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EDITORIAL

This academic publication of the defunct Department of Educational Foundations has come a long way. It was almost going moribund but for the deliberate steps taken by the current Editorial Board with the cooperation of all academic staff of the former Department of Arts and Social Sciences Education. Innovative article generation and peer review programs were initiated and doggedly implemented to enable the return of Nigerian Journal of Educational Foundations to the vibrant academic and professionally sound contributions it had always made to the advancement of knowledge.

Improving the quality of the journal and bringing an international angle and status to it has engaged the attention of the Editorial Board. Phased in stages of achieving national and international focus has produced special editions based on selected themes. These themes pay attention to current issues and needs engaging the attention of specialists in educational foundations .

GENERAL INFORMATION AND NOTES TO CONTRIBUTORS

1. General Information

Address: Department of Social Sciences Education
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PMB 1515,
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Editorial Description: The Journal publishes theoretical and empirical papers, results of original investigations (analytical, descriptive or experimental) in all areas of educational foundations-History, Philosophy, Psychology, Sociology, Comparative Education, Statistics and Methodology of Educational Research, Measurement, Evaluation and Teaching at all levels of Education.

Target Audience: Academics, students of education in institution of higher learning, general practitioners and stakeholder in education, policy makers and the general public.

Language: The journal is published in English.

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In preparing articles for publication in the Journal, authors should please note the following:

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- iii. The next page of the manuscript should omit the author's name(s) and affiliation(s) but should include the title of the article.

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the 'Reference' section. The references must be arranged strictly in alphabetical order of the author(s) surname(s) and must be consistent with the current APA referencing style.

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ASSESSMENT OF EDUCATION STUDENTS' ABILITY-BASED EMOTIONAL INTELLIGENCE (EI) AND FORMATION OF CROSS-SEX RELATIONSHIP, UNIVERSITY OF ILORIN, NIGERIA

AMALI, I. O. O., MAHMUD, J.A & ROBINSON, .A.

Abstract

This was a survey research, designed to assess Education students' ability-based Emotional Intelligence (EI) in the formation of cross-sex relationship among students' of the University of Ilorin, Nigeria. It used the concepts of Emotional Intelligence to examine the relationship that exists between EI and students' formation of cross-sex relations. The population for this study was all the under-graduate Education students' of the University of Ilorin but using representative population of randomly selected students' drawn from five out of the eight Departments in the Faculty of Education. In all, 250 respondents were selected through simple sampling technique. It used a researcher's drawn questionnaire with psychometric properties of content validity and reliability index of 0.74 to address the Four (4) research questions and two hypotheses that were postulated for this study. Percentage was used to answer all the research questions. The hypothesis 1 was tested using t-test while hypothesis 2 was tested using ANOVA at 0.05 level of significant.

The results showed that education students of the University of Ilorin used ability-based EI to identify emotion in them and in other people before they engaged in cross sex relationship. It thus recommends that the study of EI be part of study in the Nigerian school curriculum.

Key words: Assessment, Emotional Intelligence and Cross-sex relationship

Introduction

The lives of students in Nigeria University campuses are bonded by intricate network of social and group formations. As such, some of

the students are bond together as classmates, hostel or residential mates, club mates, peer-group mates, romantic mates to mention but a few. Thus, relationship cuts across different students' interest groups.

This study assessed the tilt or close relationship which exist between two persons, being male and female students. The type of relationship that are bonded with confidentiality, love, respect, honour, understanding and strong feelings for one another such is between two romantic friends. A relationship where there is intimacy, or the feeling of oneness and common bond between the two persons that are involved in the relationship. Students who come to this type of social contract and bondage must have their reasons and purposes. Behind their reasons and purposes they would have been guided by emotional intelligence (EI) and using it to process their thought that facilitate them to arrive at intimate relationship.

Most Nigerian students are in the adolescent age and the undergraduate period is usually a period of storm and stress to both males and female students. Many of the students at this stage of their life have varied psychological and sociological growth (Harlock, 1973, Slarin, 2006). They are at the cross-road of their lives and are usually not at ease of what future holds for them. Thus, the ability to understand how, why and when to respond to storms and stress in their lives would be a necessary approach that could enrich the knowledge about them (Lawal & Oyewole, 2003). The knowledge about them could as well be used to solve their own problems.

