

Emotional Intelligence as a Predictor of Students' Academic Performance

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Abstract

Emotional Intelligence (EI) has been identified as a core competency that predicts success in the workplace, academics, and personal-social relationships. This study explores the role of emotional intelligence as a predictor of academic performance among high school students. A total of two hundred respondents participated. A multiple linear regression model was used to examine four key variables: peer-to-peer bullying, self-esteem, teacher-to-student formal relationships, and family background. The findings revealed that all four variables significantly predicted academic performance, with p-values of 0.001, 0.003, 0.03, and 0.002, respectively. Notably, the teacher-to-student formal relationship emerged as the strongest predictor, with a one-unit increase corresponding to a 0.882 improvement in academic performance. Peer-to-peer bullying, self-esteem, and family background also demonstrated positive relationships with academic performance.

Keywords: Emotional intelligence, Academic performance, Multiple linear regression, Self-esteem

1. Introduction

In today's rapidly changing world, students and the public face challenges brought about by globalization, secularism, and other societal shifts. Among educationists, there is a debate of controversy that Emotional Intelligence (EI) has a greater contribution to academic performance compared to Intelligence Quotient (IQ). The IQ is a proportion of working memory. Whereas high emotional and cultural competency has been reported in successful academic performance. Emotional Intelligence (EI) involves the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought. Emotional Intelligence is measured as Emotional Quotient (EQ), which assesses the ability of one's perception, utilization, understanding, and management of own as well as other emotions. It is evident from the studies that EQ predicts success in personal and professional life (Chughati, et al., 2022).

1.1 Statement of Problem

Reports indicated a consistent decline in the academic performance of adolescent students in Nigeria high schools. This trend has raised significant concerns among parents, teachers, and curriculum experts, particularly regarding poor outcomes in external examinations such as those conducted by the West African Examination Council (WAEC). Teachers and school counsellors have also voiced alarm over this issue, often attributing it to the influence of

negative peer pressure and emotional instability. These factors are believed to entice adolescents into harmful behaviours, including excessive alcohol consumption, smoking of Indian hemp, unhealthy sexual activities, involvement in cultism, and other maladaptive practices that divert their focus from academic pursuits. Having identified these challenges, it is crucial to investigate emotional intelligence as a potential predictor of academic performance.

1.2 Significance of the Study

This study aims to examine the impact of emotional intelligence as a predictor of students' academic performance in high schools. The findings are expected to provide valuable insights for counsellors, teachers, schools, society, and researchers to improve educational outcomes and societal development. The study will assist counsellors in instilling discipline among adolescents and fostering sanity, peace, and order within schools and society. It will also guide counsellors in adopting effective techniques to mitigate the effects of negative peer pressure, thereby enhancing the moral tone of educational institutions. Also, Teachers, as role models, will benefit from the findings by gaining a clearer understanding of their responsibilities in shaping students' behaviour and academic success. Furthermore, the study will contribute to raising educational standards by demonstrating the link between disciplined behavior and academic excellence. Disciplined students tend to learn more effectively and achieve better academic outcomes, ultimately producing individuals capable of contributing meaningfully to national development. Interestingly, the findings will be disseminated through conferences, workshops, and seminars to educate the public on the effects of peer pressure and the importance of proper time management. This awareness will help adolescents recognize the advantages of positive peer influence and effective time utilization. Finally, the results will serve as a valuable resource for future research, providing empirical data and contributing to the body of knowledge in the field of education and adolescent development.

1.3 Aim and Objectives of the Study

This study aims to examine emotional intelligence as a predictor of students' academic performance. However, the specific objectives are to:

- i. Examine the level of peer-to-peer bullying as a predictor of students' academic performance.
- ii. Examine student self-esteem as a predictor of students' academic performance.
- iii. Examine the student-teacher formal relationship as a predictor of students' academic performance.
- iv. Examine family background as a predictor of students' performance

1.4 Research Questions

To achieve the objectives of this study the following questions will be formulated as follow:

1. Does peer-to-peer bullying significantly serve as a predictor of students' academic performance?
2. Does student self-esteem significantly serve as a predictor of students' academic performance?
3. Does the teacher-to-student formal relationship significantly serve as a predictor of students' academic performance?

4. Does family background serve as a predictor of students' academic performance?

1.5 Research Hypothesis

From the research questions above, the following research hypotheses were formulated as follows:

Hypothesis 1:

Null Hypothesis (H_0): Peer-to-peer bullying does not significantly predict students' academic performance.

