.9)	3.3
6	If someone harm me in anyways, I do not forget easily; I'm on a lookout to retaliate in the coin	33(26.0)	21(16.5)	40(31.5)	33(26.0)	2.4
7	I know why my emotion change	28(22.0)	51(40.2)	31(24.4)	17(13.4)	2.7
8	When I'm faced with any challenges, I give up because I believe I will fail	20(15.7)	12(9.4)	36(28.3)	59(46.5)	1.9
9	I often feel nervous and tense when I am with my colleagues	17(13.4)	33(26.0)	45(35.4)	32(25.2)	2.3

10	When I feel a change in my emotion, I tend to come up with new ideas	31(24.4)	52(40.9)	31(24.4)	13(10.2)	2.8
11	I can let anger go quickly so that it no longer affects me	57(44.9)	37(29.1)	25(19.5)	8(6.3)	3.1
12	Others often do not know how I am feeling about things	46(36.2)	52(40.9)	26(20.5)	3(2.4)	3.1
13	I generally build solid relationships with those I work with	50(39.4)	51(40.2)	23(18.1)	3(2.4)	3.2
14	I like to ask questions to find out what is important to people	43(33.9)	60(47.2)	14(11.0)	10(7.9)	3.1
15	I'm good at adapting and mixing with variety of people	54(42.5)	41(32.3)	20(15.7)	12(9.4)	3.1
Weighted mean 2.8						

Note: The figures in parentheses are in percentages

Table 2 showed the emotional level of students with learning disabilities. The following shows emotional level of students with learning disabilities as follows: When my mood changes, I see new opportunities (2.7), Emotions are one of the things that makes my life worth living (2.9), People are the most interesting thing in life for me (3.0), I like to share my emotions with others(2.7),When I am in a positive mood solving problem is easy for me(3.3), If someone harm me in anyways, I do not forget easily, I'm on a lookout to retaliate in the coin(2.4), I know why my emotion change(2.7), When I'm faced with any challenges, I give up because I believe I will fail (1.9), I often feel nervous and tense when I am with my colleagues(2.3) When I feel a change in my emotion, I tend to come up with new ideas (2.8), I can let anger go quickly so that it no longer affect me(3.1), Others often do not know how I am feeling about things(3.1), I generally build solid relationships with those work with(3.2), I like to ask questions to find out what is important to people(3.1) and I'm good at adapting and mixing with variety of people (3.1). The weighted mean was 2.8, which mean that calculated mean was greater than fixed mean (2.5). This implies that the emotional intelligence level of students with learning disabilities is high.

H01: there is no significant relationship between emotional intelligence and academic performance of students with learning disabilities.

Table 2: Pearson Product Moment Correlation shows the relationship between emotional intelligence and academic performance of students with learning disabilities.

Variables	N	MEAN	SD	r-cal	Df	p-value	DECISION
Emotional intelligence	127	42.3	5.7				
				0.38	125	0.67	sig
Academic performance	127	14.3	2.5				

Table 2 showed the correlation between emotional intelligence and academic performance of students with learning disabilities. It was revealed that the mean and standard deviation of emotional intelligence were 42.3 and 5.7 respectively, while the mean and standard deviation of Academic performance of students with learning disabilities were 14.3 and 2.5 respectively. The

calculated value of real was 0.38 and degree of freedom was 125, the observed p-value was 0.67 and the fixed p-value 0.05. The observed p-value was greater than the fixed p-value ($p > 0.05$). This implies that there is no significant relationship between emotional intelligence and academic performance of students with learning disabilities. Therefore, the null hypothesis that states that there is no significant relationship between emotional intelligence and academic performance of students with learning disabilities was not rejected.

Discussion of findings

The results show that children with learning difficulties exhibit high levels of emotional intelligence because they are able to comprehend both their own and other people's emotions. This result was consistent with a study conducted by Panneerselvam and Sujathamalini in 2014 that examined the emotional intelligence of kids who have learning impairments. Children with learning disabilities may struggle emotionally. In their learning environments, there are disagreements. Children sometimes found it difficult to respond to queries from teachers due to internal tensions. The children become emotionally difficult because of this disease. A youngster with learning disabilities already has difficulty in school due to their learning issues. The child grows up to be an unstable, emotionally illiterate individual due to their disabilities and emotional issues. This essay emphasizes the significance of developing a holistic plan for treating children with learning impairments' individual emotional issues as well as their learning disabilities.

According to Nazan Yelkikalan, the final results show that there is no correlation between emotional intelligence and academic achievement of pupils with learning difficulties in Moro Local Government Malete, Kwara State. The study's findings, according to Gungor Hacıoglu and Abdullah Kiray (2021), showed that, with the exception of sociability, there is no discernible difference between the faculty of pupils and their emotional intelligence. Three studies, however, have found no connection between emotional intelligence and academic success (Cheshire, Strickland, & Carter, 2015; Meshkat, 2011; Shipley, Jackson, & Segrest, 2010). Yelkikalan et al. (2012); Pope, Roper & Qualter (2012).

Conclusion and recommendation

Finally, both male and female students were exposed to their emotions, which enables them to achieve a high level of emotional intelligence. It was advised that general and special education teachers learn how to support students with learning difficulties in developing their emotional self-awareness in light of the study's findings that emotional self-awareness can enhance students' academic performance.

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