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# The Relationship between Perceived Emotional Intelligence, Psychological Well being and Academic Achievement of Merawi Secondary School Students.

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**BAHIR DAR UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL**  
**SCIENCE**  
**DEPARTMENT OF PSYCHOLOGY**

**THE RELATIONSHIP BETWEEN PERCEIVED**  
**EMOTIONAL INTELLIGENCE,**  
**PSYCHOLOGICAL WELL-BEING AND**  
**ACADEMIC ACHIEVEMENT**

**BY**

**NEGESE NIBRETIE**

**JULY 2020**

**BAHIR DAR, ETHIOPIA**

**BAHIR DAR UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE**  
**DEPARTMENT OF PSYCHOLOGY**

**THE RELATIONSHIP BETWEEN PERCEIVED  
EMOTIONAL INTELLIGENCE, PSYCHOLOGICAL  
WELLBEING AND ACADEMIC ACHIEVEMENT OF  
MERAWI SECONDARY SCHOOL STUDENTS.**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF ART FOR  
SOCIAL PSYCHOLOGY**

**BY**

**NEGESE NIBRETIE**

**ADVISOR: AMARE SAHILE,(PHD,ASSOCIATE PROF.)**

**JULY 2020**

## DECLARATION

I hereby declare that this thesis work entitled as *“The relationship between perceived emotional intelligence, psychological well-being and academic achievement”* submitted to, Bahir Dar University college of education and behavioral sciences, psychology department for the partial fulfillment of the requirements of masters’ degree in social psychology is my own original work in design and execution. Besides, I confirm that this paper is never used for any academic presentation and senior essay of the researcher before and all the sources in the thesis have been duly acknowledged as per APA’s style.

Negese Nibretie

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I hereby certify that I have supervised, read, and evaluated this thesis “The relationship between perceived emotional intelligence, psychological well-being and academic achievement” by NEGESE NIBRETIE under my guidance. I recommend the thesis be submitted for oral defense (mock-viva and viva voce).

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We hereby certify that we have examined this thesis entitled “*the relationship between perceived emotional intelligence, psychological Wellbeing and academic achievement*” by *Negese Nibretie*. We recommend that *Negese Nibretie* is approved for the degree of “*Master of Arts in Social Psychology*”

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I am deeply grateful to all my instructors in the graduate school whose courses have helped me in one way or another in writing this thesis. , the researcher employed Quantitative data was analyzed using descriptive survey and correlational research design to see the relationship between the (emotional intelligence and psychological well-being) and academic achievement.

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## **ABSTRACT**

*The aim of the study was to examine the relationship between perceived emotional intelligence, psychological well-being and academic achievement of Merawi secondary school students. The researcher employed quantitative data was analyzed using descriptive survey and correlational research design to see the relationship between the (emotional intelligence and psychological well-being) and academic achievement. The research setting was Merawi secondary school .Three hundred fifty two (160 males and 192 females) participants were selected using stratified random sampling technique from grade 9 and 10. Questionnaire was used to collect data regarding students' emotional intelligence and psychological well- being and academic achievement scores also accessed from school record office. The collected data was analyzed using descriptive, Person correlation, linear regression, Independent t-test and two way ANOVA. The study shows that Merawi secondary school students' have scored above average scores on emotional intelligence, psychological well-being and academic achievement. The study also revealed that there was a statistically significant positive correlation between students' emotional intelligence and academic achievement similarly, statistically significant positive correlation was also observed between students' psychological wellbeing and academic achievement. The study also disclosed that male students scored relatively higher mean score in emotional intelligence than female students. There was also statistically significant mean score difference between male and female students in psychological wellbeing. The t-value revealed that male students scored relatively higher mean score in academic achievement than their female counterparts. The lower grade level the higher would be the mean scores in psychological well- being of students whereas the higher the grade level the lower would be the mean scores of psychosocial well- being. The school community (teachers, school principals, parent teacher association, administration staffs and other relevant stake holders) should give emphasis for female students to improve their emotional intelligence, psychological well-being and academic performance.*

**Keywords;** - *Emotional intelligence, Psychological well- being and Academic achievement.*



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## **ACRONYMS**

APA	American Psychological Association
SPSS	Statistical Package for Social Sciences
WHO	World Health Organization

## **ABBREVIATION**

AA	Academic achievement
BDU	Bahir Dar University
EI	Emotional Intelligence
FSS	First Semester Grade Point Average score
MSCEIT	Mayer's, Salovey and Caruso Emotional Intelligence Test
PW	Psychological Wellbeing
SEIS	Schulte Emotional Intelligence Scale

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the study

Education is one of the most important instruments of change in the life of human beings. It helps in enriching their life positively. Thus academic achievement is the ultimate goal of schools today.

Academic achievement is a major concern in high schools today. Academic achievement is the central area of research in educational psychology. Educational psychologists attempt to investigate what determines academic achievement of learners they have come with more questions than answers. In recent times research has shown that learning outcomes (academic achievement) have been determined by such variables; family, school, society and motivation factors etc. (Simon, 2000 cited in Moges, 2014, p.3).

Emotion is difficult to define but always consists of feelings, behavior, physiological change and cognitions and always occurs in a particular context which influences it. Its major function is to give information to the individual about their interaction with the world, (Shiraev & David, 2010).

Intelligence is a set of mental skills that helps individuals to reach goals. Intelligence is attached from cognition, a diversified process by which the individual acquires and applies knowledge (Shiraev & David, 2010). It usually includes processes such as recognition, categorization, thinking, and memory. Sternberg (1985, 1997) supported a hypothesis about a multi-dimensional structure of intelligence and suggested the existence of three fundamental aspects of intelligence, that is, analytic, creative, and practical. Persons with higher intelligence are more capable of noticing, understanding, and explaining surrounding phenomena in various situations and forms of activities than are persons with lower level intelligence. In the past a concept holding both emotion and intelligence attracted many educators which supposed to affect students' academic engagement in school settings. The concept is emotional intelligence.

Emotional intelligence is the latest development in understanding the relationship between thought and feelings. The term was first proposed by Salovey and Meyer. It means a capacity to

perceive, express, recognize, use and manage one's emotions and others (Salovey & Meyer, 1997). Intelligence quotient (IQ) in its best form causes only 20% of life success and the remaining 80% depends on another factor and the human's fate in the most cases depends on the skills that link to the emotional intelligence to provide person adaptability with the environment and is a better predictor of success in school, work and home than the analytic intelligence (Meyer & Salovey, 1997).

Goleman (1995, 1998) defined emotional intelligence as the ability to be aware of and to handle one's emotions in varying situations. He concluded that emotional intelligence includes traits as self-awareness, self-regulation, motivation, empathy, and social skill.

The study of Marquez, et al. (2006) examined the relationship between emotional intelligence and academic achievement of high school Spanish students. The result indicates that emotional intelligence scores correlated positively with academic achievement even after controlling for general intelligence. Studies relating emotional intelligence and academic achievement at high school level have provided similar findings. For instance, Tapia and Marsh (2006 cited by Mulugeta 2010) conducted the effect of sex and GPA on emotional intelligence on Mexican high school students. Result revealed that students with higher GPA scored higher than students with lower GPA.

Psychological well-being refers to inter- and intra-individual levels of positive functioning that can include one's relatedness with others and self-referent attitudes that include one's sense of mastery and personal growth. Subjective well-being reflects dimensions of affect judgments of life satisfaction (Burns, 2016). Psychological well-being is an important phenomenon which determines one's wellness or perceiving one's life to be happy.

According to Ryff and Keyes (1989) psychological well-being is believed to consist of six areas namely: self-acceptance, personal growth, and purpose in life, environmental mastery, autonomy and positive relations with others. This gives us the overview of psychological well-being and makes it clearly understandable that it looks at the overall perception or mental acceptance of the situation and surroundings, so as to provide the individual with a sense of safety, security, happiness and satisfaction in life.



Psychological well-being and academic achievement are both central indicators of positive psychological functioning (Suldo, Riley, & Shaffner, 2006 as cited in Biicker et al. 2018). Psychological well-being to be more strongly related to academic achievement than measures pattered into other life domains, (Tian, Yu, & Huebner, 2017 as cited in Biicker et al. 2018, p.4).

Academic achievement can be defined as excellence in all academic disciplines, in class as well as extracurricular activities. Academic achievement is the outcome of education as it indicates the extent to which the student, teacher, curricular and indeed the educational institution has achieved the predetermined educational goals. Academic achievement is commonly measured with examinations that assess important procedural knowledge such as skills, and declarative knowledge such as facts which student have learnt (Engel, 2002; Bennett, 2003; Bishin, 1973). Academic achievement refers to the observed and measured aspect of a student's mastery of skills and subject contents as measured with valid and reliable tests (Joe, Kpolovie, Osonwa & Iderima, 2014).

Psychological well-being is related to emotional intelligence. Several authors have theorized that high emotional intelligence would lead to greater feelings of psychological well-being (Goleman, 1995; Saarni, 1999; Salovey & Mayer, 1990). Emotional intelligence is related with psychological well-being comes from study indicating that higher levels of emotional intelligence are associated with reduced cases of depression (Martinez, 1997) greater optimism (Schutte, et al. 1998) and greater life satisfaction (Ciarrochi, Chan, & Caputi, 2000 as cited in Merwe, 2005). According to Singh and Kaur (2019) emotional intelligence is a very strong predictor of psychological wellbeing. Both the variable of psychological wellbeing and emotional intelligence are influenced to a great amount by physical health and exercise.

Hence, with the findings we can state that there is correlation, that emotional intelligence do effect psychological wellbeing and vice versa but not to a great amount.

Research findings attempted to examine sex difference in emotional intelligence has come up with controversial evidences. According to Goleman (1998) males and females are equivalent on emotional intelligence in general. However, he noted that differences exist on their profile of weakness and strength. This implies male score high on some components whereas female excel on another facets of emotional intelligence. In contrast, Mishra and Ranjan (2008) have been

studied whether the gender difference affects emotional intelligence of adolescents and the results showed that adolescent boys and girls differ significantly on emotional intelligence and boys were found to be significantly higher on emotional intelligence than the girls. But, studies obtained that females are more likely to score higher on measures of emotional intelligence than males (Mayer & Geher, 1996; Yilmaz, 2015).

Miller, Connolly & Maguire (2013) indicated that there was a strong positive relationship between wellbeing and academic achievement. Students with high wellbeing scores also showed higher achievement scores. Emotional intelligence is related to academic performance.

Emotional intelligence is a meta-ability, which is a co-determinant for the extent to which a person can utilize his or her potential ability, including intellect. The emotionally intelligent individual perceives his or her own emotions accurately and makes use of integrated, sophisticated approaches for the regulation of his or her emotions in order to achieve important goals (Stuart & De Korte, 2000 as cited in Merwe, 2005). Jaeger (2003) described the fact that emotional intelligence and academic achievement are positively correlated. Abisamra also (2000) reported that there is a positive relationship between academic achievement and emotional intelligence. Cazan and Nastasa (2015) showed that emotional intelligence correlates with lower level of anxiety and with better adjustment.

It also indicated higher academic achievement and higher life satisfaction. Students with higher emotional intelligence reported less perceived stress and higher levels of life satisfaction and happiness (Ruiz- Aranda, et al. 2011). Further this finding suggests high emotional intelligence increase psychological well-being on students.

Emotional intelligence and psychological well-being are important resources for enhancing students' learning, success and quality in education (Salami, 2010). As Yikirbelegn (2018) assessed the level of emotional intelligence, psychological wellbeing and academic achievement in different cultural settings.

Research on gender role has shown female students have got more satisfaction in some aspects of psychological well-being than male students (Niknam 2004 cited by Mohammad, 2019). According to Perez (2012 cited by Mohammad 2019) females have significantly higher scores in the aspects of daily spiritual experience, relationship with father, relationship with peer, positive

relationship with others and purpose in life. Males in other side have higher scores on autonomy than their female counterparty and there is no significant gender difference in terms of environmental mastery, personal growth and self-acceptance.

The study aims to investigate relationship between emotional intelligence, psychological well-being and academic achievement in Merawi secondary school students.

## **1.2. Statement of the problem**

Significant empirical evidence suggests that emotional intelligence can help through life transition from school to college (Irvin, 2002; Goleman, 1995) high school students are in adolescent stage will be the potential for intellectual, emotional and even physical development occurs (Ramya, 2014).

Emotional intelligence has a great role in successfully dealing with social and academic pressures of students. Positive emotional intelligence is strong predictor of better psychological adjustment and high self-esteem, whereas low or negative emotional intelligence is significantly related to depression, damaging and disturbing behavior (Petrides & Furnham, 2000). According to Mayer and Salovey (1995) emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions, emotional knowledge, and to reflectively regulate emotions in order to promote emotional and intellectual growth.

Emotional intelligence is emerging as a critical factor for sustaining high achievement, retention, and positive behavior as well as improving life success. Increasingly, schools and educational organizations are turning emotional intelligence seeking a systemic solution to improve outcomes, both academic and social. Merrel (2001) adolescent who suffer from moderate to severe depression, anxiety, stress, or related psychological problems like self-concept and self-esteem may experience a decline in their school achievement.

According to Jaeger (2003) emotional intelligence and academic achievement are positively correlated. Abisamra (2000) reported is a positive relationship between academic achievement and emotional intelligence.

Merwe (2005) stated that optimism, self-efficacy, life satisfaction, and academic performance are influenced by emotional intelligence. Emotional intelligence has an influence on the

psychological well-being of a person. A better understanding of the well-being of employees, as well as an understanding of the factors that influence performance, lead to better overall functioning in the workplace. Emotional intelligence may reason for success in academic performance. As shown by the results, the emotions-others factor in emotional intelligence could be explore as a possible predictor of academic success. It could also be that general mood or some kind of "happiness" factor is the contributor to academic performance as indicated by the positive relationship between academic performance, life satisfaction, optimism and emotions-others, and the negative relationship between academic performance and pessimism.