Also, there are many challenges students encounter that require them to possess the relevant experience and knowledge that would help them address such problems. In this respect, to fulfill the needs of their environment, examining their EI will not only influence their psychological state of mind but also their attitude, behavior as well as their abilities to address their own problems and that of others around them.

A number of key factors that need to be implemented in Nigeria education in order to produce individual that are intellectually, spiritually, emotionally and physically balanced have been outlined in the National Philosophy of Education (N.P.E, 2004). Emotional intelligence has been identified as one of the relevant aspect in educating a person to be a balanced individual. This is because EI

provides liberty for individuals to explore his or her self-potentials as well as providing opportunities for equipping the individuals to harmonize themselves with their social environmental (Goleman, 1998; Salovey & Mayor, 1990).

Joseph & Mayer (2007) in Abdullahi (2009) asserted that ability model views emotion as useful source of information that helps one to make sense of, and navigate the social environment. He further pointed out that the ability is seen to manifest itself in certain adaptive behavior. They thus identified four (4) types of emotional abilities which are:

- i) Perceiving emotion ability to detect and decipher emotion in faces.
- ii) Using emotion ability to harness emotion to facilitate various cognitive activities.
- iii) Understanding emotion ability to comprehend emotional language to appreciate complicated relationship.
- iv) Managing emotion ability to regulate emotion in both ourselves and in others.

Mayer and Salovey (1993) considered the ability to process emotional information, particularly as it involves perception, assimilation, understanding and management of emotion. Hein (2005) has defined E.I as knowing how to separate healthy from unhealthy feelings and how to mix negative feelings with positive ones. The emotion ability model as prescribed by Salovey and Mayer is based on mental ability which individual are born with and which provides emotional sensitivity and the potential for emotion management skills that help the individual to maximize his or her long term health, happiness and survival in the social environment. This emotional intelligence addresses the emotional, personal, social and survival dimension of intelligence (Bar-on, 1997)

Also Goleman (1998) pointed out sociologists' postulation that our emotion guides us in facing predicaments and tasks too important to leave to intellect alone. That each emotion offers a distinctive readiness to act, each points us to the direction to handle the recurring challenges of human life. Notably, most E.I scholars viewed that all emotions are in essence, impulse to act, the instant plan for handling life that evolution has installed on us. Thus it is possible that EI and responses of the Africans toward issues that relates to EI would possibly show

differences between the African and European cultures.

On the issues of cross-sex relationship, the African view is diagonally different from that of their European counterpart, but sharing the idea that people will be attracted to one another and that this attraction could lead to the partner being bond together. In theory, it conveys egalitarian notion that EI is solely intrinsic in the individual, but the bond in relationship is based on mutual interaction. Giddens (2010) opined that in practice, EI plays a major part in the realization of the object to be loved and consequently leading to intimate cross-sex relationship. Education Students of the University of Ilorin come to school from across different backgrounds and environment which would have definitely influenced their attitude, thoughts, understanding and management of stimuli when relating to each other and in their formation of cross-sex relationship.

It is on the basis of this background that this study seeks to assess Ability based EI using Education students as respondents in the assessment of cross-sex relationship at the University of Ilorin. The assessment of their Ability based EI is towards reflective decisions about themselves and others students' with whom they form relationship.

Statement of the Problem

There has been a growing notion that many students in Nigeria universities could not fit successfully into various possible cross-sex relations and interactions. Also, many of the students find it difficult to modify or change their behaviour in the direction of acceptable values and attitudes in their social environments. This could be due to inappropriate knowledge and understanding involved in human relationship that would help to guide them in their relationship with others. Goleman (1998) asserted that being emotionally literate is thus as important for learning and instruction. This study on EI is thus, a desire to provide solutions to the challenges facing the students to help them make decisions about themselves and others.

