

Self Efficacy, Sex Difference and Place of Abode on Emotional Intelligence of Undergraduate Students in Benue State University, Makurdi

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Abstract: Lack of Emotional Intelligence among Undergraduate Students has been seen to have untold negative effect on their social and academic life. Therefore, this study adopted a descriptive survey research design. Simple random sampling method were used to select two hundred and ten Undergraduate students in Benue State University, Makurdi. The Trait Emotional Intelligence Questionnaire (Short form) developed by K.V Petrides in 2001 and the General Self Efficacy Scale developed by Matthias Jerusalem and Ralf Schwarzer in 1981 with Chronbach's alpha of 0.76 were used and three research questions were answered at 0.05 level of significance. Data were analysed using the t-test statistical tool. There was a significance difference in the expression of Emotional Intelligence between low and high Self efficacious Undergraduate students, $t\text{-cal}=2.226$ ($P<0.05$), there was no significance difference in expression of Emotional Intelligence between males and female Undergraduates, $t\text{-cal}=2.219$ ($P<0.05$) there was also no significance difference in expression of Emotional Intelligence between Undergraduates students that come to school from hostel and those from home, $t\text{-cal}=1.832$ ($P<0.05$). Therefore, seminars and workshops should be organised regularly by school Authorities for students because it facilitates students' academic and social growth.

Keywords: Emotional Intelligence, Self Efficacy, Sex Difference, Place of Abode, Undergraduate Students

I. Introduction

Is behavior and low academic achievement may result from students' social and emotional difficulties, coupled with an inability to use socially skillful ways to gain teacher support (Boyatzis, Goleman & Rhee, 2000). The more socially skilled the student, the more effective he or she is in helping to establish a framework of behaviour and the better he or she resolves any inconsistencies between behaviour and agreed expectations. Others stress the importance of teachers' acknowledging and dealing positively with students' emotions, because the physiology of the brain means that learning and strong emotions compete for space in the working memory (Boyatzis, Goleman & Rhee 2000). In support, Belanger (2005) argued that strong emotions of anger, love, hate, fear, excitement, sadness, or jealousy need to be addressed before students can effectively solve problems or reflect critically.

An individual's ability to analyze and deal effectively with emotions and the resulting behaviour in relation to his or her goals, is one aspect of what Goleman (2001) defined as emotional intelligence. Another dimension concerns the individual's relationships with others. Gardner (1993) described these dimensions as intrapersonal and interpersonal intelligence, where Viewing Undergraduate student as the future workforce, the impetus of the study is to determine whether a correlation exists in use of emotional intelligence between gender, self efficacy and student's location (Off campus and on-campus) among Undergraduate students in Benue State University, Makurdi. Goleman (1995) suggested the need to bring intelligence to emotions. Using EI, people motivate themselves to persist in face of frustration; regulate their moods and delay gratification; regulate their moods and keep distress from swamping their ability to think, empathize and hope.

Students' level of self Efficacy to a large extent has a lot to do with emotional Intelligence (Goleman, 1995). Psychologists like Albert Bandura have defined self-efficacy as a belief in our ability to succeed in specific situations. According to Bandura (2000) social cognitive theory, people with high self-efficacy i.e. those who believe they can perform well-are more likely to view difficult tasks as something to be mastered rather than something to be avoided. Dulewicz, Higgs and Slaski (2003) conducted a research on Emotional Intelligence, training and its implications for stress, health and performance and found that emotional Intelligence can be improved by training.

The Abode of students (either staying on campus or off campus) has also been seen to have effect on their emotional Intelligence.(Hedlund & Sternburg 2000) Students face different climate staying at home and hostel. Home is a place where one learns his first lesson in life. What makes home? Love, understanding, memories of childhood, the kindness of parents, the sisters pride, the brother understanding and help, the mutual confidence, the common hopes and interest, small scarification, laws of unselfishness, respect for others,

cheerfulness and charity are the virtues one first learns at home. When one is used to give and take habit at home he/ she will also get well with people outside. (Petrides & Furnham 2003).

Eighty percent of a person's success in life depends on a person's emotional intelligence, and only about twenty percent depends on IQ (Petrides, Pita & Kokkinaki, 2007). Although, the concept has entered into the lexicon of formal Education, very little is still known concerning its relationship with sex difference, student's location and self efficacy among undergraduate students in this part of the world (Adeyemo & Ogunyemi 2006). Being a relatively new concept to the field of psychology, it will add more value to already existing knowledge.

Statement of the Problem

Emotional Intelligence is a skill that could help students improve upon their psycho-socio personal relationship with self, others and adapt positively to challenges of their stressed academic environment. Therefore the issue of poor positively expressed emotional intelligence among University Undergraduates in Nigeria remains a major problem and concern that require attention. Poorly expressed emotional intelligence most times is responsible for much unhappiness, instability and many university undergraduate fail to achieve their potentials because of it. This further makes them to find it difficult to rediscover and redefine their strength and adjust to overcome academic vulnerability that could make them unsuccessful academically.