According to Goleman (1995) “*emotionally literate students have mastering the abilities that protect them against the confusion and pressure they are about to face during life transitions*”. These skills are more important to relate with others in such way it enables individuals to use emotional information to support day to day activities.

Besides, individuals with those emotional competency benefit from regulating own emotion and coping with emotionally demanding situation.

Moreover, emotional intelligence is a resource enhancing students learning and socio-emotional development. With regards to the previous study about this issue little attention will be discomfort to positive affects since the focus in the area is intervention dominating. Salanova (2008 quoted in Yikirbelegn 2018) reviewing articles publishing over hundred years (From 1907 - 2007) showing majority of the studies are on stress, depression and anxiety but only few on wellbeing.

Unintended behaviors indirectly impact a student’s academic achievement by increasing access to classroom activities that promote skill development, specifically, there are few researches has finding on the areas of emotional intelligence conducting on our country. Sintayehu (2009) and Yalemshet (2013) examined the relationship between emotional intelligence and academic achievement at different level of schooling by using the measure of emotional intelligence scale. Mulugeta (2010) and Gemechu (2014) examined the EI and its link with AA at different level of schooling by using the measure of emotional intelligence scale. Moges (2014) examined the relationship between EI, locus of control, self-esteem, test anxiety and academic achievement of BDU students. These studies have produced mixed results. Some of them shown that emotional

intelligence and academic achievement relates positively, and other research works indicated that the relationship exist negatively a measured by grade point average (GPA) and others indicated no relationship.

Sintayehu (2009) examined the relationship between EI, parent child interaction and academic achievement of grade nine students of Tana Haik and Bahir Dar Academy of secondary school students. Mulugeta (2010) examined the EI and its link with some demographic variables and AA in Adama town among adolescents and young students.

Ayinalem (2012) examined EI and AA of junior and high school male and female students in Menz Keya Gebral woreda. Yalemshet (2013) examined the interrelationship of EI and parenting style and AA among Hossana College of Teacher Education students. Gemechu (2014) conducted on EI, pro-social behavior and AA on undergraduate Addis Ababa university students. Awoke (2015) examined the prediction of EI and self-confidence on academic achievement of Mandura secondary school students.

A study conduct by Yikirbelegn (2018) conducts related research on university students that comes from different culture and most of those students were early adulthood.

All the above studies were partly conducted in university, colleges and secondary schools in relation to EI and other variables. What makes this study different from the above studies so far conducted was that it investigated the relationship between EI and psychological well-being. Yikirbelegn had carried out a study on similar topic but the difference is the participants of the study were university students and are at the stage of early adulthood. The present study was mainly focused on high school students and on adolescents in Merawi secondary schools.

Similar to this, the participants of this study were high school students who are in adolescent stages. Doing this research on high school student was very essential than college students to shape overall activities of students. Because, this stage is highly exposed by different problems than the remaining members of the society. Beside to this, in my practical observation on Merawi secondary school students were decline from year to year then the repetition rate increase and the researcher believe that it might as a result of lack emotional intelligence and psychological well-being these problems have their own impact on students' academic achievement. This initiates the researcher to conduct this study.

Hence, the main purpose of this study was to assess the effect of emotional intelligence, psychological wellbeing on academic achievement of Merawi secondary school students.

The major task of this study is to answer the following basic research questions.

1. What is the level of emotional intelligence, psychological wellbeing and academic achievement of Merawi secondary school students?
2. Is there a significant relationship between perceived emotional intelligence, psychological well-being and academic achievement of students?
3. Do perceived emotional intelligence and psychological well-being predict students' academic achievement?
4. Are there difference between male and female students in emotional intelligence and psychological well-being?
5. Are there difference in psychological well-being of students as a function of grade level?

### **1.3. Objective of the study**

#### **1.3.1. General objectives**

The general objective of this study is to assess the relationship between Perceived Emotional Intelligence, Psychological Well-being and Academic Achievement in Merawi Secondary School Students in 2019/2020.

#### **1.3.2. The specific objectives of the study are:**

- ✚ To determine the level of emotional intelligence, psychological wellbeing and academic achievement.
- ✚ To show the relationship between perceives emotional intelligence, psychological well-being and academic achievement.
- ✚ To examine perceive emotional intelligence and psychological well-being predicts academic achievement.
- ✚ To assess the difference between male and female students in emotional intelligence and psychological well-being.
- ✚ To determine difference in psychological wellbeing of students as a function of grade level.

#### **1.4. Significance of Study**

The findings of this study might have the following contributions. To begin with; it provides an insight in to the nature and extent of the relationship between emotional intelligence, psychological well-being and academic achievement of Merawi secondary school students. It helps as to how the independent variables significantly affect students' academic achievement.

There by teachers and guidance and counseling officers' work on promoting students emotional intelligence, psychological well-being and better academic achievement.

Secondly, it is expected to provide up-to-date information about the magnitude of student academic achievement, emotional intelligence, psychological wellbeing and the extent of independent variables in predicting the academic achievement of students.as a result, teachers, students, families, counselors, school principals, and the community at large could emphasis for the factors that influence academic achievement of students.

Thirdly, conducting such a study would help as an impute for parents at large to understand that their children's have different emotion, related skills and self-confidence; so that they can treat them according to their needs and interests at home by giving different advice and guidance.

Fourthly, studying the relationship between EI, PW and AA their interdependent effect might give an insight for educational leaders, school principals, teacher, counselors and other relevant stakeholders.

Finally, the finding of the study might help teacher educators to implement different strategies to maximize student's academic achievement. In addition, the study might help a spring board for further study.

#### **1.5. Delimitation of the Study**

This paper is delimited; in area, population and it variable treatment (the relationship between perceived emotional intelligence, psychological well-being and academic achievement of ample students as measured by first semester average score in 2019/20. The institution is owned by the government located in Amhara regional state West Gojjam zone, Merawi town. Participants of study were grade 9<sup>th</sup> and 10<sup>th</sup>.Merawi secondary school students. The study was conducted based on the quantitative approach.

## **1. 6. Definition of Key Terms**

Emotional Intelligence refer to the ability of students to accurately perceive emotion, use of emotions to facilitate thinking, understanding and analyzing emotions, and regulations of emotions of adolescents' students at merawi secondary school at the study period as measured by emotional intelligence scale.

Psychological well-being refers to student's mentality, positive functioning of individual and striving forward to unlimited potential of adolescents' students in Merawi secondary school at the study period as measured by psychological wellbeing scale.

Academic Achievement; refers to a measure of students' academic scores students earned in different school subjects of the first semester of grade nine and ten students' at Merawi secondary school in 2019/2020.

## **1.7. Organization of the study**

The research was organized with in five chapters. Chapter one talked about the background, statement of the problem its research questions, objectives, significance, delimitation, definition of key terms, and organization of the study. Chapter two dealt about the review of literature where everything relevant for the study is summarized. Chapter three included the method of the study, design of the study, population, sample and sampling technique, instrument of data collection, procedure of data collection, data analysis techniques and ethical consideration. Chapter four focused on result, Chapter five focused on discussion. The last chapter, chapter six includes conclusion and recommendation.



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. Emotion**

Emotion is difficult to define but always consists of feelings, behavior, physiological change and cognitions and always occurs in a particular context which influences it. Its major function is to give information to the individual about their interaction with the world (Shiraev & David, 2010). Emotion and cognition has been subject of interest for a long time. Ekman, et al (1983) has considered disgust, sadness, anger, fear, and happiness as emotions. Emotions can influence the way people make judgments and predictions (Mayer, et al.1992)

#### **2.2. Intelligence**

Intelligence is a set of mental skills that helps individuals to reach goals. Intelligence is also an ability to use knowledge and skills in order to overcome obstacles. Intelligence is attached from cognition, a diversified process by which the individual acquires and applies knowledge (Shiraev & David, 2010). It usually includes processes such as recognition, categorization, thinking, and memory. According to Gardner, scores on many intelligence tests are stable and good for measuring scholastic potential and school grades, but doesn't tell much whether the person will succeed in life (Gardner, 1985). In addition, Gardner proposes the idea that there exists "*several relatively autonomous human intellectual competences*" which he refers to as human intelligences (Gardner, 1985). He considers exact number of these intelligences is not yet definite, but the important thing is there are several intelligences that are equally important for understanding the cognition (Gardner, 1985).

Sternberg (1985, 1997) supported a hypothesis about a multidimensional structure of intelligence and suggested the existence of three fundamental aspects of intelligence, that is, analytic, creative, and practical. Persons with higher intelligence are more capable of noticing, understanding, and explaining surrounding phenomena in various situations and forms of activities than are persons with lower level intelligence.

### 2.3. Origin and Definition of Emotional Intelligence

The roots of emotional intelligence were defined by Darwin's early work on the importance of emotional expression for survival. In the 1900s, even though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem-solving, later on many investigators in the intelligence field of study had begun to be aware of the importance of the non-cognitive aspects. In fact, the originally the concept of emotional intelligence is traced back to 1920 by which Thorndike used to call "*social intelligence*" (Carmeli, 2007). In 1920, Thorndike, used the term social intelligence to describe the skill of understanding and managing other people. In other words, he proposed that humans possess several types of intelligence; one form is being called as social intelligence, or the ability to understand and manage men and women, boys and girls, and also to act wisely in human relations.

In 1983, Howard Gardner's *Surrounds of Mind: The theory of multiple intelligences* involved both interpersonal intelligence and intrapersonal. Gardner's (1993) theory of "*multiple intelligence*" asserted for various kinds of intelligences and challenged the traditional views of intelligence. Gardner (1985) also included intrapersonal and interpersonal intelligence which consists of abilities to understand self and other and emotional intelligence has defined differently, for instance present-day scholars (Salovey & Mayer, 1997) view as the ability to perceive, understand, manage and use emotion to facilitate thinking.

Bar-On (2001) emotional intelligence is a cluster of traits and abilities relating to the emotional side of life these include abilities such as awareness and management of one's own feelings and emotions, being able to motivate one and restrict one's impulses, recognition and management of others' emotions, and handling interpersonal relationships in an effective manner.

Goleman (2001) it's about the "*ability to recognize and regulate on one self and others.*" Originally, it defined as set of interrelated abilities (Mayer, 1997) where others tend to mix many traits (Bar-on, 2004; Petrides, 2011).

Mayer et, al.(1999) argued that emotional intelligence includes the ability to engage in sophisticated information processing about one's own and others emotions and ability to use this information to thinking and behavior.

In contrary, Bar-On inclinations to the view emotional intelligence involves non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environment (Bar-on, 2000).

The other mixed approach by Goleman included qualities such as adaptability, innovation, communication and learning capabilities as emotional competencies (Goleman, 1998). Salovey and Mayer (1990) defined emotional intelligence as the ability to monitor one's own and others' feelings and emotions, to distinguish among them and to use this information to guide one's thinking and actions. According to Goleman (1995) emotional intelligence consists of "*abilities such as being able to motivate oneself and persist in the face of frustration; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope*".

Bar-On (1997) defined emotional intelligence as an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressure.

#### **2.4. Models of Emotional Intelligence**

Models of emotional intelligence have been categorized into three models known as ability model, mixed model and trait model as Bar-On, Goleman and Petrides, Salovey and Mayer defined emotional intelligence differently.

Ability models regard emotional intelligence as a pure form of mental ability and thus as a pure intelligence. In contrast, mixed models of emotional intelligence combine mental ability with personality characteristics such as optimism and well-being. While, trait models of EI refers to an individual's self-perceptions of their emotional abilities.

The ability model of emotional intelligence is proposed by John Mayer and Peter Salovey. Two mixed models of emotional intelligence have been proposed by Reuven Bar-On and Daniel Goleman, each has a different notion.

According to Mayer, Salovey, and Caruso, EI ability model focuses on perceiving understanding, and managing emotions, and using that information to facilitate thinking, and guide our decisions. Their EI framework emphases four branches of human abilities: perceiving emotions,

facilitating thought, understanding emotions, and managing emotions strive to enhance the advancement of new intelligence and more intelligent method of building trusting relationships.

According to Bar-On, EI is an arrangement of interconnected behavior driven by emotional and social competencies that influence performance and behavior. Bar-On's EI model focuses on five EI scales: self-perception, self-expression, interpersonal, decision-making, and stress management.

According to Goleman, EI is a collection of skills and competencies that contribute to the performance of managers and leaders in the workplace. Those skills and competencies focus on four capabilities: self-awareness, relationship management, self-management, and social awareness. These four EI competencies are the foundation of twelve EI subscales that include emotional self-awareness, emotional self-control, adaptability, achievement orientation, positive outlook, influence, coaching and mentoring, empathy, conflict management, teamwork, organizational awareness, and inspirational leadership.

Gardner (1983) proposed multiple theory of intelligence by defining intelligence as "*the ability to solve a problem*". "*Emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands*"(Bar-On, 2006, p. 14).

According to Ashkanasy and Daus (2005) suggested around to be three streams of EI research, depending on what types of tests were used, where the second stream (i.e., self-report instruments based on the Mayer-Salovey model) just have been briefly discussed in this work.

Another approach of EI according to Cherniss (2010) the most recent approach, is called "*trait emotional intelligence*". This model includes several of the competencies or traits from both Goleman and Bar-On's models. Petrides, Pita, and Kokkinaki (2007) claim that "*trait EI is a personality trait, as opposed to a cognitive ability*" (Petrides et al, 2007, p. 274) and they search to find where in the personality domains this trait EI can fit. Generally, the existing models have described emotional intelligence as personal intelligence and social intelligence.

### 2.4.1. Meyer and Salovey Views of Emotional Intelligence

Emotional intelligence is the latest development in understanding the relationship between thought and emotion. The term was first proposed by Salovey and Meyer. It means a capacity to perceive, express, recognize, use and manage one's emotions and others (Salovey & Meyer, 1997). Intelligence quotient (IQ) in its best form causes only 20% of life success and the remaining 80% depends on another factor and the human's fate in the most cases depends on the skills that link to the emotional intelligence to provide person adaptability with the environment and is a better predictor of success in school, work and home than the analytic intelligence (Meyer & Salovey 1997).