Purpose of the study

The general purpose of this study was to assess the use of ability based EI among Education students' of University of Ilorin in relation to

their formation of cross-sex relationship. Specifically it was designed to assess;

1. Whether Education students of the University of Ilorin have ability based EI to identify the feelings of others before they engage in cross-sex relationship.
2. Whether Education students of the University of Ilorin use ability based EI before taking decision to engage in cross-sex relationship.
3. The difference in the use of ability based EI in the formation of cross-sex relationship among students of the University of Ilorin based on gender.
4. The difference in the use of ability based EI in the formation of cross-sex relationship among students of the University of Ilorin based on departments

Research Questions

The following research questions were drawn to address this study.

1. Do Education students of the University of Ilorin have ability based EI towards cross-sex relationship before they engaged in it?
2. Do Education students of the University of Ilorin have the ability based EI to identify feelings of other before they engaged in cross-sex relationship?
3. What are the differences in the Education students' use of ability based EI based on gender before they engaged in cross-sex relationship?
4. What are the differences in the Education students' use of ability based EI based on departments before they engaged in cross-sex relationship?

Research Hypotheses

The following research hypotheses were formulated to guide this study:

Ho1: There is no significant difference based on gender in expression of feelings of Education students of University of Ilorin in their use of ability based EI towards formation of cross-sex

relationship.

Ho2: There is no significant difference based on Education students' departments in expression of the feelings at University of Ilorin in their use of ability-based EI towards formation of cross-sex relationship.

Scope of the Study

This study covered all the undergraduates' male and female students of the faculty of Education of University of Ilorin. A representative population that comprised students from five (5) out of the eight (8) departments in the faculty of Education in the University of Ilorin were involved. These were Departments of Arts Education, Sciences Education, Social Sciences Education, Educational Management and Counselor Education respectively. In all, 250 respondents were randomly selected from among the students. These comprised 50 students from each of the department. The selection was through simple random sampling technique as advocated by Daramola (2006). Structured questionnaire items were used to elicit information for the four (4) research questions and the two (2) hypotheses drawn for this study.

Methodology

The instrument was based on researcher's self-developed questionnaire that consisted of 2 parts (A and B). Part A was on students' self-information, while part B contained items that were to provide answers to the research questions and the hypotheses. The questionnaire was structured using the Likert-type of ranking order as each response were assigned a number that was used to compute the score obtained.

The validity of this instrument was determined by using face and content validity where experts in measurement and evaluation in the faculty of education were required to assess the items on the questionnaire before their application to this study. The reliability of the instrument was based on test re-test method as the instrument was found reliable at coefficient of 0.74. This was done through administering the instrument to Forty (40) students in two other departments outside the sampled faculties used for this study. The Pearson moment correlation

coefficient statistic was used to correlate the data from the two-time administration of the instrument. The questionnaire was delivered by hand and collected by hand from the respondents and collated. Percentage was used to answer research questions while the hypotheses were tested using t-test and ANOVA statistics at 0.05 significant level.

Data Analysis and Results

The results addressed four research questions and two research hypotheses. The students' responses were in the options "always true of me (ATM)" "true of me (TM)" and "not true of me (NTM)". The research questions were analyzed using frequency count and percentage. Hypotheses one and two were analysed using t-test and ANOVA statistics respectively. The hypothesis was rejected if the alpha level is less than 0.05 but was accepted if the alpha level is greater than 0.05.

Research Question 1: Do Education students of the University of Ilorin have ability based EI towards cross-sex relationship before they engaged in it?

Table 1: Students responses toward possession of ability based EI before engaging in cross-sex relationship.

Item No	Statement	ATM (%)	TM (%)	NTM (%)
1	I am always concerned about how people feel towards me if we meet for the first time.	150 (60)	80 (32)	20 (8)
2	I always appreciate courtesy from others.	200 (80)	40 (16)	10 (4)
3	I do not take people's gesture without thinking about its motive.	130 (52)	90 (36)	30 (12)
4	I do not have to trust people that I do not understand well.	148 (59.2)	86 (34.4)	16 (6.4)

The results in table 1 show the percentage of the students' responses toward ability based EI to identify emotion in their physical state, feeling and thought to be above 50% which means acceptance to the questionnaire items. Therefore, students of the University of Ilorin have the ability to identify emotion in their physical state, feelings and thought before they engaged in cross-sex relationship.

