

**ASSESSMENT OF EMOTIONAL INTELLIGENCE AMONG
SECONDARY SCHOOL STUDENTS IN IBADAN METROPOLIS, OYO
STATE, NIGERIA**

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Abstract

The study used descriptive design of survey type to assess emotional intelligence among secondary school students in Ibadan metropolis, Oyo State, Nigeria. The influences of demographic variables such as gender, family type and age on emotional intelligence were examined. The participants in the study were 393 students randomly selected from eight secondary schools. Their ages ranged from 10 to 25 years. In the study, Emotional Intelligent Questionnaire was used to measure emotional intelligence of the participants. Data were analysed using Simple Percentages, t-test Statistical Analysis and Analysis of Variance (ANOVA). The results revealed that emotional intelligence was low among the majority of the participants but family type was a significant factor influencing emotional intelligence while gender and age were not. Based on these findings, it is recommended that secondary school students should be exposed to emotional intelligence training intervention and special attention should be given to students from polygamous and single-parent families during the training.

Key words: Emotional intelligence, Secondary school students, Gender, Family type, Age

Introduction

Emotional intelligence is a subset of social intelligence, a set of mental abilities separate from personality. The first use of the term

“Emotional Intelligence” is usually attributed to Wayne Payne’s doctoral thesis, “A study of emotion: Developing emotional intelligence” (Payne, 1986). Salovey and Mayer (1990) later developed an emotional intelligence model followed by Goleman (1995). Shortly thereafter, professionals worldwide acknowledged the importance and relevance of emotions to success in life (Fieldman-Barrett & Salovey, 2002). Then, research on the topic continued to increase. The term emotional intelligence became popularized when Daniel Goleman published a book titled “Emotional Intelligence: Why it can Matter more than IQ” (Goleman, 1995).

Salovey and Mayer (1990) defined emotional intelligence as the ability to monitor one’s own and others’ feeling and emotions to discriminate among them and to use this information to guide one’s thinking and actions. According to them, the emotionally intelligent person is skilled in four abilities: (1) perception, appraisal, and expression of emotion, (2) emotion’s facilitation of thinking, (3) understanding and analyzing emotions or employing emotional knowledge, and (4) reflective regulation of emotions to promote emotional and intellectual growth (Salovey & Mayer, 1990; Mayer & Cobb, 2000).

Goleman (1998) outlined four main Emotional Intelligence construct as follows:

1. Self-awareness: The ability to read one’s emotions and recognise them as they happen.
2. Self-Management: The ability to control one’s emotions and pulses and adapt to changing circumstances.
3. Social Awareness: The ability to sense, understand and react to other’s emotions while comprehending social networks.
4. Relationship Management: The ability to inspire, influence and develop others while managing conflict.

Mayer, Salovey, Carruso and Sitarenios (2001) refined their definition to state that emotional intelligence is “an ability to recognise the meanings of emotions and their relationships, and to reason and problem-solve on the basis of them”. Thus, emotional intelligence is an umbrella term that captures a broad collection of interpersonal and intrapersonal skills. Interpersonal skills consist of the ability to understand the feelings of others, empathise, maintain and develop interpersonal relationships and above all our sense of social responsibility. On the other hand, intrapersonal skills comprise of the ability to understand one’s own motivation. Emotional intelligence plays a key role in determining life success. It

becomes more and more important as people progress up the career ladder of their life.

According to Dunn (2003), components of emotional intelligence which can be regarded as key to success in life are as follows: (1) Self-awareness and self-honesty; (2) Knowledge about causes of emotions; (3) Self-regulation and modulation of one's emotions; (4) Empathy; (5) Motivation and good decision-making; (6) Ability to analyze and understand relationships; (7) Intuitiveness; (8) Creative and flexible thinking; (9) Integrated self; and (10) Balanced life. General intelligence, which is also referred to as Intelligent Quotient (IQ), has for long been identified as an essential attribute in man. Psychologists, in the last two decades, have however argued that I.Q could only account for 10 percent of the totality of human intelligence. This means that the remaining 90 percent is accounted for by another form of intelligence – Emotional Intelligence.