According to Mayer, Salovey, and Caruso, EI ability model focuses on perceiving understanding, and managing emotions, and using that information to facilitate thinking, and guide our decisions. Their EI framework emphasizes four branches of human abilities: perceiving emotions, facilitating thought, understanding emotions, and managing emotions strive to enhance the advancement of new intelligence and more intelligent method of building trusting relationships.

Salovey and Mayer (1990) state the concept of social intelligence having a long history among intelligence researchers and that Thorndike distinguished social intelligence from other intelligences.

Already 1920, Thorndike defined social intelligence as being: "*the ability to perceive one's own and others' internal states, motives, and behaviors, and to act toward them optimally on the basis of that information*" (Salovey & Mayer, 1990, p. 187). Salovey and Mayer liked the idea of a social intelligence and they see the term EI as a subset of social intelligence. They also state their concept of EI being part of Gardner's view of social intelligence (Salovey & Mayer, 1990) which Gardner refers to as personal intelligences (i.e., inter- and intrapersonal intelligences) (Gardner, 1985).

Salovey and Mayer's first definition of emotional intelligence includes both interpersonal- and intrapersonal skills: "*The ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions*" (Salovey & Mayer, 1990, p. 189). They further mentioned that emotional intelligence is based on a model of intelligence. Mayer and Salovey (1997) developed four branches for this model.

**This model of EI includes four types of abilities:**

1. Perception of emotion- this refers to knowing one's emotions, recognizing feelings as they occur and understanding them. This includes the ability to identify and differentiate emotions in self and others. A basic aspect of this ability is identifying emotions accurately in physical states (including bodily expressions) and thoughts.

2. Use of emotion to facilitate thought, - It refers to gathering up one's feelings and directing oneself towards a goal, despite self-doubt, inertia, and impulsiveness. Making the choice every day to be happy and try to see the bright side of any situation. It is connecting emotions to facilitate cognitive activities such as: reasoning, problem solving, and interpersonal communication. A basic aspect of this ability is using emotions to prioritize thinking by directing attention to important information about the environment or other people.

3. Understanding and analyzing emotions - Includes comprehension of the language and meaning of emotions and an understanding of the antecedents of it. Basic skills in this area include: labeling emotions with accurate language as well as recognizing similarities and differences between emotion labels and emotions themselves. It refers also employing emotional knowledge: the core capacities are understanding the differences between emotions; the consequences of the emotions, identifying complex feelings, understanding the transitions of emotions.

4. Regulation of emotions- Refers to regulation of emotions to promote emotional intellectual growth: the central ideas are one's ability to stay open to feeling including pleasant and unpleasant, capacity to be in and out of emotion depending on the importance through proper judgment, capacity to *“monitor emotions in terms of how much reasonable and clear they are; and ability to manage emotion in oneself and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey”*. Generally, it is handling feelings so they're relevant to the current situation reacting appropriately. This mental ability model asserts emotional intelligence has to meet sets of criteria for intelligence and follow assessment methods of cognitive ability. It takes assumptions of cognitive measures and provides empirical evidence for criteria: first, as mental problems emotional intelligence has right/wrong answers.

Second, emotional intelligence yield a correlation with other mental abilities. Third, the ability of emotional problem solving rises with age in to middle adulthood (Mayer, et al. 2011). This model predicted that emotional intelligence more likely increases when one:

- a) Has been raised by socio-emotionally sensitive parents
- b) Able to communicate their feelings
- c) Be non-defensive more generally
- d) Be able to manage with emotions effectively.
- e) Develop expertly knowledge in a particular emotional areas such as aesthetic (Mayer,et al.2011).

#### **2.4.2. Bar-On Model Emotional –Social Intelligence (ESI):**

Bar-On, EI is an arrangement of interconnected behavior driven by emotional and social competencies that influence performance and behavior. Bar-One’s EI model focuses on five EI scales: self-perception, self-expression, interpersonal, decision-making, and stress management, and 15 subscales: self-regard, self-actualization, emotional self-awareness, emotional expression, assertiveness, independence, interpersonal relationship, empathy, social responsibility, problem-solving, reality testing, impulse control, flexibility, stress tolerance, and optimism, driving human behavior and relationships.

Emotional intelligence is a cluster of traits and abilities relating to the emotional side of life - abilities such as awareness and management of one's own feelings and emotions, being able to motivate oneself and restrain one's impulses, recognition and management of others' emotions, and handling interpersonal relationships in an effective manner (Bar-On, 2001).Bar-on model of emotional intelligence relates to the potential for performance and success, rather than performance or success itself, and is considered process-oriented rather than outcome-oriented (Bar-On, 2002).

In general, Bar-On considers emotional intelligence and cognitive intelligence to contribute equally to a person’s general intelligence, which then offers an indication of one’s potential to succeed in life (Bar-On, 2002).In his model, Bar- On outlines five components of emotional

intelligence: intrapersonal, interpersonal, adaptability, stress management and general mood. These meta-factors of the conceptual model of emotional-social intelligence are referred as follows in the Bar-On measures of this model. Each of these 5 meta-factors comprises a number of closely related competencies, skills and facilitators (15 in all), are listed and briefly defined below.

Bar-On (2000) Model has five scales which are explained below:

1. Intra-personal: refer to self-awareness and self-expression which encompasses self-regard, emotional self-awareness, assertiveness, independence and self-actualization respectively.
2. Interpersonal: refer to social awareness and inter personal relationship. Sub-scales are social responsibility and interpersonal relationship.
3. Stress management: refer to emotional management and regulation. This has sub scales: stress tolerance and impulse control.
4. Adaptability: refer to change management it encompasses reality testing, flexibility and problem solving.
5. General mood: refer to experiences of positive emotion and self-motivation, Contains optimism and happiness sub-scales.

### **2.4.3. Goleman Mixed Model of emotional competencies**

According to Goleman, EI is a collection of skills and competencies that contribute to the performance of managers and leaders in the workplace. Those skills and competencies focus on four capabilities: self-awareness, relationship management, self-management, and social awareness. These four EI competencies are the foundation of twelve's EI subscales that include emotional self-awareness, emotional self-control, adaptability, achievement orientation, positive outlook, influence, coaching and mentoring, empathy, conflict management, teamwork, organizational awareness, and inspirational leadership.

Goleman's (1998) first model of emotional intelligence identified five domains, or dimensions, of emotional intelligence encompassing twenty-five competencies. Three dimensions, self-awareness, self-regulation, and motivation, described personal competencies related to knowing and managing emotions in one's self. The remaining two dimensions, empathy and social skills,



described social competencies related to knowing and managing emotions in others. Based on previous definitions of Salovey and Mayer (1990). Goleman identified five domains of emotional intelligence. He formulated emotional intelligence based on a theoretical approach of performance. Goleman (1998) presented a model of emotional intelligence with 25 competencies arranged in five clusters.

1. Self –awareness: the ability to recognize and understand one’s own emotion
2. Self-regulation: the ability to control disruptive impulses
3. Motivation: the passion for the task we do
4. Empathy: the ability to understand others emotion
- 5 .Social skills: managing relationship others

In the latest model of Goleman and colleagues (2002) built based on ECI and it have 18 competencies included in these four EI domains or clusters. This model Boyatzis and Sala (2004) claimed that emotional intelligence competencies predict various job outcomes for example success in job life, leadership and outstanding performance of public school principals.

## **2.5. Psychological Well-being**

The wellbeing perspective emerged as respond to essential question of wellness which are “what is well seems like? “Who is well?” The question of such kind quite related to and answered under the umbrella of health. Health is not absence of illness rather a complete state of mental, physical and social wellbeing (World health organization, 1946).

Psychological well-being refers to inter- and intra-individual levels of positive functioning that can include one’s relatedness with others and self-referent attitudes that include one’s sense of mastery and personal growth. Subjective well-being reflects dimensions of affect judgments of life satisfaction (Burns, 2016).

Psychosocial well-being is the positive age-and stage-appropriate outcome of children’s physical, social and psychological development. It is determined by a combination of children’s capacities and their social and material environment. Psychosocial wellbeing is essential for children’s survival and development, especially in chronically difficult circumstances (Linda, Geoff & Lorraine, 2006). Subjective well-being or psychological well-being is a field of

psychology that attempts to understand people's evaluation of their lives (Diener, 1997). These evaluations may be primarily cognitive or may consist of the frequency with which people experience pleasant emotions (e.g. joy, as measured by the experience sampling technique) and unpleasant emotions (e.g. depression).

Diener and his colleagues have proposed that subjective well-being is composed of satisfaction with life, positive affect, and (a lack of) negative affect (Diener, Suh, Lucas, & Smith, 1999; Myers & Diener, 1995).

Although discussions from this perspective often appear to equate subjective wellbeing with happiness (Diener et al., 1999; Myers & Diener, 1995) this perspective also appears to occasionally conceptualize happiness as an affective sub-component of the broader construct of subjective well-being. Life satisfaction among youth is pervasively associated with the presence of desirable psychological characteristics (e.g., self-esteem, resiliency, hope, self-reliance, and pro-social behavior) and the absence of negative characteristics (anxiety, loneliness, depression, school discipline problems, and violence) (Myers & Diener, 1995).

Carol Ryff's (1989) research has brought about a shift in focus from a subjective to an objective conception of psychological wellbeing. Research is theoretically and conceptually grounded on Maslow's (1968) conception of self-actualization, Rogers' (1961) view of the fully functioning person, Jung's (1933) formulation of individuation, Allport's (1961) conception of maturity, Erikson's (1959) psychosocial stage model.

Psychological well-being is an important phenomenon which determines one's wellness or perceiving one's life to be happy. According to Ryff and Keyes (1989) psychological well-being is believed to consist of six areas, those, self-acceptance, personal growth, and purpose in life, environmental mastery, autonomy and positive relations with others. This gives us the overview of psychological well-being and makes it clearly understandable that it looks at the overall perception or mental acceptance of the situation and surroundings, so as to provide the individual with a sense of safety, security, happiness and satisfaction in life.

## **2.6. Academic Achievement**

Academic achievement can be defined as excellence in all academic disciplines, in class as well as extracurricular activities. Academic achievement is the outcome of education as it indicates the extent to which the student, teacher, curricular and indeed the educational institution has achieved the predetermined educational goals. Academic achievement is commonly measured with examinations that assess important procedural knowledge such as skills, and declarative knowledge such as facts which student have learnt (Engel, 2002; Bennett, 2003; Bishin, 1973).

Academic achievement refers to the observed and measured aspect of a student's mastery of skills and subject contents as measured with valid and reliable tests (Joe, Kpolovie, Osonwa & Iderima, 2014). It suggests that academic performance is different from the academic potentials of an individual. It is the measured relatively permanent changes in an individual's behavior due to experiences acquired.

Academic achievement is a major concern in high schools today. Academic achievement is the central area of research in educational psychology. Educational psychologists attempt to investigate what determines academic achievement of learners they have come with more questions than answers. In recent times research has shown that learning outcomes (academic achievement) have been determined by such variables; family, school, society and motivation factors etc. (Simon, 2000, cited in Moges, 2014,p.4).

Academic achievement in this work is in the context of learning and being able to express what has been learnt in a written or practical form without examination malpractice of any sort. It is on this note that Ashton (1990: 569) stated that academic attainment as measured by the examinations of the traditional kind involves most of the capacity to express oneself in a written form.

Academic failure has consistently been found to be associated with depression (Fauber, Forehand, Long, & Burke, 1987). Similar studies have also reported that depressive mood is associated with academic problems or low academic achievement (Hilsman & Garber, 1995; Kaslow, Rehm, & Siegel, 1984).

## **2.7. Emotional Intelligence and Psychological wellbeing**

Psychological well-being is related to emotional intelligence. Several authors have theorized that high emotional intelligence would lead to greater feelings of psychological Well-being (Goleman, 1995; Saarni, 1999; Salovey & Mayer, 1990). Emotional intelligence is related with psychological well-being comes from study indicating that higher levels of emotional intelligence are associated with reduced cases of depression (Martinez, 1997) greater optimism (Schutte, et al. 1998) and greater life satisfaction (Ciarrochi, Chan, & Caputi, 2000 as cited in Merwe,2005).

Recently, substantive research findings indicated relationship of emotional intelligence with different psychological constructs, for instance emotional and physical health, self-esteem, leadership, happiness and optimism, job performance, academic achievements and other adaptive skills (Bar-on 2005, Joseph &Nasma, 2010; Ahmadi, Azar &Nagahi, 2014 cited by Yikirbelegn,2018). In line with this Singh and Kaur (2019) states that emotional intelligence is a very strong predictor of psychological wellbeing.

Both the variable of psychological wellbeing and emotional intelligence are influenced to a great amount by physical health and exercise. Students with higher emotional intelligence reported less perceived stress and higher levels of life satisfaction and happiness (Ruiz- Aranda, et al. 2011). Further this finding suggests high emotional intelligence increase psychological well-being on students. Emotional intelligence and psychological well-being are important resources for enhancing students' learning, success and quality in education (Salami, 2010).

Positive emotional intelligence is strong predictor of better psychological adjustment and high self-esteem, whereas low or negative emotional intelligence is significantly related to depression, damaging and disturbing behavior (Petrides & Furnham, 2000). Martin (2015) found out that psychological wellbeing directly or indirectly mediate emotional intelligence effect on happiness.

According to Tariq and Shazia (2014 as cited in Rehman and Sohali, 2018) investigated relationship between emotional intelligence and psychological well-being adolescents that emotional intelligence is positively related to self-esteem and negatively related to depression adolescents.

Mahmoud and Gulzar, (2014) conducted an assessment of emotional intelligence with depression and self-esteem which are the variables of psychological wellbeing. The results indicated a positive correlation between EI and self-esteem but a negative correlation between emotional intelligence and depression. It is suggested that higher emotional intelligence pushes a person to achieve higher self-concept and handle hardships and failures more effectively and intelligently and this led to happy life with commendable performance.