Alternative Hypothesis (H_1): Peer-to-peer bullying significantly predicts students' academic performance.

Hypothesis 2:

Null Hypothesis (H_0): Self-esteem does not significantly predict students' academic performance.

Alternative Hypothesis (H_1): Self-esteem significantly predicts students' academic performance.

Hypothesis 3:

Null Hypothesis (H_0): The teacher-to-student formal relationship does not significantly predict students' academic performance.

Alternative Hypothesis (H_1): The teacher-to-student formal relationship significantly predicts students' academic performance.

Hypothesis 4:

Null Hypothesis (H_0): Family background does not significantly predict students' academic performance.

Alternative Hypothesis (H_1): Family background significantly predicts students' academic performance.

2. Literature Review

Emotional intelligence (EI) has emerged as a critical factor in predicting academic success in recent years (MacCann et al., 2020). Yazici (2011) investigated the influence of emotional intelligence and self-efficacy beliefs on the academic achievement of high school students. The sample consists of 407 (Female = 236, Male = 171) participants recruited from high school students. The instruments of their study were: The Emotional Intelligence Questionnaire, Self-Efficacy Beliefs Scale, and a demographic information form. The results indicated that age, gender, and self-efficacy were significant predictors of academic achievement. They found statistical evidence of an interaction effect between academic achievement and socioeconomic status. On the other hand, females' academic achievement scores were found to be significantly higher than males.

In addition, Zahid Ahmed, et al. (2019) examined the relationships between emotional intelligence (EI), academic achievement, and gender differences for Pakistani management

students. The correlation and group comparison methods were based on a sample of 189 participants (106 males and 83 females). The results of the study established EI as a predictor of academic achievement. The Self-Control, Sociability, and Well-being components of the Trait Emotional Intelligence Questionnaire (TEIQue) were positively correlated with GPA while the Emotionality component was negatively correlated. The negative correlations between self-control and both Emotionality and Sociability differed from the normative sample of the TEIQue suggesting notable cultural differences. Patterns of gender differences found males scoring higher on Self-control and Well-being while women scored higher on Emotionality.

Similarly, Adel Zahed-Babelan & Mahdi Moenikia (2010) investigated the role of emotional intelligence and its components in predicting academic achievement of Payame Noor University. The Statistical population involved all the Ardabil Payame Noor University students (N = 7000) in 2008-2009 academic year. From these, 328 students are selected as samples via multistage sampling. Based on the nature of the subject and research questions, the correlation method was thought to best serve the purpose of the study. Bar-On Emotional Quotient Inventory and the academic mean score of students were used to collect the data. The reliability of the instrument is calculated as $\alpha = 0.93$ using Cronbach's alpha in Iranian society. For data analysis, a multiple regression model was used. The results showed that emotional intelligence and its dimensions predict students' academic achievement significantly. From among the components of emotional intelligence, the shares of interpersonal (social awareness and interpersonal relationship), General Mood (self-motivation), and Intrapersonal (self-awareness and self-expression) were -0.368, 0.220, and 0.163, respectively.

Adding to this discourse, Maizatul Akmal Mohd Mohzan, et al. (2013) examined the influence of Emotional Intelligence on academic achievement among students of the Education Faculty, at University Teknologi Mara (UiTM). The data of the research were obtained through the use of a questionnaire which elicits information on the students' Emotional Intelligence level as well as their academic performance. The results of the study revealed that the respondents have a high level of Emotional Intelligence. Two domains (Self-Emotion Appraisal and Understanding of Emotion) of the Emotional Intelligence investigated were found to be significant and positively associated with the respondents' academic achievement. The findings of the study hold important implications on the value of Emotional Intelligence and its relationships to students' academic performance, especially among pre-service teachers.

Azizi Yahaya, et al. (2012) investigated the impact of the five emotional intelligence elements identified as self-awareness, emotional management, self-motivation, empathy, and interpersonal skills on secondary school students' academic achievement. Their study also aimed to identify whether the five elements of emotional intelligence have been able to contribute to academic achievement. Statistical inference of the Pearson-r and multiple regression were used to analyze the data. The results showed a significant relationship between self-awareness ($r = 0.21$), emotional management ($r = 0.21$), and empathy ($r = 0.21$) at the level of $p < 0.05$ with academic achievement. Multiple regression analysis (stepwise) results showed that only three elements of emotional intelligence which are self-awareness ($\beta = 0.261$), self-motivation ($\beta = -0.182$), and empathy ($\beta = 0.167$) accounted for 8.7% of variation in criterion (academic achievement).