Recent studies on emotional intelligence revealed that emotional intelligence is vital to overall success of individuals including secondary school students. Emotional intelligence skills are important resources for enhancing students' learning, success, attitudes, academic performance and psychological well-being (Wong, Wong & Chau, 2001; Salami, 2004; Tagliavia, Tipton, Giannetti & Mattei, 2006; Adeyemo, 2007; Akomolafe, 2009; Adeyemo & Adeleye, 2008; Salami & Ogundokun, 2009; Salami 2010)

In a study done by Marquez, Martin, & Bracket (2006) among high school students, it was found that emotional intelligence scores correlated with academic achievement after controlling for general intelligence. In other studies, correlations between emotional intelligence and grades ranged from $r = 0.20$ to 0.25 for college students (Barchard, 2003; Bracket & Mayer, 2003; Lam & Kirby, 2002; Parker, Creque, Barnhart, Harris, Majeski, Wood, et. al, 2004). In the case of secondary school students, r values ranged between 0.28 and 0.32 (Parker, Summerfeldt, Hogan, & Majeski, 2004). A strong indication that emotional intelligence is predictive of academic success is provided in several studies (Bar-On, 1997, 2003; Swart, 1996; Parker, Creque et al., 2004). In addition, emotional intelligence has even been found to be related to life satisfaction, occupational success and job performance (Salovey & Mayer, 1990; Bar-On, 1997, 2005; Adeyemo & Adeleye, 2008).

Considering the importance of emotional intelligence to students' academic performance, life satisfaction, psychological well-being, behaviours, attitudes, occupational success and job performance, it is pertinent that a study be carried out to assess

emotional intelligence among secondary school students in Nigeria. This is necessary because of the recent decay widely reported in secondary schools which include poor academic performance, smoking, alcoholism, bad behaviours and attitudes. Hence, to what extent are secondary school students emotionally intelligent? What influence do factors such as gender, family type and age have on their emotional intelligence? Indeed, not much has been done in this area in Oyo State, Nigeria. This gap is to be filled by the present study.

Research Question

(1) What is the level of emotional intelligence among secondary school teachers?

Hypotheses

- (1) There will be no significant difference in the emotional intelligence of students based on gender.
- (2) There will be no significant difference in the emotional intelligence of students based on family type.
- (3) There will be no significant difference in the emotional intelligence of students based on age.

Methodology

Research Design

The study adopted a descriptive research design using the survey type. This enabled the researchers to obtain data from the participants in order to assess and describe the level of emotional intelligence among secondary school students.

Participants

The population comprised all secondary school students in Ibadan metropolis, Oyo State, Nigeria. The participants consisted of 393 secondary school students. [Male = 178 (45.29%), Female = 215 (54.71%)] randomly selected from eight secondary schools in Ibadan. The mean age of the participants was 15.62 years (S.D. = 1.759) ranging from 10 to 25 years. Their scores on emotional intelligence scale ranged from 14 to 76 and the mean was 45.76(S.D = 9.918).

Measures

Trait Emotional Intelligence Scale known as Wong and Law EI Scale (WLEIS) was used to measure emotional intelligence of the participants. The 16-item Scale was developed by Law, Wong and Song (2004) consisting of 4 sections: Self emotions appraisal, other emotions appraisal, use of emotions and regulations of emotions. The WLEIS is structured on a 5-point rating scale format ranging from

Strongly Disagree = 1 to Strongly Agree = 5. The cronbach's alpha coefficient of the sections range from 0.72 to 0.89 for the present study. Some of the items include "I have a good sense of why I have certain feelings most of the time", "I am a good observer of others emotions", "I always set goals for myself and then try my best to achieve them", "I am quite capable of controlling my emotion". Generally on the Wong and Law EI Scale (WLEIS), any score that is equal to or less than 48 is categorized as low and a score that is above 48 is high.

Procedure

Administration of the questionnaire was carried out by the researchers. Informed consents of the students, and the school authorities were obtained. Four hundred (400) copies of the questionnaire were distributed, 395 were returned and 393 were properly filled and were used for data analysis.

Data Analysis

Data collected were analyzed using simple percentages, t-test and Analysis of Variance (ANOVA) in order to assess the level of emotional intelligence present among the participants.

Results

Research Question 1: What is the level of emotional intelligence among secondary school teachers?