Ruizet al. (2014) stated that emotional intelligence plays a very vital role on one's psychological well-being. It was found out that there existed less stress with higher emotional intelligence. The results indicated that the variables of happiness and life satisfaction mediated well with emotional intelligence. Cazan and Nastasa (2015) showed that emotional intelligence correlates with lower level of anxiety and with better adjustment. It also indicated higher academic achievement and higher life satisfaction. Emotional intelligence is one of the major determinants of the quality of their interpersonal relationships.

Emotional intelligence is about the ability to monitor one's own and other's feelings and emotions and discriminates among them and to use this information to guide one's thinking and actions (Mayer & Salovey, 1990). In line with these findings, Palmer, et al.(2002) have identified a positive relationship between emotional intelligence and life satisfaction. Several theoretical and empirical studies have identified that there is a positive relationship between emotional intelligence and psychological well-being. It means that, people who have a higher level of emotional intelligence experience higher level of psychological well-being.

As a study conducted by Yikirbelegn (2018) at Addis Ababa University there is supporting evidence the relationships between emotional intelligence and psychological wellbeing. Students high on emotional intelligence imply high on psychological-being. Emotionally intelligence students who understand their own and other's emotions are also high on developing strong sense of autonomy, environmental mastery, personal growth, social relation and life purpose.

## **2.8. Emotional Intelligence and Academic Achievement**

Emotional intelligence refers to an ability to recognize the meanings of emotion and their relationships and to reason and problem-solve on the basis of them. Emotional intelligence is a master aptitude, a capacity that deeply affects all other abilities, either facilitating or interfering

with them (Goleman, 1995) the need is manipulated to investigate the emotional intelligence and academic achievement among students.

Mayer and Salovey (1995) emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. Emotional intelligence is emerging as a critical factor for sustaining high achievement, retention, and positive behavior as well as improving life success. Increasingly, schools and educational organizations are turning emotional intelligence seeking a systemic solution to improve outcomes, both academic and social.

Emotional intelligence is a master aptitude, a capacity that profoundly affects all other abilities, either facilitating or interfering with them (Goleman, 1985) the need is felt to investigate the emotional intelligence and academic achievement among students.

Cazan and Nastasa (2015) showed that emotional intelligence correlates with lower level of anxiety and with better adjustment. It also indicated higher academic achievement and higher life satisfaction. Emotional intelligence is having a special power to predict the person and it can be used as a powerful tool to get success in your life. We can define emotional intelligence as a suitable predictor in different areas like educational performance (Yahaya, & Lee, 2012).

Emotional intelligence is related to academic performance. The emotionally intelligent individual perceives his or her own emotions accurately and makes use of integrated, sophisticated approaches for the regulation of his or her emotions in order to achieve important goals (Stuart & De Korte, 2000 as cited in Merwe, 2005). Jaeger (2003) described the fact that emotional intelligence and academic achievement are positively correlated. Abisamra also (2000) reported that there is a positive relationship between academic achievement and emotional intelligence.

The study of Marquez et al. (2006) examined the relationship between emotional intelligence and academic achievement of high school Spanish students. The result indicates that emotional intelligence scores correlated positively with academic achievement even after controlling for general intelligence.

Studies relating emotional intelligence and academic achievement at high school level have provided similar findings. For instance, Tapia and Marsh (2006 cited in Mulugeta 2010) GPA conducted the effect of sex and GPA on emotional intelligence on Mexican high school students. Result revealed that students with higher GPA scored higher than students with lower GPA. As studied by Awoke (2015) at Mandura Secondary School and Moges (2014) at BDU students there was a significant correlation between emotional intelligence and academic performance. On the other hand a study conducted by Gemechu (2014) emotional intelligence and academic achievements of the students have no statistically significant correlation with positive relationship.

Accordingly, students who are higher in emotional intelligence don't imply that they are also higher in academic achievement. This implies that, even though the students are high in academic achievement, they may lack emotional intelligence and may become less competent in the work world and positions which need high emotional intelligence skills having high grade. Moreover as a study conducted by Yikirbelegn (2018) at Addis Ababa University students there was no significant relationship observed between emotional intelligence and academic achievement.

## **2.9. Psychological Well-Being and Academic Achievement**

Merrel (2001) adolescent who suffer from moderate to severe depression, anxiety, stress, or related psychological problems like self-concept and self-esteem may experience a decline in their school achievement. Psychological well-being and academic achievement are both central indicators of positive psychological functioning (Suldo, Riley, & Shaffner, 2006 as cited in Biicker et al. 2018, p.4). Psychological well-being to be more strongly related to academic achievement than measures patten into other life domains,(Tian, Yu, & Huebner, 2017 as cited in Biicker et al. 2018,p.4).

As a study conducted by Yikirbelegn (2018) at Addis Ababa University students there was no significant relationship observed between psychological wellbeing and academic achievement. The result implies students who score high academically achievement does not associate so of high on psychological wellbeing.

## **2.10. Gender difference in Emotional Intelligence.**

Research findings attempted to examine sex difference in emotional intelligence has come up with controversial evidences. According to Goleman (1998) males and females are equivalent on emotional intelligence in general. However, he noted that differences exist on their profile of weakness and strength .This implies male score high on some components whereas female excel on another facets of emotional intelligence.

In contrary, studies obtained that females are more likely to score higher on measures of emotional intelligence than males (Mayer & Geher, 1996; Yilmaz, 2015). This difference on sex is attributed to different factors. Brackett and Mayer (2003) found the result vary due to a measurement approaches utilized to obtain score. They noted that females score higher on performance test but no difference has observed on self-report measures of emotional intelligence. Study also indicated females score high in self-regard which previously it was assumed self-regard is commonly stated quality of males. Various reasons were mentioned for their outstanding performance on emotional intelligence, among which social and cultural influence are mentioned. According to Mashekat and Nejati (2017) social expectations such as co-operation, expressiveness and interpersonal relationship were values helped females attain high emotional intelligence.

In contrast, Mishra and Ranjan (2008) have been studied whether the gender difference affects emotional intelligence of adolescents and the results showed that adolescent boys and girls differ significantly on emotional intelligence and boys were found to be significantly higher on emotional intelligence than the girls. There are also evidences which suggest males are more emotionally intelligence that females. For instance, Gemechu (2014) on his study on university students, reported males are advanced females on overall score of emotional intelligence. In the same study it was indicated that component of emotional intelligence, “*Regulation of emotion*” has shown significant difference.

In contrary as studied by Yikirbelegn(2018) the result obtained showed that there is statistically significant difference between male and female participants on general level of emotional intelligence ;female are emotionally intelligent than males do. Significant difference has observed in all components of emotional intelligence except “perception of emotion”. The finding also indicated females significantly do excel males on complex emotional skills such as



regulating emotion. On top of the above studies, to observe emotional intelligence levels of undergraduate male and female college students, recently (Viswantha and Siva, 2013) have made an attempt and the results ensured the presence of higher emotional intelligence among the adolescent girls in comparison to the boys.

### **2.11. Gender difference in psychological well-being.**

Siddiqui (2015 quoted by Mohammad 2019) conducted a study on Gender differences between assertiveness and Psychological well-being among university students. Study revealed significant difference between male and female with respect to psychological well-being. Bano (2014) examined the impact of life on psychological well-being and stress among university students. Results showed no significant difference between men and women with respect to meaning in life variables. According to Chow (2007) study revealed a significant correlation between "*gender, vocational favorites, hours of study, parents' educational degree, and physical health*" and "*psychological well-being and academic performance*"; those students, especially females, at higher academic levels showed a stronger sense of satisfaction. Moreover, there was found a relation between psychological well-being and "*higher level of physical health, and lower amount of academic and financial stress*".

According to Perez (2012 cited by Mohammad 2019) females have significantly higher scores in the aspects of daily spiritual experience, relationship with father, relationship with peer, positive relationship with others and purpose in life. Males in other side have higher scores on autonomy than their female counterparty and there is no significant gender difference in terms of environmental mastery, personal growth and self-acceptance.

### **2.12. Summary of the review of literature**

The main concerns that are include under this review of related literatures that could have shown the general overview of emotional intelligence, psychological well-being and academic achievement. In the first part this reviews of related literature the overview of emotional intelligence, in the second part psychological wellbeing, thirdly academic performance and lastly their interrelationship.

Emotional intelligence is a set of interrelated skills that allow human beings to process emotionally relevant information accurately and effectively that include composite of

intrapersonal skill, interpersonal skill, adaptability, stress management, general mood and overall emotional and social functioning.

Emotional intelligence ability model focuses on perceiving understanding, and managing emotions, and using that information to facilitate thinking, and guide our decisions. Their EI framework emphasizes four branches of human abilities: perceiving emotions, facilitating thought, understanding emotions, and managing emotions strive to enhance the advancement of new intelligence and more intelligent method of building trusting relationships.

Psychological well-being refers to inter- and intra-individual levels of positive functioning that can include one's relatedness with others and self-referent attitudes that include one's sense of mastery and personal growth. Subjective well-being reflects dimensions of affect judgments of life satisfaction.

Academic achievement can be defined as excellence in all academic disciplines, in class as well as extracurricular activities. Academic achievement is the outcome of education as it indicates the extent to which the student, teacher, curricular and indeed the educational institution has achieved the predetermined educational goals. Academic achievement is commonly measured with examinations that assess important procedural knowledge such as skills, and declarative knowledge such as facts which student have learnt.

According to some studies there is supporting evidence that the relationships between emotional intelligence and psychological wellbeing. Students high on emotional intelligence imply high on psychological-being. Emotionally intelligence students who understand their own and other's emotions are also high on developing strong sense of autonomy, environmental mastery, personal growth, social relation life purpose and Self-acceptance. According to some studies emotional intelligence is related to academic performance significantly. The emotionally intelligent individual perceives his or her own emotions accurately and makes use of integrated, sophisticated approaches for the regulation of his or her emotions in order to achieve important goals. On the other hand they have no relationship in a significant manner. Psychological well-being and academic achievement are both central indicators of positive psychological functioning in some literatures. Indeed they have no relation in other studies.

## **CHAPTER THREE**

### **RESEARCH METHODS**

This section of the research provides detail description on the research design; study variables; sample and sampling; instrument validation procedures; data generating tools and procedures and methods used in data analysis.

#### **3.1. Research Design**

To assess emotional intelligence, psychological well-being and academic achievement of students in Merawi secondary school, the researcher employed Quantitative data was analyzed using descriptive survey and correlational research design to see the relationship between the (emotional intelligence and psychological well-being) and academic achievement. Correlational design provide an opportunity to see whether there exist relationship between variables. It shows the index of the relationship among the variables under investigations.

#### **3.2. Population, Sample Size and Sampling Technique**

The target population for this study is all Merawi secondary school grade 9<sup>th</sup> and 10<sup>th</sup> students in academic year 2019/20. The total populations of this study were 4508 students (2015 males and 2493 females). Among this 2518 (1314 male and 1204 female) were grade 9<sup>th</sup> and 1990 (701 male and 1289 females) were grade 10<sup>th</sup> students. There were a total 28 sections of grade nine and there were 22 sections of grade 10 students. From 28 sections of grade 9, 10 sections were selected and from 22 sections of grade 10, 8 sections were selected using simple random sampling method. A total of 352 students (male 160 and female 192) were selected. 106 male and 92 female students were selected from grade nine. From grade 10 male 54 and female 100 students were selected as the sample of the study.

The totals of 352 sample students were selected using stratified random sampling method. The mean age of the students was between 15 and 20years. The sample of this study is about 8% of the total students. The stratification variable used in this study was sex.

The sample size of this study determined through this formula, the source of information using the sampling determination formula of Yamane (1967), provides a simplified formula to calculate sample sizes for proportions:

$$n = \frac{N}{1 + N(e)^2} = \frac{4508}{1 + 4508(0.0025)^2} = 367.$$

Where N is the size of the population and n is the size of the sample, e is the level of precision, 0.05 alpha level is the context of the present study. So the researcher used this technique for sample size determination.

The proportion of sample in grade 9<sup>th</sup> student is 205 (male 107 and female 98) and grade 10<sup>th</sup> students is 162 (male 57 and female 105), totally resulting in 367. A totally 352 students were used for data analysis. 15 students' discarded from during the data collection process for their incomplete filling of the instruments during data collection.

**Table 1; summary of the population and sample study**

Sample size before data collection	Grade level	Target number of population			Sample of the study after Data collection			
		Male	Female	Total	Male	Female	Total	
205	9 <sup>th</sup>	1314	1204	2518	106	92	198	stratified random
162	10 <sup>th</sup>	701	1289	1990	54	100	154	Stratified random
367	Total	2015	2493	4508	160	192	352	

Source; Merawi secondary school record office.

### 3.3. Instruments of data collection

The main data gathering instrument in this study was questionnaire. The questionnaire consists of two parts. The first part deals with the background information of students. The background information is related to information about sex, age, grade level, and section and rolls number. The second part deals with emotional intelligence and psychological well-being scale questionnaire.

### **3.3.1. Emotional intelligence scale**

A questionnaire consisting of 33 emotional intelligence items were first developed by (Schutte, Malouff, Hall, Haggerty, Cooper, Golden and Dorheim 1998). The researcher adapted 33 items from the work of Schutte Emotional Intelligence Scale (SEIS, 1998) .All items measured on a five point Likert-scale with responses ranging from strongly disagree (1) to strongly agree (5). Used to assess level of emotional intelligence. The instrument is Likert Scale in which participants indicate degree of agreement for each statement. Regarding psychometric property of the tool, there are diverse results (Wong &Low, 2002).

Schutte emotional intelligence scale (SEIS) has moderate to high reliability. This tool used in many academic researches and it has a reliability estimate is 0.75-0.85 (Perez, Petrides & Furnham, 2003). Schutte (1998) claims internal consistency of 0.90. Numerous studies reported internal consistency; the mean alpha across sample is 0.87 Bhullar (2009).

This tool used to measure level of emotional intelligence has consists of 33 items. As studied by Gemech (2014) the Cronbach alpha reliability estimated for emotional intelligence in previous study was 0.83.