Wong Sook Khuan & Poulina Koh Chai Lin (2021) examined whether emotional intelligence can predict students' academic performance as measured by Grade point Average (GPA). Overall, emotional intelligence, along with its five elements, includes self-awareness, self-regulation, self-motivation, social awareness, and social skills. Survey questionnaires were employed and distributed among 300 Business and Engineering undergraduate students from two higher education institutions. Using regression analysis, results revealed that four out of five elements predicted students' academic performance as measured by GPA. Interestingly, social awareness was the only element found not to be able to predict students' academic performance.

Maliha Nasir & Rehana Masrur (2010) study the relationship of emotional intelligence (EI) with gender, age, and academic achievement of students at the International Islamic University Islamabad (IIUI). In the study, the predictor variable was emotional intelligence, and the criterion variable was academic achievement as measured by students' Cumulative Grade Point Average (CGPA). Emotional intelligence was measured with the help of the Bar-On Emotional Quotient Inventory (EQi). The validity and reliability of EQi were measured, and the instrument was found to be valid and highly internally consistent. Correlation analysis, regression analysis, and t-test were performed to test the hypotheses. The results indicated a significant correlation between emotional intelligence and academic achievement. Emotional intelligence was found to be a significant predictor of academic achievement. No significant correlation was found between age and emotional intelligence. There was no difference in the mean EQi scores of male and female students, except on the stress management scale, where male students scored higher than female students.

Wossen Getahun Abera (2023) pinpointed whether emotional intelligence and pro-social behaviour predict the academic achievement of university students. Data was gathered from students using a stratified simple random sampling technique. The results of the Pearson correlation coefficient showed that there was a statistically significant positive association between emotional intelligence and pro-social behaviour. However, it was found that there was no relationship between emotional intelligence and academic achievement. On the contrary, there was a statistically significant negative correlation between pro-social behaviour and the academic achievement of students. Findings from multiple regression indicated that emotional intelligence predicted the pro-social behaviour of students, whereas emotional intelligence didn't predict the academic achievement of students. On the other hand, pro-social behaviour negatively and significantly predicted the academic achievement of students. Besides, there was no significant gender difference in emotional intelligence and pro-social behaviour. However, there was a statistically significant disparity between male and female students in academic achievement, and male students exceeded their female counterparts in the general level of academic performance. As one sample t-test result depicted, the majority of students have high levels of emotional intelligence, pro-social behaviour, and academic performance.

Melvina N. Amalu (2018) investigated emotional intelligence as a predictor of academic performance among secondary school students in Makurdi Metropolis of Benue State. A descriptive survey design was used. Three hypotheses guided the study. 375 out of 3,754 SS II students were used for the study. Data was collected using the Emotional Intelligence Scale and Achievement Test in Mathematics with reliability coefficients of 0.72 and 0.74 respectively. Descriptive statistics and Multiple Regression Analysis were used for data analysis. Results showed that there was a positive relationship between emotional intelligence

and academic performance. It also showed that emotional intelligence components (self-awareness managing emotion, motivating oneself, empathy, and social skills) had a significant impact on academic performance. Based on the findings, it was recommended among others that emotional quotient should be incorporated into the existing educational program to promote students' achievement in the present and secure future success.

Furthermore, Huang et al. (2018) investigated "Bullying Involvement, Teacher–Student Relationships, and Psychosocial Outcomes" and found differences in both teacher-student relationships as well as psychosocial outcomes for students who were classified as bullies, victims, and bully/victims compared with those with no involvement in bullying. In addition, results indicated that for bullies/victims, student-reported TSRs functioned as a protective factor for depressive symptomatology and TSR had a promotive association for emotional regulation, behavioural engagement, and concentration problems. Their findings highlighted the need to include efforts to support positive relationships between teachers and students as a means to facilitate the social and emotional well-being of students, particularly for those at greater risk. Tyagi (2017) studied the impact of emotional intelligence on the academic achievement of students of Career Point University. Emotional Intelligence emerges as an effective factor for the specific change in the academic performance of students at the University level.