Significance of the Study

The study will provide information that will equip undergraduate students with necessary emotional intelligence skills which will help them improve in social interaction, self understanding and academic growth. The findings of this study will bring to the awareness of the government the necessity of including "emotional intelligence" to the existing curriculum from secondary level of education.

The findings from the study will also bring to the awareness of university institutions of the need to establish functioning counselling service centers that would help students through intervention programmes and counseling sessions develop emotional intelligence competence of students.

Research Questions

1. Will there be a significant difference in the expression of emotional Intelligence between low and high Self-efficacious undergraduate Students?
2. Will there be a significant difference in the expression of Emotional Intelligence between males and female undergraduate students?
3. Will there be a significant difference in the expression of emotional intelligence between undergraduate students that come to school from hostel and those who come from home?

II. Methodology

Design

The population for the study consists of undergraduate students of Benue State University from the seven Faculties of the University. The study adopted a simple random sampling technique to select 210 undergraduate male and female students of Benue State University, Makurdi.

Instrumentation

Two (2) instruments were used for data collection in this study. The first one is the **General Self-Efficacy Scale**, a 10-item psychometric scale that is designed to assess optimistic self-beliefs to cope with a variety of difficult demands in life. The scale has been originally developed in Germany by 2 Germans named Matthias Jerusalem and Ralf Schwarzer in 1981 and has been used in many studies with hundred thousands of participants. Cronbach's alphas ranged from .76 to .90, with the majority in the high .80s. The scale is one-dimensional. For its scoring, Responses are made on a 4-point scale. It varies from 1(Not at all true) to 4(Exactly true) Sum up the responses to all 10 items to yield the final composite score with a range from 10 to 40.

The Second instrument is the **Trait Emotional Intelligence Questionnaire TEIQue(Short form)**, developed by K. V. Petrides and is a scientific instrument used to measure trait emotional intelligence (Petrides, 2001). The thirty question TEIQue-SF is based on the long form of the TEIQue and is designed to measure global trait intelligence (Petrides, 2001). The scale varies from 7(completely disagree) to 1(completely agree). A high well-being score indicates an overall sense of well-being. In general, individuals with a high score on this factor are fulfilled and satisfied with life. Internal consistency and test-retest both indicated scale reliabilities of 0.71 and 0.76. The instrument is available in 20 languages.

Procedure

Students were approached during their free period when they were seen sitting in the lecture halls. Their consent were however sought and obtained. After the consent of the participant were obtained, the researchers with the assistance of a research assistant administered copies of the instrument to the participant for the study with explanation on how to complete them and the purpose of the research.

Method of Data analysis

Data were analysed with the t-test statistical tools at 0.05 level of significance.

III. Results

Research Question One

Will there be a significant difference in the expression of emotional Intelligence between low and high Self-efficacious undergraduate Students?

Table 1: t-test of difference in the expression of emotional intelligence between low and high self efficacious undergraduate students

Variable	N	Mean	SD	Df	t-cal	t-tab	p	Remarks
Low Self Efficacy	125	29.21	10.31	198	2.226	1.960	P<0.05	
High Self Efficacy	75	31.16	12.08					

Table 1 above shows there was a significant difference in the expression of emotional Intelligence between low and high self efficacious Undergraduate students. t-cal=2.226 (P<0.05)

Research Question Two

Will there be a significant difference in the expression of Emotional Intelligence between males and female undergraduate students?

Table 2: Test of difference in the expression of emotional intelligence between males and female Undergraduate students.

Variable	N	Mean	SD	Df	t-cal	t-tab	p	Remarks
Male	130	26.35	8.07	198	2.219	1.960	P<0.05	
Female	70	30.99	13.28					

Table 2 above shows that there is a significant difference in the expression of emotional intelligence between males and female undergraduate students: t-cal=2.219 (P<0.05)

Research Question Three

Will there be a significant difference in the expression of emotional intelligence between undergraduate students that come to school from hostel and those who come from home?

Table 3: t-test of difference in the expression of emotional intelligence between undergraduate students that come to school from Hostel and those who come from home.