### **3.3.2. Psychological well-being scale**

In this study, scale adapted from psychological wellbeing (PW) originally developed by Ryff's (1989) was used. This is widely used and accepted and standardized tool developed based on theories of positive functioning. The scale had adequate construct validity based on its correlation with measures other psychological wellness (Ryff, 1989).

The scale adapted has 20 items measuring major components of psychological well-being. Cronbach alpha was computed to determine internal consistency of items. The result indicates internal consistency (alpha) of a 0.76 for psychological well-being scale.

The instrument to measures the level of psychological well-being the researcher adapted 20 items from (Ryff, 1989). All items measured on a five point Likert-scale with responses ranging from strongly disagree (1) to strongly agree (5).

As study conducted by Yikirbelegn (2018) regarding Psychological wellbeing, the final scale consists of 20 items with reliability of 0.75. Taking the inputs obtained from pilot study the final version of psychological well-being scales was improved.

### **3.3.3. Validity and Reliability of instruments**

#### **3.3.3.1 Validity of the instruments**

The validity of instrument was done by 2 teachers who have 2<sup>nd</sup> degree in psychology. They give their personal and professional comments on the face and content validity. About face validity of the instrument, the observed external features of the items and try to check whether reliable and clear in their meaning or not.

Then to check the content validity of the instruments the investigator attach the research question, the title and objective of the study with questionnaires for the advisor and 2 psychology teachers in Injibara university and they tried to check to what extent items were consistent with the objective of study, to what level items in line with variables of the study and to what degree items measure the expected behavior, whether items appropriate enough to measure the intended behavior.

The evaluators suggested the items are appropriate enough to measure the student emotional intelligence and psychological wellbeing. The items translated from English version to Amharic version by one MA in Amharic and one MA in English Merawi Secondary School teachers and the Amharic version was made ready for pilot test.

#### **3.3.3.2 Pilot Study**

During pilot study, questionnaire scales was administrated on stratified random selected 41 (19 males and 22 females) Merawi secondary School Students. Taking the inputs obtained from pilot study the final version of emotional intelligence and psychological well-being scales were improved. Thus, the result indicated that these instruments were found to be said “**reliable**”. Cronbach alpha level interpretations suggest 0.7 as indicative reliable scale (Du Plessis and Hoole, 2006). The first version of the scale had 33 items and after pilot test the numbers of items were reduced into 29. Therefore data collecting instrument of this study was consisted of 29 items for EI four items were discarded because of having low level of reliability indices. Psychological wellbeing scale originally had 20 items during pilot test 13 items were found to be

low level of reliability indices and the study, therefore, was conducted based on the thirteen items.

Later on after analysing the pilot study the questions were reduced to 29 for emotional intelligence (namely 8<sup>th</sup>, 11<sup>th</sup>, 19<sup>th</sup> and 28<sup>th</sup> questions were cancelled due to their being weak reliability for the study) and the psychological wellbeing part elements reduced to 13 questions (namely 1<sup>st</sup>, 2<sup>nd</sup>, 6<sup>th</sup>, 10<sup>th</sup>, 12<sup>th</sup>, 16<sup>th</sup> and 20<sup>th</sup>) instruments were removed from the final version of the instrument.

### **3.3.3.3. Reliability of the instruments**

Then the investigator conducted pilot test to check the reliability of the instruments. The reliability of the questionnaires was tested in 41 stratified random selected employees in this governmental school (19 males and 22 females). Among them 22 (male 12 and female 10) were grade 9<sup>th</sup> and 19 (male 8 and female 11) were grade 10<sup>th</sup>. These employees were excluded from the main study. In order to determine the reliability of the questionnaire in the study, Cronbach alpha computed for each of the scales. Cronbach alpha was computed to determine internal consistency reliability of the emotional intelligence and psychological well-being items result indicates internal consistency reliability (alpha), 0.772 of emotional intelligence test and 0.72 for psychological well-being scale.

### **3.4. Procedure of data collection**

Data was collected from the sample of 352 participants. To administrator the questionnaire for the students the investigator asked permission from school director to allow students to participate in the study to facilitate the time class for filling in the questionnaire

The investigator described the purpose of the study and the investigators followed the procedures listed below. The investigator discussed with director to facilitate appropriate time for administering and assembling the questioners. Then the investigator communicated the purpose of the questionnaire for sample students to let them answer the questions without any doubt. The investigator administers the questioners during regular work sheet distributed time.

Then the questionnaire distributed to the students and the necessary direction given on how to fill the questionnaire.

Further illustration also given about the responding process that makes students to fill what they feel and understand from following the instruction. After students had completed feeling in the questionnaires the data was collected through the permissions of principals and with the collaboration of subject teachers as well as school guidance and counselors of Merawi secondary school. For collection data of sample students 'academic achievement mean score of different class subject of the first semester assessed from record office of the school using the following procedures. The investigator asked permission from school director to access student's roster and then the director told the record officer to allow me to collect data.

1. Then the investigator collected students first semester mean score using their roll number from the roster at student record.
2. Finally the investigator tanked the school director, the collaborative teachers and record officer for their permission and assistance, procedures.

### **3.4.1. School Records**

For the purposes of this study, First semester average score has been used as a proxy of academic achievement in the case of secondary school students academic achievement, considered as an average score in all subjects taught. It was copied from roster by referring participants' respective class roll number.

### **3.4.2. Scoring schemes**

Then, the coding process takes place. Once the coding process was completed, the negatively and positively worded items were identified for the scoring purpose. The scoring process was completed through preparing data code sheet. The positively worded items in the EI and PW questionnaires were scored as students provided answer for the items in the scales: (1-5) in the scales.

The emotional intelligence questioner consists of 29 items and the 29<sup>th</sup> item as negatively worded and for psychological wellbeing among 13 questions 2<sup>nd</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> were negatively worded otherwise, the remaining questions were positively worded.

Accordingly, the person responded strongly disagree gets 1 point, Disagree 2, partially agree 3, agree 4 and strongly agree gets 5 point. Negative items were reversely coded (1=5, 2=4, 3=3 or 5=1, 4=2, and 3=3 in the scales).



The response given for each statement was changed into numeric value and then scores of the data gathered was made to be encoded into SPSS. In this study, for which the researcher used a 29-item emotional intelligence scale, scores were ranging from a low of 1 to a high of 5. For 13 items psychological well-being scale, scores were ranging from a low of 1 to a high of 5.

These scores were used to measure the level of emotional intelligence and psychological well-being of the students. Therefore, students scored above than 3 for emotional intelligence and psychological well-being are considered as high in emotional intelligence and psychological well-being and students scored below than 3 considered as low in emotional intelligence and psychological well-being.

### **3.5. Methods of data analysis**

To analyze, interpret, and present the data collect from the respondents, descriptive and inferential statistics might be used. Moreover, the data was analyzed using descriptive and inferential statistical analysis. To carry out the analysis Statistical Package for the Social Science version (SPSS version 25.0) used. For all statistical analysis the level of significance set at 0.05 levels.

- To analyze the level of emotional intelligence, psychological well-being and academic achievement of students, the researcher applied one sample t-test.
- To compute the relationship between emotional intelligence, psychological well-being and academic achievement, the researcher applied Pearson correlation coefficient.
- To show the prediction of emotional intelligence and psychological well-being on academic achievement, the researcher applied linear regression.
- To assess the difference between male and female students in emotional intelligence and psychological well-being, the researcher applied independent t-test.
- To determine difference in psychological wellbeing students as a function of grade level, the researcher applied two way ANOVA.

### **3.6. Ethical consideration**

The researcher of current study informs consent of the participants. In addition, participants are clear with the purpose of the research and assure the information they provide serve only research purpose and kept confidential. Respondents also aware that; they have the right to know the outcome of this research. At the end, participants were also informed to withdraw from the research at any point if they feel uncomfortable.

# CHAPTER FOUR

## RESULTS

### 4.1. Results

The first purpose of this study was to determine the level of emotional intelligence, psychological well-being and academic achievement of Merawi secondary school students. To do this, one sample t-test computed and the results are presented in Table 2.

**Table 2**

**Level of Grade Nine and Ten Students Academic Self-concept, Self-efficacy and Procrastination and Academic Achievement**

<b>Variables</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t-test</b>	<b>Df</b>	<b>Test Value</b>	<b>Sig</b>
Emotional intelligence	352	3.825	.4786	32.37	351	3	.001
Psychological well-being	352	3.683	.5815	.22.04	351	3	.001
Academic achievement	352	65.95	12.45	24.05	351	50	.001

As indicated in Table 2 the results of one sample t-test demonstrated that the mean value of students' emotional intelligence (3.825) was significantly higher than the mean test value which was 3. This result shows that students' emotional intelligence seems above average as perceived by students. Similarly, the results of one sample t-test revealed that the mean value of students' psychological well-being (3.683) was significantly higher than the mean test value which was 3. This result shows that students' 'psychological well -being seems above average as reported by students.

The results of one sample t-test indicated that the mean value of students' academic achievement (65.95) was significantly higher than the mean test value which was 50. This result shows that students' academic achievement was above average as perceived by students.

The second purpose of this study was to examine whether there exist a significant relationship between students' emotional intelligence, psychological well-being and academic achievement.

To attain this objective, Pearson correlation coefficient was computed and the results are presented in Table 3

**Table 3**

**Relationship between students’ emotional intelligence, psychological Well -Being, and academic achievement**

Variable	Mean	SD	1	2	3
1. Emotional Intelligence	3.825	.479	1		
2. Psychological Well being	3.683	.582	.491*	1	
3. Academic Achievement	65.95	.574	.583*	.637*	1

**N=352, \*P <.05**

As indicated in Table 3 the results of the Pearson correlation coefficient demonstrated that there was a statistically positive significant correlation between students’ emotional intelligence and academic achievement ( $r = .583, p < .05$ ). This shows that as students’ emotional intelligence increase students’ academic achievement also increases.

Similarly, there was a correlation between students psychological well- being and academic achievement ( $r = .637, p < .05$ ). This shows that as students’ psychological wellbeing increases their academic achievement increases too.

Statistically significant positive correlation was also observed between students’ emotional intelligence and psychological well-being ( $r = .491, p < .05$ ). This shows that as students emotional intelligence increases their psychological wellbeing increases as well.

The third objective of this study was to investigate whether students’ emotional intelligence and psychological well-being predict their academic achievement.

To achieve this, regression analysis performed and the results are presented in Table 4.

**Table 4. Regression analysis of students' emotional intelligence, and psychological well-being on academic achievement.**

**Model summary of the regression**

<b>Model Summary</b>				
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.709	.502	.500	8.80885

*a. Predictors: (Constant), psychosocial well-being, Emotional intelligence*

*b. Dependent Variable: Academic Achievement*

The result of the regression model shown in Table 4 indicates the value of the regression coefficient  $R = .709$  which indicates that there is a relationship between the independent variables and the dependent variable academic achievement. The R square was .502, which explains 50.2 % of the dependent variable academic achievement by the independent variables emotional intelligence and psychological well-being and the remaining are explained by other variables which are not treated by this research which need further investigation.

**Table 5**

**ANOVA Table for Significance of the Model**

<b>Model Summary</b>						
<b>Model</b>		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	27260.683	2	13630.342	175.658	.001
	Residual	27003.348	348	77.596		
	Total	54264.032	350			

a. Dependent Variable: Academic Achievement

b. Predictors: (Constant), Psychosocial well-being, Emotional intelligence

In Table 5 above presents the ANOVA Table report on the general significance of the model.

As P is less than 0.001 and the calculated F value is larger than the critical value, therefore, the model is significant. Thus, the combination of the independent variables psychosocial well-being and Emotional intelligence significantly predict the dependent variable students' academic achievement of students of Merawi secondary school ( $F(2, 348) = 175.65$ ).

**Table 6**

**The regression coefficients of the independent variables on the dependent variable**

<b>Coefficients</b>					
<b>Model</b>	<b>Unstandardized Coefficients</b>		<b>Standardized</b>	<b>T</b>	<b>Sig.</b>
	<b>B</b>	<b>Std. Error</b>	<b>Coefficients</b>		
	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>		
1 (Constant)	-5.985	4.011		-1.492	.137
Self-concept	9.280	1.128	.357	8.227	.001
Self-efficacy	9.901	.929	.462	10.661	..001

**Dependent Variable: Academic Achievement**

As indicated in Table 6 the results of regression analysis revealed that there is a statistically significant contribution of the independent variables to academic achievement  $F(2,348) = 175.658$ ,  $P < .001$ . The contributions of emotional intelligence and psychological wellbeing found to be positive and significant. This shows that as students' emotional intelligence and psychological wellbeing, increase, student academic achievement gets higher.

The direct effect of the predictor variables to academic achievement was determined using beta coefficients and the effect of emotional intelligence to academic achievement was ( $\beta = .357$ ,  $t = 8.227$ ,  $p < .001$ ). The effect of psychological well-being to academic achievement was ( $\beta = .462$ ,  $t = 10.661$ ,  $p < .001$ ).

The independent contribution of each of the predictor variables to the variance of academic achievement was calculated and the contribution of students' emotional intelligence to the variance of academic achievement was .208 to the total  $R^2$  which was .502. It is 41.43 % of the total  $R^2$ .

The independent contribution of the students' psychological well-being to the variance of academic achievement was .294 to the total  $R^2$  which was 0.502. This is 58.57 % of the total  $R^2$ . Therefore, from the results above one can deduce that students' psychological well-being had a higher proportion of variance in predicting students' academic achievement than emotional intelligence.

The fourth purpose of the study was to compare whether male and female students significantly differ in emotional intelligence, psychological wellbeing and academic achievement. To achieve this, independent samples t-test was computed and the results are presented in Table 7.

**Table 7**

**Sex difference between emotional intelligence, psychological well -being and academic achievement group statistics**

Variable	Male (N=160)		Female (N=192)		t-test	Df	Sig
	Mean	SD	Mean	SD			
Emotional Intl	3.947	.440	3.723	.487	4.462	350	.001
Psychological	3.872	.536	3.527	.572	5.821	350	.001
Academic Achievement	68.88	13.60	63.51	10.84	4.116	350	.001

***\*p < .001***

As indicated in Table 7 the results of independent t-test revealed that there was statistically significant mean score difference between male and female students in emotional intelligence. The t- value disclosed that male students scored relatively higher mean score in academic achievement than female students.