Table 1: Level of Emotional Intelligence among Secondary School Students

Variable		Emotional Intelligence				
		Low	%	High	%	Total
Gen der	Male	130	73.03	48	26.97	178
	Female	145	67.44	70	32.56	215
	Total	275	69.97	118	30.03	393
Family Type	Monogamy	129	66.15	66	33.85	195
	Polygamy	78	76.24	23	23.76	101
	Single-Parent	68	70.10	29	29.90	97
	Total	275	69.97	118	30.03	393
Age	Young Adolescent	101	50.75	98	49.25	199
	Old Adolescent	139	92.05	12	7.95	151
	Adult	35	81.40	08	18.60	043
	Total	275	69.97	118	30.03	393

Table 1 shows the level of secondary school students' emotional intelligence. In the table, only 26.97% of male students have high emotional intelligence while 73.03 are low in emotional intelligence. Similarly, 32.56% of female secondary school students demonstrate high emotional intelligence while 67.44% possess low

emotional intelligence. On a general note, 69.97% of the participants have low emotional intelligence and 30.03% only have high emotional intelligence.

Analysis based on gender reveals that out of 195 respondents from monogamous family, 129 (66.15%) and 66 (33.85%) of them yielded low and high emotional intelligence respectively. Moreover, 101 respondents are from polygamous home. Those with low and high emotional intelligence are 76.24% and 23.76% respectively. The same trend was observed among respondents from single-parent families. Among the old adolescents 7.95% of the respondents reported high emotional intelligence. Thus, 92.05% of this category of respondents has low emotional intelligence.

Hypothesis 1: There will be no significant difference in the emotional intelligence of students based on gender.

Table 2: Gender and Secondary School Students' Emotional Intelligence

Variable	N	\bar{X}	SD	df	t.cal	t-tab	p
Male	178	45.18	9.86	391	0.731	1.96	NS
Female	215	46.24	9.97				

The results displayed on Table 2 above shows that the t-observed of 0.731 is not significant at 0.05 Alpha Level (t-cal = 0.731, df = 391; $P > 0.05$). Based on the result, the hypothesis that there will be no significant difference between male and female emotional intelligence is not rejected.

Hypotheses 2: There will be no significant difference in the emotional intelligence of students based on family type.

Table 3: Analysis of Variance (ANOVA) of Family Type on Students' Emotional Intelligence

Source	Sum of Square	DF	M.S	F-cal	F-tab	P
Between Group	888.350	444.175	2	4.598	3.00	Sig*
Within Group	37671.685	96.594	390			
Total	38560.036		392			

Note: DF = Degree of Freedom; M.S. = Mean Square.

*significant at $p < 0.05$

As could be observed from Table 3 above, the t-calculated value of 4.598 is significant at 0.05 margin error ($F_{(2, 390)} = 4.598$, $P < 0.05$). In view of the result, the hypothesis that stated that there will be no significant difference in emotional intelligence of students based on family is rejected.

Table 4: Scheffe's Post-Hoc Multiple Range of the Mean Scores of Emotional Intelligence Based on Family Type

Measure	Family Type	N	Mean	Monogamy Single-Parenthood	Polygamy
Emotional Intelligence	Monogamy	195	47.27		*
	Polygamy	101	44.08	*	
	Single-Parenthood	97	44.47	*	

From the Scheffe post-hoc analysis presented in Table 4, the following observations were made:

- Significant difference was found between the Emotional Intelligence of students from monogamous family ($\bar{\chi} = 47.27$) and their counterparts from polygamous family ($\bar{\chi} = 44.08$). The participants from monogamous family significantly performed better in emotional intelligence than those from polygamous family.
- Significant difference was found between the emotional intelligence of students from monogamous family ($\bar{\chi} = 47.27$) and their counterparts from single-parent family ($\bar{\chi} = 44.47$). The participants from monogamous family significantly performed better in emotional intelligence than those from single-parent family.
- No significant difference was found between the emotional intelligence of students from polygamous and single-parent families.

Hypotheses 3: There will be no significant difference in the emotional intelligence of students based on age.

Table 5: Analysis of Variance (ANOVA) of Age on Students' Emotional Intelligence

Source	Sum of Square	DF	M.S	F-cal	F-tab	P
Between Group	336.715	2	168.357	1.718	3.00	NS
Within Group	38.223.321	390	98.009			
Total	38560.036	392				

Note: DF = Degree of Freedom; M.S. = Mean Square.

The results on Table 5 revealed that the F-ratio value is 1.718 and not significant at 0.05 level of significant level ($F_{(2, 390)} = 1.718$, $P > 0.05$). The hypothesis of no significant difference in emotional intelligence based on gender is not rejected.