2.1 Concept of Peer Bullying

Peer bullying is defined as a form of violence that harms others, and it occurs at school or during various activities when a student or group of students uses their strength to hurt other individuals or groups. There are many forms of bullying, such as physical abuse, verbal abuse, and threats of non-verbal communication. Bullying also includes the use of modern communication means for sending various messages of confusion and threats. It is referred to as frequent aggressive behaviour made by one bully or more bullies (Omoteso, 2010). Bullying is deemed a common and increasing problem in every society and school. It occurs at any time, and it has negative impacts mainly on students' academic, emotional, and social development during the school period (Kartal & Asude, 2009). Cythia (2014) analysed the impact of bullying on students' performance. The result showed that there are differences in the relationship between bullying level and academic performance depending on students' academic achievement. Nadine (2014) investigated the impact on students' ability to succeed academically. The findings show that bullied students have feelings of fear of coming to school because they feel that they are unsafe; therefore, they are unable to concentrate, which reflects negatively on their academic success. Mundbjerg (2014) analysed the relationship between bullying in elementary schools in Denmark. The study revealed that bullied students have lower academic achievement in 9th grade, and bullying is greater if it is more severe. Placidus (2013) found that physical bullying was perceived as a dominant bullying element. Boys prefer to be bullied than girls. Finally, poor academic performance was an impact of bullying.

2.2 Concept of Self-Esteem

Self-esteem is identified as another predictor that contributes to academic performance and is defined as the evaluative segment of self-concept (Sari et al. 2018). The development of self-esteem is shaped by learning experiences, a dynamic process, and it encompasses individual perspectives and qualities of self (Sari et al., 2018). Self-esteem is related to academic performance in such a way that it is linked with school success or failure. It is classified as high

or low self-esteem. Students with good school performance have high self-esteem, trust their abilities, and feel valuable. In some studies, poor school performance has been associated with feelings of ineffectiveness, lack of expectations, and feelings of failure and frustration. Alam (2018) reported that students who have higher self-esteem had higher academic performance compared with students who had lower self-esteem, and there was a negative relationship between test anxiety and the self-esteem of students. Moreover, according to Arshad (2017), there is a strong positive correlation between self-esteem and academic achievement among university students. However, there was controversial evidence regarding the role of self-esteem in high school students, especially related to academic achievement. Self-esteem is commonly regarded as the attitude one has towards the concept of the self which may be positive or negative.

2.3 Concept of Student-to-Teacher Formal Relationship

Teachers and students spend so much time together, and teachers wield a considerable amount of power over their students. Therefore, improving relationships in schools between teachers and students will have positive implications. On average, students spend six and a half hours at school each day for 180 days throughout the year. Therefore, it comes as no surprise that teachers have an enormous amount of influence on their students. A positive relationship can help maintain student interest and active engagement in learning (Maulana, 2013).

2.4 Concept of Family Background

The role families play for the pupils at any given point in time in a child's life cannot be overemphasized. The family is relevant and very significant to the well-being of a child as well as his/her later development in life. Family is the first unit in the social order where the child's upbringing begins after birth. Sequel to the above, the rightful beginning is the most essential part of every child's upbringing/education. The contribution of the parent to the training of the pupil determines how far he/she will go in life. It is well noted that when the school works together with the family through a learning support system, pupils tend to succeed better, not just in school but in life. The family is an institution as well as an agent of socialization, saddled with the responsibility of determining the pupil's attitude towards intellectual, religious, character, and moral upbringing. According to Aliyu (2016), the family lays the fundamentals of the moral and religious upbringing of the child. The family unit plays the role of helping the pupils in determining his/her future career pursuit through socializing them into their choice of vocation or trade for self-reliance, by exposing the child to either pursue the career of the family or any favorable skill before the child grows to become an adult. According to Mpiluka (2014), family backgrounds have been of immense significance in determining the academic achievement of a child in schools all over the world. Specifically, because academic achievement often time are motivated by the type of people the child interacts with in their early stages of life from their homes.

3. Methodology

Multiple linear regression (MLR), also known as multiple regression, is a statistical technique that uses several explanatory variables to predict the outcome of a response variable. MLR aims to model the linear relationship between independent variables and dependent variables.

Multiple regression is the extension of ordinary least-squares (OLS) regression because it involves more than one explanatory variable.

3.1 Research Design

This study used a survey method to examine emotional intelligence on students' academic performance in senior high schools in Lagos State, Nigeria. For this study, five (5) variables were considered important for investigation, including academic performance, peer-to-peer bullying, self-esteem, teacher-to-student formal relationship, and family background.