Similarly, there was also statistically significant mean score difference between male and female students in psychological wellbeing. The t- value revealed that male students scored relatively higher mean score in academic achievement than their female corresponding students. Correspondingly, statistically significant mean score differences observed between male and

female students in academic achievement. The t-value revealed that male students scored relatively higher mean score in academic achievement than their female counterparts.

The fifth objective of the study was to investigate whether there exist statistically significant differences in psychological wellbeing students as a function of grade level. To achieve this end, two way analysis of variance (Two Way ANOVA) was conducted and the results presented in Tables 8 and 9 respectively.

**Table 8**

**Number of Observations, Means and Standard Deviations of Psychological Well-being Scores\* Arranged by Grade Level**

	Grade Level	Mean	SD	N
Grade	9.00	3.7358	.57078	198
Grade	10.00	3.6154	.58997	154
	Total	3.6831	.58151	352

\*The maximum possible score in psychological well- being was 5.

As indicated in Table 8 the mean scores of psychological well- being of the students vary in grade levels in secondary school. Grade 9 students displayed higher mean scores in psychological well- being compared to grade 10 students as measured by psychological well- being scale.

The lower the grade level the higher would be the mean scores in psychological well- being compare to the higher grade level of students.

Table 9 presents summary of two-way ANOVA of psychological well- being scores by sex and grade level.



Table 9

Summary of Two-Way ANOVA of psychological Well Being by Grade Level.

Source of variation	Sum of squares	Df	Mean square	F	Sig
Grade Level	.122	1	.122	.079	.825
School type * Grade level	1.537	1	1.537	5.028	.026
Residual	106.393	348	.306		
<b>Total</b>	<b>349</b>				

As indicated in Table 9 the results of univariate analysis of variance of psychological well-being scores of students grade levels.

As portrayed in the table above only the grade level interaction effect found to be significant. The grade level by grade 9 and grade 10 interaction shows that the different for grade 9 and grade 10 students in psychological well-being. Both grade 9 and grade 10 students experience psychological well-being in their learning, despite, the grade level students enrolled.

## **CHAPTER FIVE**

### **DISCUSSION**

In this section, result of this study are discussed under five basic parts based on the purpose of the research. The first purpose of this research was to determine the level of emotional intelligence, psychological well-being and academic achievement of Merawi secondary school students.

#### **5.1. The level of emotional intelligence, psychological well-being and academic achievement of students.**

According to Goleman (1995) emotional intelligence consists of “*abilities such as being able to motivate oneself and persist in the face of frustration; to control impulse and delay gratification; to regulate one’s moods and keep distress from swamping the ability to think; to empathize and to hope*”, while; Salovey and Mayer (1990) defined emotional intelligence as the ability to monitor one’s own and others’ feelings and emotions, to distinguish among them and to use this information to guide one’s thinking and actions.

As indicated in Table 2 the results of one sample t-test demonstrated that the mean value of students’ emotional intelligence (3.825) was significantly higher than the mean test value 3. This result shows that students’ emotional intelligence seems above average as perceived by students.

As similar study conducted by Awoke(2015) at secondary school relived that students have higher EI score than the calculated mean(165.53>150).The reason why students are high in emotional intelligence could be probably, due to our collectivism nature of social life and pluralism community. As well known, Ethiopians have diversified culture, language, ethnic background, and religion which demands emotional intelligence for understanding, respecting and tolerate each other to live together in peace.

In addition, Ethiopians are highly socially interdependent society which promotes emotional intelligence. Thus, this nature of social life and pluralism nature of society may account for the high emotional intelligence of the students.

Psychological wellbeing is the positive age-and stage-appropriate outcome of children's physical, social and psychological development. It is determined by a combination of children's capacities and their social and material environment. Psychological wellbeing is essential for children's survival and development, especially in chronically difficult circumstances (Linda, Geoff & Lorraine, 2006).

The results of one sample t-test revealed that the mean value of students' psychological-well-being in general without calculating the individual components was (3.683) was significantly higher than the mean test value which was 3.

Concerning psychological well-being of college students, kasahun (2015) studied psychological wellbeing of early (encompassing emerging and young) and middle adults in Addis Ababa found consistent with the findings of present study. The results showed that adults were better off in both their scores of psychological and subjective well-being.

As mentioned in the above the mean score value of students psychological well-being is (3.683). This result shows that students' psychological well-being seems above average as reported by students. This could be due to better family close attachment with the students, intimate relationship with classmates and roommates.

Academic achievement refers to the observed and measured aspect of a student's mastery of skills and subject contents as measured with valid and reliable tests (Joe, Kpolovie, Osonwa & Iderima, 2014).

The results of one sample t-test under this study indicated that the mean value of students' academic achievement (65.95) was significantly higher than the mean test value which was 50. This result shows that students' academic achievement was above average as perceived by students.

As similar study conducted by Awoke (2015) the academic performance of students was (56.91), which is lower than Merawi Secondary school students (65.95 > 56.91). This difference could exist due to better provision of teaching materials, better teaching learning process, close follow up of teachers, parents and guardians', school principals and relevant stakeholders.

## **5.2. The relationship between emotional intelligence, psychological well-being and academic achievement.**

The second purpose of this study was to examine whether there exist a significant relationship between students' emotional intelligence, psychological well-being and academic achievement. To attain this objective, Pearson correlation coefficient was computed and the results are presented in the above table (Table 3).

The results of the Pearson correlation coefficient demonstrated that there was a statistically positive significant correlation between students' emotional intelligence and academic achievement ( $r = .583$ ,  $p < .05$ ). This shows that as students' emotional intelligence increase students' academic achievement also increases.

Jaeger (2003) described the fact that emotional intelligence and academic achievement are positively correlated. And Abisamra also (2000) reported that there is a positive relationship between academic achievement and emotional intelligence. The study of Marquez, et al. (2006) examined the relationship between emotional intelligence and academic achievement of high school Spanish students. The result indicates that emotional intelligence scores correlated positively with academic achievement even after controlling for general intelligence.

Similarly, studies carried out by Barchard, Brackett and Mayer (2003) found out that emotional intelligence and GPA were correlated positively ranging from  $r = .20$  to  $.25$  for college students. Other investigators have also found positive correlation between emotional intelligence and academic achievement values ranged between  $0.28$  and  $0.32$  in the case of secondary school students (Mayer, et al. 2004).

Similarly as studied in Moges (2014) there was a positive significance relationship between emotional intelligence and academic achievement ( $r = 0.326$ ,  $p < 0.05$ ). This implies that student having higher emotional intelligence is good academic achievers.

Similarly, there was a correlation between students psychological well-being and academic achievement ( $r = .637$ ,  $p < .05$ ). This shows that as students' psychological wellbeing increases their academic achievement increases too.

Psychological well-being and academic achievement are both central indicators of positive psychological functioning (Suldo, Riley, & Shaffner, 2006 as cited in Biicker, et al. 2018). Psychological well-being to be more strongly related to academic achievement than measures different outcomes into other life domains (Tian, Yu, & Huebner, 2017 as cited in Biicker, et al. 2018, p.4). As a study conducted by Yikirbelegn (2018) at Addis Ababa University students there was no significant relationship observed between psychological wellbeing and academic achievement. The result implies students who score high academically achievement does not associate so of high on psychological well-being.

Statistically significant positive correlation was also observed between students' emotional intelligence and psychological well-being ( $r = .491$ ,  $p < .05$ ). This shows that as students emotional intelligence increases their psychological wellbeing increases as well.

According to Singh and Kaur (2019) states that emotional intelligence is a very strong predictor of psychological wellbeing. Both the variable of psychological wellbeing and emotional intelligence are influenced to a great amount by physical health and exercise. Students with higher emotional intelligence reported less perceived stress and higher levels of life satisfaction and happiness (Ruiz- Aranda, et al. 2011). Further this finding suggests high emotional intelligence increase psychological well-being on students. Emotional intelligence and psychological well-being are important resources for enhancing students' learning, success and quality in education (Salami, 2010).

As a study conducted by Yikirbelegn (2018) at Addis Ababa University there is supporting evidence the relationships between emotional intelligence and psychological well-being. Students high on emotional intelligence imply high on psychological-being. Emotionally intelligence students who understand their own and other's emotions are also high on developing strong sense of autonomy, environmental mastery, personal growth, social relation and life purpose.

The findings of the present study revealed positive relationship between emotional intelligence and psychological wellbeing. The relationship between emotional intelligence significantly relate to psychological well-being in context of Merawi secondary school students is supported by evidence of current study. Specifically, the finding of the showed correlation of .491, and it's

noted that significant positive relationship between emotional intelligence and psychological well-being.

### **5.3. Regression analysis of students' emotional intelligence, and psychological well-being on academic achievement.**

The third purpose of this study was assessing the predictive power of emotional intelligence and psychological well-being on academic achievement. As P is less than 0.001 and the calculated F value is larger than the critical value, therefore, the model is significant.

Thus, the combination of the independent variables psychological well-being and emotional intelligence significantly predict the dependent variable students' academic achievement of students of Merawi secondary school ( $F_{(2, 348)} = 175.658, p < .001$ ).

In the current study the regression analysis results indicated that value of the regression coefficient  $R = .709$  which indicates that there is a relationship between the independent variables and the dependent variable academic achievement.

The R square was .502, which explains 50.2 % of the dependent variable academic achievement by the independent variables emotional intelligence and psychological well-being and the remaining are explained by other variables which are not treated by this research which need further investigation.

Concerning with the direct effect of the predictor variables to academic achievement was determined using beta coefficients and the effect of emotional intelligence to academic achievement was ( $\beta = .357, t = 8.227, p < .001$ ). The effect of psychological well-being to academic achievement was ( $\beta = .462, t = 10.661, p < .001$ ).

The independent contribution of each of the predictor variables to the variance of academic achievement was calculated and the contribution of students' emotional intelligence to the variance of academic achievement was .208 to the total  $R^2$  which was .502. It is 41.43 % of the total  $R^2$ . The independent contribution of the students' psychological well-being to the variance of academic achievement was .294 to the total  $R^2$  which was 0.502. This is 58.57 % of the total  $R^2$ . Therefore, from the results above one can deduce that students' psychological well-being had a higher proportion of variance in predicting students' academic achievement than emotional

intelligence. In line with this finding, other researchers also found that the combined effect of emotional intelligence and psychological well-being was significant.

A study conducted by Martin (2015) found out that psychological well-being directly or indirectly mediate emotional intelligence effect on happiness. Emotional intelligence predicts academic achievement (Parker, et al. 2004; Marquez Martin, et al. 2006; Pavithra Raj and Chandramohan, 2014). In line with this Singh and Kaur, (2019) states that emotional intelligence is a very strong predictor of psychological well-being. Another study conducted by Chafin (2006) indicated by pretest overall EI scores and would significantly predict students' academic achievement. Moreover, Nasir and Masrur (2010) in their study reported that EI was found a significant predictor of academic achievement. The research findings of this paper concerning psychological well-being predict academic achievement more than the prediction level of emotional intelligence to academic achievement.

#### **5.4. Sex difference between emotional intelligence, psychological well-being and academic achievement.**

The fourth purpose of the study was to compare whether male and female students significantly differ in emotional intelligence, psychological well-being and academic achievement of Merawi Secondary School Students. The independent t-test as shown in Table 7, revealed that there was statistically significant mean score difference between male and female students in emotional intelligence. The mean score of males are 3.947 and the mean score of female students are 3.723. This means the t-value disclosed that male students scored relatively higher mean score in emotional intelligence than female students.

Some possible reasons can be suggested that might be accountable for the disparity inability of identifying emotions between male and female adolescents and young adults.

It seems that the manner parents socialize and treat their sons and daughters could contribute to such differences depending on the sociocultural values and male were treated positively than their female counterparts.

Similar to the present study Moges (2014) found out that the mean score of males are 175.87 and the mean score of female students are 164.91. This means that the female students have low score of emotional intelligence than male students.

There are also evidences which suggest males are more emotionally intelligence that females. For instance, Gemechu (2014) on his study on university students, reported males are advanced than females on overall score of emotional intelligence. In the same study it was indicated that component of emotional intelligence, “*Regulation of emotion*” has shown significant difference.

Mishra and Ranjan (2008) have studied whether the gender difference affects emotional intelligence of adolescents and the results showed that adolescent boys and girls differ significantly on emotional intelligence and boys were found to be significantly higher on emotional intelligence than the girls.

Whereas according to some studies female score higher EI than males. For instance, Awoke (2015) found that females excel males though the difference was negligible (female EI; mean=166.63, SD=17.62 while males score mean=164.32, SD=16.69).

Similarly, there was also statistically significant mean score difference between male and female students in psychological well-being. The t- value revealed that male students scored relatively higher mean score in academic achievement than their female corresponding students. On similar studies, Siddiqui (2015 cited in Mohammad 2019) conducted a study on gender differences between assertiveness and Psychological well-being among university students. According to Perez (2012 quoted by Mohammad 2019) females have significantly higher scores in the aspects of daily spiritual experience, relationship with father, relationship with peer, positive relationship with others and purpose in life. Males in other side have higher scores on autonomy than their female counterparty and there is no significant gender difference in terms of environmental mastery, personal growth and self-acceptance.

There are some possible explanation for this occurrence, parenting styles, child treatment principles, male preference Study revealed significant difference between male and female with respect to psychological well-being and male students were exceeding. Males in other side have higher scores in the community, religious and cultural issues; on the females, work over load on females, and other potential barriers affect females psychological well-being than male counterparts.

Correspondingly, statistically significant mean score differences observed between male and female students in academic achievement. The t-value revealed that male students scored



relatively higher mean score in academic achievement than their female counterparts. The analysis tells as male students had average score of (Mean=68.88, SD=13.6) that approximately 5.37 point higher than female students (M=63.51, SD=10.84).