Discussion

In this study, emotional intelligence among secondary school students was predicated on three variables – gender, family type, and age. From the analysis of research question and three hypotheses, it is evident as at the time of this study that: 1) emotional intelligence was generally low among secondary school students; (2) emotional intelligence could not be determined by gender; (3) family type was a significant factor determining emotional intelligence; and (4) age was not related to the emotional intelligence displayed by the students.

These results showed that emotional intelligence among secondary school students leaves much to be desired. Emotional intelligence was found to be generally poor among secondary school students. This finding is not surprising because most of the students used in this study adequately exposed to emotional intelligence training at any time. The best they have probably gained is the moral instructions given by their parents at home and teachers in schools. This finding is at variance with Katyal and Awashiti (2005) who found that majority of adolescents in Chandigar, India had good emotional intelligence. The possible reason for the difference in the findings of these studies is that Katyal and Awashiti (2005) categorized emotional intelligence into low, good and superior levels while in the present study emotional intelligence is categorised it into low and high levels only.

The obtained results on the influence of gender on students' emotional intelligence are in line with the findings reported by Aquino (2003), Brackett, Rivers, Shiffman, Lerner, and Salovey (2006), Brown & Schuttle (2006), DePape, Hakim-Larson, Voelker, Page, and Jackson (2006), Palomera (2005), Devi and Rayulu (2005) and Edannur (2010). They found no significant differences in the self-

reported emotional intelligence among male and female respondents. However, the results of this study negate Extremera, Fernandez-Berrocal and Salovey (2006), Brackett, et al (2005), Day and Carrol, (2004), Palmer, Gignac, Manocha and Stough (2005), Young (2006) and Nirmala (2010) who found clear significant differences in emotional intelligence with a predominance for women when compared to men. The difference between these findings and that of the present study could be due to the sample's socio-demographic characteristics or the kind of tool used. A careful look at the results shows that emotional intelligence in female is higher than male though not significant. This could be due to the fact that females tend to be more emotional and intimate in relationship than male and emotional intelligence primarily deals with managing and expressing one's emotional as well as social skills. Moreover, the society socializes the two genders differently as found by Sandhu and Mehrotra (1999).

The hypothesis that stated that there will be no significant difference in the emotional intelligence of students based on family type was rejected by the data from the study. The finding of the study corroborates Ozabaci (2006) who found a significant relationship between family environment and emotional intelligence. However these results negate the finding of no significant influence of family type on students' emotional intelligence reported by Biradar (2006). These findings could be explained from the fact that family and school play very significant and prominent role in the development of emotional intelligence as explained by Goleman (1995) and parents are the primary role models for effective development of emotional intelligence. Moreso, children from monogamous family enjoy stimulating family environment and emotional support and training more than their counterparts from polygamous and single-parent families. This probably is responsible for the better academic performance found among students from monogamous family over their counterparts from polygamous and single-parent families (Ajila & Olutola, 2007).

The third demographic variable showed that age was not a significant factor determining emotional intelligence among secondary school students. This finding is consistent with the one reported by Aremu and Tejumola (2008) and Shipley, Jackson and Segret (2010). However, the finding is at variance with Adeyemo (2004) who reported a significant influence of age on emotional intelligence among counselling students in a university in Nigeria. The findings of the study also disagree with Adeyemo (2007) who

found a significant relationship between age and emotional intelligence. One explanation for this finding is the age range of the students who participated in the study. Majority of them were adolescents. Indeed, 83% of the students who participated in the study have ages that ranged between 14 and 17 years. In the future, a broader range of age could be considered.

Conclusion

The findings of the present study have important implications for counsellor-educators as well as practicing educational and school counselling psychologist. It is worrisome that majority of secondary school students demonstrated low emotional intelligence. This, perhaps, is responsible for the recurrent poor academic performance in their final year examinations. Therefore, practicing school counsellors should make conscious efforts to develop the emotional intelligence secondary schools of students. In addition, school administrators should integrate emotional intelligence into the curriculum of secondary schools for the purpose of training the students from childhood, the ability to understand, use and control their own emotions and emotions of others effectively. During the training period, more than usual attention should be given to students from polygamous and single-parent families because their performance on emotional intelligence was worse than that of their counterparts from monogamous families.

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