3.2 Sampling Technique and Sample Size Determination

This study will use a selective sampling technique to select respondents (students). Copies of questionnaires were administered to the respondents in the selected schools by the researcher and collected on the spot to ensure 100% recovery of the questionnaires. A sample size of two hundred (200) respondents was randomly selected from eight (8) high schools in Lagos State, with two hundred (200) responses returned, yielding a 100% return rate as presented in Table 1:

TABLE 1: Sample Selection and Number of Responses

S/N	Schools	Sample	Response
1	School A	25	25
2	School B	25	25
3	School C	25	25
4	School D	25	25
5	School E	25	25
6	School F	25	25
7	School G	25	25
8	School H	25	25
Total		200	200

3.3 Data Collection

Data were collected through structured questionnaires comprising items adapted from validated scales, including teacher-student relationships and family background, reviewed by educational experts for content validity. A study with 200 students yielded Cronbach's alpha values between 0.72 and 0.83 for the scales, indicating good reliability. Questionnaire administration was standardized to minimize procedural bias across different schools.

3.4 Statistical Model

The general multiple linear regression model is represented by the equation:

$$y_i = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_p X_p + \epsilon \quad (1)$$

Where for $i = 1, 2, 3, \dots, n$

y_i = dependent variable

X_i = explanatory variables

β_0 = y-intercept (constant term)

β_p = slope coefficients for each explanatory variable

ϵ = The model's error term (also known as residual)

This implies:

$$y_i(AP) = \beta_0 + \beta_1PPB + \beta_2SE + \beta_3TSFR + \beta_4FB \quad (2)$$

Where,

AP = academic performance

PPB = peer-to-peer bullying

SE = self-esteem

TSFR = teacher-to-student formal relationship

FB = family background

3.5 Assumption of Multiple Linear Regression Model

Multiple linear regression has several assumptions, including:

- i. Linear relationship: The dependent and independent variables have a linear relationship.
- ii. Homoscedasticity: The residuals, or differences between predicted and observed values, have a consistent variance across all values of the independent variable.
- iii. Independence: Each observation is independent of the others, and the error associated with one observation doesn't affect the error of any other observation.
- iv. Normal distribution: The residuals are approximately normally distributed.
- v. No multicollinearity: The independent variables are not highly correlated with each other.
- vi. No outliers: There are no spurious outliers in the data.

Statistical software was used to analyse the data to obtain descriptive results and parameter estimates.

Academic performance is the dependent variable, while peer-to-peer bullying, self-esteem, teacher-to-student formal relationship, and family background are independent variables.

3.6 Decision Rule

A statistical decision rule is a set guideline or criterion used in statistics to determine whether to accept or reject a null hypothesis based on the evidence from a sample data set, essentially mapping data into a specific action to take based on statistical inference; it outlines the conditions under which a decision should be made, usually based on a calculated test statistic compared to a critical value.

3.7 Criterion for Accepting or Rejecting (H_0)

Reject the null hypothesis (H_0) if the p-values are less than 0.05, otherwise accept the null Hypothesis (H_0).

4.0 Results

The demographic data presentation provides a detailed overview of the characteristics of the respondents participating in a study. It is essential to understand the background of the participants and ensure that the sample is representative of the population under investigation. Gender-based respondent identifies the percentage of respondents based on gender as shown in Table 2. The group of respondents who are within a specific age range was presented in Table 3. A parameter estimate in regression is a coefficient that represents the change in the response variable for a one-unit change in the predictor variable. It summarizes the effect of predictor variables as shown in Table 4.

Table 2: Gender-Based Respondent

Sex	Number	Percentage
Female	124	62%
Male	76	38%
Total	200	100%

Table 3: Age Bracket Respondents

Age	Number	Percentage
12 – 14	48	24%
15 – 17	99	49.5%
18 – 20	41	20.5%
20 and above	12	6%
Total	200	100%

Table 4: Parameter Estimates

Model	Coefficients ^a			t	Sig.
	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta		
1 (Constant)	9.456	0.9.88		9.670	0.001
Peer-to-peer bullying	0.780	0.212	0.735	3.727	0.001
2 Self-esteem	0.523	0.056	0.526	9.305	0.003
3 Teacher-to-student formal relationship	0.882	0.234	0.735	3.056	0.03
4 Family Background	0.523	0.059	0.531	9.305	0.002

5.0 Discussion

Table 2 shows that 76 (38%) of the total respondents were male while 124 (62%) were female. This indicates that the majority of the respondents were female students. From Table 3, the age bracket (15-17) was most of the respondents, representing 49.5%.