In connection with the above findings of the assumption that there is sex difference between male and female students on emotional intelligence and psychological well-being. This study finds that male student achieves more than females. There are also some possible explanations for this; parenting styles, child treatment principles, male preference in the community, religious and cultural issues on the females, work over load on females, and other potential barriers affect females academic achievements, peer pressure on females and other factors.

### **5.5. Analysis of differences in psychological well-being of students as a function of grade level**

The fifth objective of the study was to investigate whether there exist statistically significant differences in psychological well-being students as a function of grade level to achieve this end, two way analysis of variance (Two Way ANOVA) was conducted.

As indicated in Table 8 the of psychological well-being of the students vary in the grade levels in secondary school. Grade 9 (3.7358) students displayed higher mean scores in psychological well-being compared to grade 10(3.6154). The lower the grade level the higher would be the mean scores in psychological well -being of students. The result implies psychological well- being grade 9 students is associated high psychological well-being compare to grade 10 students. As indicated in Table 9 the results of univariate analysis of variance of psychological well- being scores of students by grade levels.

As portrayed in the table above only the grade level interaction effect found to be significant. Both grade 9<sup>th</sup> and grade 10<sup>th</sup> students experience psychological well- being in their learning, despite, the grade level students enrolled. As observed by this study, while we see grade level and psychological well-being; grade 9<sup>th</sup> student's psychological well-being increases than grade 10<sup>th</sup>.

The reason for this variation the new comer students' higher psychological well-being than grade 10th students might be different factors because of most of students far from

the family to live around the school, in this case, peer pressure, adaptation of the environmental mastery having multiple friends, and by other relevant factors thus, students roll missing.

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## CHAPTER SIX

### CONCLUSION AND RECOMMENDATION

#### 6.1. Conclusion

As indicated from the results of study students' emotional intelligence, psychological well-being and academic achievement were significantly higher than the mean test values of their own. This shows that students have higher levels of emotional intelligence, psychological well-being and academic achievement. Thus, the present study refer that students have an ability to manage themselves and they feel welfare and these makes them to have higher achiever students.

The study revealed that there were statistically positive relation among students' emotional intelligence, psychological well-being and academic achievement. This shows that increment in one a followed by increase in another. From this result we can conclude that whenever students have an ability to manage themselves and felt handled good living conditions they possibly achieve good result in their academic achievement. In addition to this, the study showed that students' emotional intelligence, psychological well-being of students can predict their academic achievement. In accordance with this finding, it is easily conclude that students' good feeling and ability to manage problems made them to perform better in their achievement.

Finally, the results of this study revealed that there was statistically significant mean score difference between male and female students in emotional intelligence, psychological well-being and academic achievement. The result showed that male students scored relatively higher mean score in academic achievement than female students.

Similarly, the mean scores of academic achievement of the students vary the student of grade levels in secondary school. Grade 9 students displayed higher mean scores in PW compared to grade10 students as measured by psychological well-being scale. This indicates both grade level of students can affect their psychological well-being.

From this finding it can be conclude that Grade 9<sup>th</sup> students have better capacity to manage problems than grade 10<sup>th</sup> students the lower grade level students better to manage problems and to feel high by psychological well-being comfort.

## 6.2. Recommendation

Based on the findings of current study and conclusions drawn, the researcher forwards the following suggestions

- ✚ Schools should also give emphasis to promote learning experiences which continually create opportunity for students engage and develop emotional intelligence skills. This includes, creating a platform in which students allowed to manage self-development interest groups. It's very critical to designing programs which support students promote positive emotions and develop adaptive regulation mechanisms.
- ✚ As the result of the study showed, emotional intelligence has significant relationships with psychological well-being and academic achievement, hence due to their interdependence effect on students managing emotions and enabling psychological well-being has critical role for better academic achievement, any of the stakeholders have responsibility to scale up.
- ✚ Determinant of psychological well-being, social workers and psychologists should focus on promoting emotional intelligence to support students experience positive psychological functioning. Intervention programs must incorporate trainings foster emotional intelligence and generative aspects of human potentials in order to promote psychological well-being and academic achievement.
- ✚ Psychologists, practitioners and professionals are advised to incorporate insights to help students learn to use both emotion and cognitive skills. In addition, raising parents and guardians awareness to take their role in the emotional developments and psychological makeup of their children.
- ✚ The current study has also some implication for future study; researchers should focus on social and cultural factors in an understanding of emotional intelligence and psychological wellbeing. In addition, research has also a strong need to develop and use instruments help to capture culture sensitive issues.
- ✚ The school community (teachers, school principals, parent teacher association, administration staffs and other relevant stake holders) should give emphasis for female students to improve their emotional intelligence, psychological well-being and academic performance.

- ✚ Further studies have to be conducted to confirm the implication of sex differences on emotional intelligence and mean score difference of psychological well-being at a larger scale combining other grade levels.

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## **APPNDEX A**

### **QUESTIONNAIRE (ENGLISH VERSION)**

**Bahir Dar University**  
**College of Education and Behavioral Science**  
**Department of Psychology**

QUESTIONNAIRE TO BE COMPLETED BY TUDENTS.

GENERAL OBJECTIVS: The main purpose of this questionnaire is to collect data from high school about the emotional intelligence and psychological wellbeing to conduct study on” the relationship between perceived emotional intelligence, psychological wellbeing and academic achievement in Merawi secondary school Students”.

The data collected will be used for this research study to write a master’s thesis as a partial fulfillment of the program for graduate study in social psychology steam; Bahir Dar University ,psychology department. The data collected will be for this research purpose only.

GENERAL DIRECTIOS: The questionnaire have three (3) parts: part 1(Demographic Information), part 2(emotional intelligence questionnaire and part 3, psychological wellbeing questionnaire).Each part has response formats, objectives, and direction. Since your participation in this study and your genuine responses is extremely useful for the success of this study, I kindly request you to participate in the study by filling and carefully completing the questionnaire because without your participation the study does not get successes. That means your response has value for the condition and successes of the study so that you would involve in the study for the successes of this task .Your responses the item from your own behavior and experience since the items have no ”right” or” wrong”answer.The “rightness” of answer of the questionnaire will be measure to what extent each item describes your behavior.

Note: You don’t have to write your name and information you in any place of the qoesstionnaire.Think for your genuine cooperation.

## Part 1: Background Information

Objective; the main purpose of this part is to gather personal and background information from students.

Direction; please give appropriate background information though indicating an “x” mark in the space given or write the required information.

For the following questions please put your response on the space provided.

1. Gender: Male \_\_\_\_\_; Female\_\_\_\_\_
2. Age-----
3. Grade level and section \_\_\_\_\_
4. Roll number-----
5. *First semester Score (FSS).Don't write; it will be filled from the school record office as per your roll number. \_\_\_\_\_*

**Part 2: Perceived Emotional Intelligence Scale**

Objectives: The main purpose of *Emotional Intelligence* questionnaire is to collect data about the relationship between emotional intelligence and academic achievement in Merawi secondary school.

Direction: Questions 1-29 will be responded in the table below there is list of items of EIQ .Read the questions carefully and circle one of the given alternatives in front of each statement that best describes your behavior. I ask you to response each item genuinely. Thus,

1= Strongly Disagree

2= Disagree

3=partially agree

4=Agree

5= Strongly Agree

NO	EMOTIONALINTELLIGENCE QUESTIONNARIE	1	2	3	4	5
1	I know when to speak about my personal problems to others	1	2	3	4	5
2	When I am faced with obstacles, I remember times I faced similar obstacles and overcame them.	1	2	3	4	5
3	I expect that I will do well on most things I try	1	2	3	4	5
4	Other people find it easy to confide in me	1	2	3	4	5
5	I know why my emotions change.	1	2	3	4	5
6	Some of the major events of my life have led me to re-evaluate what is important and not important.		2	3	4	5
7	When my mood changes, I see new possibilities	1	2	3	4	5
8	I am aware of my emotions as I experience them	1	2	3	4	5
9	I expect good things to happen	1	2	3	4	5
10	When I experience a positive emotions, I know how to make it last.	1	2	3	4	5



11	I arrange events others enjoy.	1	2	3	4	5
12	I seek out activities that make me happy.	1	2	3	4	5
13	I am aware of the non-verbal messages I send others.	1	2	3	4	5
14	I present myself in a way that makes a good impression on others.	1	2	3	4	5
15	When I am in a positive mood, solving problems is easy for me	1	2	3	4	5
16	By looking at their facial expressions, I recognize the emotions people are experiencing	1	2	3	4	5
17	When I am in a positive mood, I am able to come up with new ideas	1	2	3	4	5
18	I have control over my emotions	1	2	3	4	5
19	I easily recognize my emotions as I experience them.	1	2	3	4	5
20	I motivate myself by imagining a good outcome to tasks I take on	1	2	3	4	5
21	I complement others when they have done something well.	1	2	3	4	5
22	I am aware of the non-verbal messages other people send.	1	2	3	4	5
23	When another person tells me about an important even in his or her life, I almost feel as though I have experienced this event myself	1	2	3	4	5
24	When I feel a change in emotions, I tend to come up with new ideas	1	2	3	4	5
25	I know what other people are feeling just by looking at them.	1	2	3	4	5
26	I help other people feel better when they are down	1	2	3	4	5
27	I can tell how people are feeling by listening to the tone of their voice	1	2	3	4	5
28	I use good moods to help myself keep trying in the face of obstacles	1	2	3	4	5
29	It is difficult for me to understand why people feel the way they do. *	1	2	3	4	5

EI assessment tool developed by Schutte et al 1998

### Part three: psychological well-being scale

Objectives: The main purpose: psychological well-being of questionnaire is to collect data about the relationship between psychological well-being, emotional intelligence, and academic achievement in Merawi secondary school.

Direction: Questions 1-13 will be responded in the table below there is list of items of PWQ .Read the questions carefully and circle one of the given alternatives in front of each statement that best describes your behavior. I ask you to response each item genuinely. Thus,

1= Strongly Disagree

2= Disagree

3= partially agree

4=Agree

5=Strongly Agree

NO	PSYCHOLOGICAL WELL-BEING QUESTIONNARIE	1	2	3	4	5
1	I enjoy making plans for the future and working to make them reality	1	2	3	4	5
2	When I think about it, I haven't really improved much as person over the years	1	2	3	4	5
3	I often feel lonely because I have few close friends with whom to share my concerns	1	2	3	4	5
4	I am quite good at managing the many responsibilities of daily life	1	2	3	4	5
5	I like most aspects of my personality	1	2	3	4	5
6	I many ways, I feel disappointed about my achievement in life	1	2	3	4	5
7	I have not experienced many warm and trusting relationships with others	1	2	3	4	5
8	I have confidence in my opinion, even if they are contrary to others	1	2	3	4	5

9	I have a choice over my life	1	2	3	4	5
10	I live life one day at a time and don't really think about the future	1	2	3	4	5
11	I don't enjoy being in new situations that require me to change my old familiar ways of doing things	1	2	3	4	5
12	It is difficult for me to voice my own opinions on <i>controversial</i> matters	1	2	3	4	5
13	When I compare myself to friends and acquaintances, it makes me feel good about who I am	1	2	3	4	5

PW assessment tool developed by Ryff (1989).

**APPENDIX B**  
**QUESTIONNAIRE (AMHARIC VERSION)**

**ተቀፅላ**  
**የአማርኛጥያቄዎች**  
**በባህርዳርዮንቨርስቲ**  
**የትምህርት እና ሥነ-ባሕር ሳይንስ ኮሌጅ**  
**የስነ-ልቦና ትምህርት ክፍል**

የዚህ በተማሪዎች የሚሞላ መጠይቅ ዋና ዓላማ በመርዓዊ አጠቃላይ ሁለተኛ ደረጃ ት/ቤት ያሉ ተማሪዎችን የስሜት ብስለት እና የስነ-ልቦና ጤንነት ከትምህርት ወጤታቸው ጋር የሚኖረውን ቁርኝት ለመዳሰስ ነው። ከዚህ መጠይቅ የሚገኘው መረጃ በቀጥታ የሚያገለግለው በባህርዳር ዮንቨርስቲ በሳይኮሎጅ ትምህርት ክፍል በሶሻል ሳይኮሎጅ ዘርፍ የሁለተኛ ዲግሪ ለማግኘት ያስችል የማማያ ፅሁፍ( master's thesis) ለማዘጋጀት ነው። አጠቃላይ መመሪያ የስሜት ብስለት እና የስነ-ልቦና ጤንነት ከትምህርት ወጤታቸው ጋር የሚኖረውን ቁርኝት ለመዳሰስ የሚደረገው ይህ ጥናት “3” የመጠይቅ ክፍሎች ያሉት ሲሆን፤ የመጀመሪያው ክፍል የተማሪዎችን ዳራዊ መረጃ በተመለከተ ለማሰባሰብ ይጠቅማል።

ሁለተኛው ክፍል ደግሞ የተማሪዎችን የስሜት ብስለት ደረጃ አጠቃላይ ሁለንተና ለማወቅ እና እንዲሁም ሦስተኛዎና የመጨረሻው ክፍል የተማሪዎን የስነ-ልቦና ጤንነት ይዳስሳል። በመሆኑም በመጀመሪያ በዚህ ጥናት ተሳታፊ በመሆንም እያመሰገንሁ እርስዎ የሚሰጡት መረጃ ትክክለኛነት ለጥናቱ ስኬት ከፍተኛ አስተዋጾኔ ስላለው የመጥይቁን “3 ክፍሎች በጥንቃቄ በመረዳት እውነተኛ ምላሽ እንዲሰጡ በትህትና እጠይቃለሁ።

ማስታወሻ:

- ስም መጻፍ አያስፈልግም፤ የሚሰጡት መረጃ ሚስጥራዊነትም የተጠበቀ ነው።
- ለየትኛውም ጥያቄ ትክክለኛ ወይም ስህተት የሚባል መልስ የለውም፤ ለእርስዎ ትክክለኛ የሚሉትን ምላሽ ይስጡ።
- መጠይቁን የሞላ ግለሰብ የስሜት ብስለት እና የስነ-ልቦና ጤንነት ውጤቱን ከፈለጉ ከአጥኝው ማግኘት ይችላል።