Variable	N	Mean	SD	Df	t-cal	t-tab	p	Remarks
Hostel	115	42.12	21.71	198	1.832	1.960	P<0.05	Not Sig.
Home	85	40.06	21.04					

Table 3 above shows that there is no significant difference in the expression of emotional intelligence between undergraduates students that come to school from hostel and those from Home. T-cal=1.832 (P>0.05)

IV. Discussion Of The Findings

Research Question One: Will there be a significant difference in the expression of emotional Intelligence between low and high Self-efficacious undergraduate Students? The result of the study revealed that there was significant difference in the expression of emotional Intelligence between low and high self efficacious Undergraduate students.t-cal=2.226 (P<0.05).A good reason for this could be that If we perceive that our bodily fatigue, aches or tensions are signs of physical inadequacy then our belief in our capabilities will be reduced. Alternatively we may view our reactions to stress as an energizing and motivating factor. Our emotions and moods will also affect our self-efficacy; a positive mood will increase our self-efficacy, while a negative or pessimistic mood will reduce it. This is in line with Bandura (2000) social cognitive theory, which affirmed that

people with high self-efficacy i.e. those who believe they can perform well-are more likely to view difficult tasks as something to be mastered rather than something to be avoided.

Research Question Two: Will there be a significant difference in the expression of Emotional Intelligence between males and female undergraduate students? The study showed that there was significant difference in the expression of emotional intelligence between males and female undergraduate students: $t\text{-cal}=2.219$ ($P<0.05$). This implied that a significant difference occurred in Emotional intelligence between males and female undergraduate students. In determining who is more emotionally intelligent, the Means (Males=26.35, Females=30.99) showed that the females were more emotionally intelligent than their male counterparts. This could be due to the fact that females tend to be more emotional and intimate in relationships as compared to males, so their emotional intelligence tend to be higher than that of males. This is perhaps because of the society, which socializes the two genders differently as has been found in studies by Duckelt and Raffalli (1989) and Sandhu and Mehrotra (1999). Moreover, higher emotional intelligence among girls can also be explained in terms of some of their personality characteristics. Similar findings were reported in studies by Tapia (1999) and Dunn (2002). They observed that girls score higher with regard to empathy, social responsibilities and interpersonal relationships than boys. They are more sensitive towards their relationships with parents, friends and siblings. All these traits help them to acquire more emotional intelligence as compared to boys. This Corroborates reported findings by King (1999), Sutarso (1999), Wing and Love (2001) and Singh (2002) which revealed a significant difference, further stating that females expresses higher emotional intelligence than males.

Research Question Three: Will there be a significant difference in the expression of emotional intelligence between undergraduate students that come to school from hostel and those who come from home? The findings showed that there was no significant difference in the expression of emotional intelligence between undergraduate students that come to school from hostel and those from Home. $T\text{-cal}=1.832$ ($P>0.05$). In other words, students staying at home have not shown significantly higher or lower skill of managing emotion and the social management as well as overall emotional intelligence compared to those staying at hostel. Reasons for this result could be due to peculiarity in cultural upbringing in the Nigerian society. Students who both stay in the Hostels and come from home have similar upbringing, as a result, their place of abode do not seem to influence their emotional intelligence. This result is however contrary to study conducted by Madhavi et al., (2000) aimed at investigating whether post graduate (PG) student staying at home and hostel do differ significantly from each other, their study showed a significant difference. The study was conducted on a sample of 200 PG students, out of which 100 students staying at home and 100 PG students staying at hostel. Both groups (consisting of 50 female and 50 male students) are selected from different Department of Karanatak University Dharwad. Results revealed that PG students staying at home have significantly higher self-efficacy and over all emotional intelligence compared to hostellers.

Implication of the Study

The findings of this research provides reasonable information that can be applied in the understanding of exercise of emotional intelligence by university undergraduate students and the roles that variables such as self efficacy, sex difference and place of Abode has to play in developing this skill. Lack of emotional intelligence as has been seen can make it difficult for students to rediscover and redefine their strengths; this can further make them unsuccessful academically. This finding could therefore help students improve in their psycho-socio personal relationship with self, others and adapt positively to challenges of their stressed academic environment.

V. Recommendation

Based on the findings of the study, the researcher wishes to make the following recommendations: Having known that high self Efficacious students express more Emotional intelligence, Understanding how to foster the development of self-efficacy is important for policymakers, educators, and others in leadership positions, and to anyone seeking to build a happier, more productive life especially for students, as they will be more productive both in schools and out of schools.

Emotional intelligence should as a matter of urgency be introduced as a General Course particularly during the first year in our tertiary institutions, this will go a long way in improving the Emotional intelligence of the male students who have been discovered to be low in emotional intelligence.

Parents and Guidance should provide a conducive social and physical environment of love and care for students who come from home, and students should be oriented to live harmoniously with their fellow students in the hostels, this will all go long way to provide appropriate personal-social interaction which further improves emotional intelligence among students.

VI. Conclusion

The issue of emotional intelligence among undergraduate students has raised much issue for concern due to the psychological, sociological, emotional and academic effects it has on the general wellbeing of the students. The positive effects however cannot be overemphasized; as a result, the skill should be encouraged among undergraduate students.

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