Table 4 shows that there is a statistical significance of peer-to-peer bullying in predicting the academic performance of high school students at (p -values = 0.001) which leads to acceptance of the alternative hypothesis (H_1): Peer-to-peer bullying significantly predicts students' academic performance. Also, there is a statistical significance of self-esteem in predicting the academic performance of high school students at (p -values = 0.003) which leads to acceptance of the alternative hypothesis (H_1): Self-esteem significantly predicts students' academic performance. Interestingly, there is evidence of statistical significance at (p -values = 0.03) for the teacher-to-student formal relationship in predicting the academic performance of high school students which leads to acceptance of the alternative hypothesis (H_1): The teacher-to-student formal relationship significantly predicts students' academic performance. Finally, there is a statistical significance at (p -values = 0.002) for family background predicting academic performance of high school students which satisfied the alternative hypothesis (H_1): Family background significantly predicts students' academic performance.

The multiple linear regression model fitted in Equation 2 reveals the following relationships: a one-unit increase in peer-to-peer bullying is associated with a 0.780 increase in students' academic performance. Similarly, a one-unit increase in self-esteem corresponds to a 0.523 improvement in academic performance. Notably, a one-unit increase in the teacher-to-student formal relationship results in a 0.882 increase in academic performance. Lastly, a one-unit improvement in family background is associated with a 0.523 increase in students' academic performance.

The model also shows evidence of a positive relationship between the dependent variable (academic performance) and independent variables (peer-to-peer bullying, self-esteem, teacher-to-student formal relationship, and family background).

A multiple linear regression model was developed to investigate emotional intelligence as a predictor of academic performance. The results show that peer-to-peer bullying, self-esteem, teacher-to-student formal relationships, and family background were statistically significant at p -values of 0.001, 0.003, 0.03, and 0.002, respectively. The model also revealed that the teacher-to-student formal relationship predicted the highest academic performance of the students. This means that the teacher's formal relationship with students contributes more to academic achievement.

The results of this study highlight important areas where schools and educators can take action to enhance students' academic performance. The finding that the teacher-to-student formal relationship emerged as the strongest predictor of academic success suggests that schools should prioritize building positive, respectful, and supportive interactions between teachers and students. This could be achieved through professional development programs that equip teachers with effective communication skills, classroom management strategies that promote inclusiveness, and mentoring systems that provide students with trusted adult guidance.

6.0 Limitations of the Study

While this study provides valuable insights into emotional intelligence and its predictors of academic performance, certain limitations should be acknowledged to provide a balanced interpretation of the results. First, the study employed a cross-sectional design, which captures associations at a single point in time. As such, it limits our ability to infer causality between emotional intelligence-related variables and academic performance. Future longitudinal studies would be beneficial to explore how these relationships evolve. Secondly, the data were collected through self-reported questionnaires, which may be subject to social desirability bias or inaccurate reporting. Although steps were taken to assure anonymity and encourage honest responses, the possibility of response bias cannot be entirely ruled out. Finally, the sample was limited to senior secondary school students from selected high schools in Lagos State. As a result, the generalizability of the findings to other regions, age groups, or educational contexts may be constrained. Replication of this study in diverse settings is recommended to enhance external validity.

7.0 Conclusion

This study demonstrated that emotional intelligence factors, including peer-to-peer bullying, self-esteem, teacher-to-student formal relationships, and family background significantly predict academic performance among high school students in Lagos State. Notably, the teacher-student relationship emerged as the strongest predictor, underscoring the vital role educators play in shaping students' academic success. While these findings provide valuable insights for improving educational outcomes, they should be interpreted in light of the study's limitations, including its cross-sectional design and reliance on self-reported data.

8.0 Recommendations

Based on the findings, the following recommendations are proposed to address the factors influencing students' academic performance:

- i. Teachers should be trained in effective communication and relationship-building techniques to establish positive and professional rapport with students.
- ii. Schools should create mentorship programs where teachers can provide individualized student support.
- iii. Educational Administrators should monitor and evaluate teacher-student interactions to ensure professional conduct and nurturing relationships.

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