**ስለትብብርዎ አመሰግናለሁ**

**ክፍል 1: ግላዊ መረጃ**

ዓላማ:- የዚህ ግላዊ መረጃ መግለጫ ክፍል ዋና ዓላማ የተማሪዎችን አጠቃላይ ግላዊ መረጃውን ለማሰባሰብ ታስቦ ነው።

መመሪያ:- ከዚህ በታች ለቀረቡት ጥያቄዎች ተገቢውን መረጃ በባዶ ቦታው ላይ የ"X" ምልክት በማድረግ መልስ/ሽ/።

ቀጥለው ለቀረቡት ጥያቄዎች ትክክለኛውን ምላሽ በተሰጠው ክፍት ቦታ ያስቀምጡ።

1. ጾታ:

ወንድ-----

ሴት-----

2. ዕድሜ-----

3. የክፍል ደረጃ-----

ሴክሽን -----

4. ተራ ቁጥር-----

5. ያለህ/ሽ የ1ኛው ወ/ትምህርት አማካኝ ውጤት (ከሮስተር ስለሚሞላ እርስዎ

መሙላት

አይጠበቅብዎትም -----)

**ክፍል 2:-የስሜት-ብስለት-መለኪያ**

ዓላማ:- የዚህ መጠይቅ ዓላማ የሥሜት ብስለት የመርዓዊ አጠቃላይ ሁለተኛ ደረጃ ት/ቤት ተማሪዎች ከትምህርት ዉጤታቸው ጋር ያለውን ቁርኝት ለማጥናት እና ለማወቅ ነው።

መመሪያ:- ከዚህ በታች በተቀመጠው ሠንጠረዥ ውስጥ የተለያዩ ዐረፍተ ነገሮች ተዘርዝረዋል። በእያንዳንዱ ዐረፍተ ነገር ፊት ለፊት አምስት(5) የተለያዩ የስምምነት ደረጃዎችን( rating scale) የሚወክሉ ምርጫዎች ውስጥ ተመልክተዋል። እያንዳንዱን ዐረፍተ ነገር በጥንቃቄ ካነበብክ በኋላ ከተሰጡት ምርጫዎች ውስጥ ያንተን (ያንችን) ባህሪ የሚገልፀውን ዐረፍተ ነገር ከፊት ለፊት ካሉት ቁጥሮች በአንደኛው ላይ በማክበብ ትክክለኛ መልስ እንድትሰጥ /እንድትሰጩ በትህትና እጠይቃለሁ።

ሠንጠረዥው ውስጥ የተመለከቱትን ምርጫዎች የሚወክሉ:-

1. ጭራሽ አልስማማም
2. አልስማማም
3. በመጠኑ እስማማለሁ
4. እስማማለሁ
5. በጣም እስማማለሁ

ተቁ	ጥያቄዎች	1	2	3	4	5
1	የግሌን ቸግር ለሰዎቹ መቼ ማጋራት እንዳለብኝ አውቃለሁ	1	2	3	4	5
2	ተግዳሮቶቹ ሲያጋጥሙኝ፣ ተመሳሳይ ሁኔታ ያለፍኩበትን ወቅት በማስታወስ እፈታለሁ	1	2	3	4	5
3	በአብዛኛው በምሞክራቸው ስራዎቹ ስኬታማ እንደምሆን እጠብቃለሁ	1	2	3	4	5
4	ሰዎቹ ሚስጥራቸውን ለእኔ ለማካፈል ይቀላቸዋል	1	2	3	4	5
5	ስሜቴ ለምን እንደሚቀያየር አውቃለሁኝ	1	2	3	4	5
6	በሕይወቴ ያጋጠሙኝ ወሳኝ አጋጣሚዎቹ የሚጠቅሙኝን ና የሚጎዳኝን ነገር እንድለይ አድርገውኛል	1	2	3	4	5
7	ስሜቴ ሲቀየር፣ መልካም አጋጣሚዎቹን ወይም ዕድሎቹን አያለሁ	1	2	3	4	5
8	ስሜቴ በተፈጠርበት ቅጽበት ምንነቱን አውቀዋለሁ	1	2	3	4	5
9	በሕይወቴ መልካም ነገሮቹ እንደሚፈጠሩ እጠብቃለሁ	1	2	3	4	5
10	መልካም ስሜት ሲሰማኝ እንዴት ለረጅም ጊዜ ስሜቴን ማቆየት እንዳለብኝ አውቃለሁ	1	2	3	4	5

11	ሌሎች ሰዎችን የሚያስደስቱ ነገሮችን አዘጋጃለሁ፡፡	1	2	3	4	5
12	ደስተኛ የሚያደርጉኝን ተግባራት እፈልጋለሁ	1	2	3	4	5
13	ለሰዎች ከቃላት ባሻገር የማስተላልፊውን መልክት ምንነት እረዳለሁ	1	2	3	4	5
14	ራሴን በሰዎች ዘንድ ጥሩ ግምት በሚያሰጥ መልኩ አቀርባለሁ	1	2	3	4	5
15	አዎንታዊ ስሜት ላይ በምሆን ጊዜ ቸግሮችን በቀላሉ መፍታት እችላለሁ	1	2	3	4	5
16	የሰዎችን የፊት ገጽታ በማየት፣የተሰማቸውን ስሜት መረዳት እችላለሁ	1	2	3	4	5
17	አዎንታዊ ስሜት ላይ ስሆን፣አዳዲስ ሃሳቦችን ማፍለቅ እችላለሁ	1	2	3	4	5
18	ስሜቴን መቆጣጠር እችላለሁ	1	2	3	4	5
19	እየተሰማኝ ያለውን ስሜት በቀላሉ እረዳለሁኝ	1	2	3	4	5
20	የምሰራውን ስራ ስኬት በምናቤ በማሰብ እራሴን አነቃቃለሁ	1	2	3	4	5
21	ሰዎች ጥሩ ስራ ሲሰሩ አመሰግናቸዋለሁ	1	2	3	4	5
22	ሰዎች ከቃላት ውጪ የሚያስተላልፏቸውን መልዕክቶች እረዳለሁ፡፡	1	2	3	4	5
23	አንድ ሰው በህይወቱ የገጠመውን ሲያጫውተኝ፣ እነዚያ አጋጣሚዎች እራሴ ላይ እንደተፈጠሩ ያክል ይሰማኛል	1	2	3	4	5
24	ስሜቴ እየተቀየረ እንዳሆነ ሲሰማኝ፣አዳዲስ አሳብ አፈልቃለሁኝ	1	2	3	4	5
25	ሰዎችን በማየት ስሜታቸውን እረዳለሁኝ	1	2	3	4	5
26	ሰዎችን ሲያዝኑ፣ጥሩ ስሜት እንዲሰማቸው አግዛቸዋለሁኝ	1	2	3	4	5
27	አዎንታዊ ስሜቴን፣በተግዳሮት ውስጥ ፀንቼ ለማለፍ እጠቀምበታለሁ	1	2	3	4	5
28	የሰዎችን ድምጽ በማዳመጥ፣እየተሰማቸው ያለውን ስሜት መናገር እችላለሁ	1	2	3	4	5
29	❖ ሰዎች የሚሰማቸውን ስሜት ለምን እንደተሰማቸው መረዳት ለኔ አስቸጋሪ ነው፡፡	1	2	3	4	5



**ክፍል 3: የስነ-ልቦና ጤነኝነት መለኪያ**

ዓላማ:- የዚህ መጠይቅ ዓላማ የስነ-ልቦና ጤነኝነት የመርዓዊ አጠቃላይ ሁለተኛ ደረጃ ት/ቤት ተማሪዎች ከትምህርት ዉጤታቸው ጋር ያለውን ቁርኝት ለማጥናት እና ለማወቅ ነው።

መመሪያ:- ከዚህ በታች በተቀመጠው ሠንጠረዥ ውስጥ የተለያዩ ዐረፍተ ነገሮች ተዘርዝረዋል። በእያንዳንዱ ዐረፍተ ነገር ፊት ለፊት አምስት(5) የተለያዩ የስምምነት ደረጃዎችን( rating scale) የሚወክሉ ምርጫዎች ውስጥ ተመልክተዋል። እያንዳንዱን ዐረፍተ ነገር በጥንቃቄ ካነበብክ በኋላ ከተሰጡት ምርጫዎች ውስጥ ያንተን (ያንችን) ባህሪ የሚገልፀውን ዐረፍተ ነገር ከፊት ለፊት ካሉት ቁጥሮች በአንደኛው ላይ በማክበብ ትክክለኛ መልስ እንድትሰጥ /እንድትሰጩ በትህትና እጠይቃለሁ።

ሠንጠረዥ ውስጥ የተመለከቱትን ምርጫዎች የሚወክሉ:-

1. ጭራሽ አልስማማም
2. አልስማማም
3. በመጠኑ እስማማለሁ
4. እስማማለሁ
5. በጣም እስማማለሁ

ተቁ	ጥያቄዎች	1	2	3	4	5
1	ስለወደፊት ማቀድ እና እውን ለማድረግ መማር ያስደስተኛል	1	2	3	4	5
2	❖ እራሴን ስመለከተው፡ በአመታት መካከል መሻሻል ያሳየሁ አይመስለኝም	1	2	3	4	5
3	ሚስጢሬን የማጋራቸው ጥቂት የቅርብ ጓደኞቻቸው ጠቅላላ ጠቅላላ ጠቅላላ ጠቅላላ ጠቅላላ ይሰማኛል	1	2	3	4	5
4	የቀን ተቀን ሀላፊነቴን በሚገባ መምራት ላይ ስኬታማ ነኝ	1	2	3	4	5
5	አብዛኛውን ባሕርይን እወደዋለሁ	1	2	3	4	5
6	❖ በህይወቴ ባለኝ ስኬታማነት ከብዙ ነገሮቹ አንጻር ደስተኛ አይደለሁም	1	2	3	4	5
7	❖ ከሰዎች ጋር መተማመን እና ፍቅር የተሞላበት ማህበራዊ ግንኙነት አላሳለፍኩም	1	2	3	4	5

8	ህይወቴን ለመምራት ሁሌም ምርጫ አለኝ	1	2	3	4	5
9	ሰዎች ሐሳቤን ባይቀበሉኝ ና ከኔ ተቃራኒ ቢሆኑ፤በራሴ ሐሳብ እተማመናለሁ	1	2	3	4	5
10	❖ ዛሬን መኖር እንጂ ስለወደፊት አያሳስበኝም	1	2	3	4	5
11	❖ የለመድኩትን መንገድ የሚያስቀይረኝ አዱስ ሁኔታ አያስደስተኝም	1	2	3	4	5
12	❖ አከራካሪ በሆኑ ጉዳዮቼ ላይ ሀሳቤን መግለጽ ይከብደኛል	1	2	3	4	5
13	እራሴን ከጓዶኞቼ እና ከማውቃቸው ሰዎች ጋር ሳወዳድር፤በእኔነቴ ደስታ ይሰማኛል	1	2	3	4	5

የወላጅ/የአሳዳጊ/ የሰምምነት ቅፅ

በመርዓዊ አጠቃላይ ሁለተኛ ደረጃ ት/ቤት በተማሪ ነገሰ ንብረቴ ለ2ኛ ዲግሪ መመሪያ ዕውቀት “የሰሜት ብስለት፣ የስነ-ልቦና ጤንነት፣ ከትምህርት ውጤታማነት ጋር ያለው ቁርኝት “ በሚል ርዕስ በተማሪዎች ላይ ለማጥናትና መረጃ ለማሰባሰብ እድሜያችው ከ18 ዓመት በታች ለሆኑ ተማሪዎች የወላጅ/አሳዳጊ/ ፈቃደኝነት አስፈላጊ ስለሆነ፡-

እርስዎም ልጅዎ ከ18 ዓመት በታች ስለሆነ(ች) ፈቃደኝነትዎን በፊርማዎ እንዲያረጋግጡልኝ ስል በትህትና እየጠየቅሁ ለሚደረግልኝ መልካም ትብብር በቅድሚያ አመሰግናለሁ፡፡

የተማሪው(ዋ) ስም-----ዕድሜ-----የከፍል ደረጃ-----ሴክሽን-----ተራ ቁጥር-----

“ ከሰላምታ ጋር”

የወላጅ(አሳዳጊ) ስም-----

ፊርማ-----

ቀን-----

ለባህር ዳር ዩኒቨርሲቲ

ስነ-ምግባርና ባሕሪ ሳይንስ ኮሌጅ

ሳይኮሎጂ ትምህርት ክፍል

ባህር ዳር

**ጉዳዩ:- ግብረ መልስ ስለመስጠት፤**

በቁጥር ሳይኮ/0098/02/2012 በቀን 16/04/2012 ዓ.ም በተፃፈ ደብዳቤ የት/ት ክፍሉ የ2ኛ ዲግሪ የሆኑት ተማሪ ነገሰ ንብረቴ ለመመረቂያ ፅሁፍ ዝግጅት መረጃ መሰበሰብ እንዲችሉ ትብብር እንድናደርግ ጠይቃችሁናል።

በመሆኑም ከላይ በስም የተገለጹት ተማሪ “የሰሜት ብስለት፤ የስነ-ልቦና ጤንነት፤ ከትምህርት ውጤታማነት ጋር ያለው ቁርኝት “ በሚል ርዕስ ዙሪያ ከት/ቤታችን ተማሪዎች ከቀን 28/04/2012ዓ.ም እስከ 23/09/2012ዓ.ም ድረስ መረጃውን ሰብስበው አጠናቀው የወጡ መሆኑን እናሳውቃለን።

“ ከሰላምታ ጋር”

ግልባጭ

ለተማሪ ነገሰ ንብረቴ

ለሪከርድና ማህደር ክፍል

መርዓዊ