Research Question 2: Do Education students of the University of Ilorin have the ability based EI to identify emotion of others before they engaged in cross-sex relationship with them?

Table 2: Education Students responses towards ability based EI to identify expression of feelings of others before they engaged in cross-sex relationship with them

Item No	Statement	ATM (%)	STM (%)	NTM (%)
5	I always listen attentively to people before I make my judgment.	160 (64)	70 (28)	20 (8)
5	I do not hesitate to reject unnecessary gestures toward me.	128 (51.2)	100 (40)	22 (8.8)
7	Lies put me away from people.	180 (72)	50 (20)	20 (8)
5	I am always happy when I know the truth about my friends.	195 (78)	45 (18)	10 (4)

The results in table 2 show the percentage of the students' responses toward ability based EI to express emotion accurately and to express needs related to those feelings to be above 50% which means acceptance to the questionnaire items. Therefore, students of the University of Ilorin have the ability to identify emotion in other people through language, sounds, appearance and behavior before they engaged in cross-sex relationship.

Hypotheses Testing

Research Hypothesis 1: There is no significant difference in expression of feeling of students of University of Ilorin on the use of ability based EI in the formation of cross-sex relationship based on gender

Table 3: Summary of t-test result for students' expression of feeling on the use of EI in the formation of cross-sex relationship based on gender

Gender	N	df	t-test	Sig. (2-tailed)	Decision
Male	145	248	-2.943	0.004	Rejected
Female	105				

The results in table 3 above show the significant level to be 0.004 which was lesser than 0.05 alpha level of significant. Therefore, Hypothesis one was rejected. This means that there was significant difference in expression of feeling of students of University of Ilorin on the use of ability based EI in the formation of cross-sex relationship based on gender.

Research Hypothesis 2: There is no significant difference in expression of feeling of students of University of Ilorin on the use of ability based EI in the formation of cross-sex relationship based on Department

Table 4: ANOVA result for students' opinion on the use of EI in the formation of cross-sex relationship based on Departments

	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	285.736	4	71.434	5.665	.000	Rejected
Within Groups	3089.640	245	12.611			
Total	3375.376	249				

The results in table 6 above show the significant level to be 0.000 which was less than 0.05 alpha level of significant. Therefore, Hypothesis two was rejected. This means that there was significant difference in the feeling of students of University of Ilorin on the use of ability based (EI) in the formation of cross-sex relationship based on Departments.

Summary of findings

The findings as summarized below relate to ability based emotional intelligence of the University Education students in their formation of cross-sex relation.

- The students of the University of Ilorin have the ability based EI to identify emotions toward cross-sex relationship before they engaged in it.
- The students of the University of Ilorin have the ability based EI to identify emotions in other people before they engage in cross-sex relationship.
- Male and female students of the University of Ilorin differ in their expression of feelings on the use of ability based EI in their formation of cross-sex relationship.
- University of Ilorin students differ in their expression of feelings on the use of ability based EI in the formation of cross-sex relationship based on Departments they belonged.

Discussion

The results of the findings in this study showed ability-based EI among the students of the University of Ilorin in respect to formation of cross-sex relationship. The under-listed facts were derived from the findings of this study.

EI identification, perception and expression as expressed in their response to the research question 1, indicates that intrinsic or innate mental ability or EI of the students guide their action towards passion and love for one another. EI thus helped them to accurately identify their problems. This has been collaborate by Salovey and

Mayer EI model (1990) and supported by Goleman (1998) when they asserted that formation of cross-sex relationship has behind it a force that attracts students and students use such force to be together as friends and cross-sex confidants. Hein (2005) opined that it has tendered to lead to the dominance of men especially in romantic love. This study has shown that ability based EI of the students guides them in their choice of formation of cross-sex relationship as shown in their responses on table 2. The students had the abilities to relate emotion to other mental sensations and integrate their thought processes to make choices to solve their problems and that of others:

This is akin to Salovey & Mayer (1990) assertion that EI based on mental ability which individuals are born with and which provides emotional sensitivity and the potential for emotional management that helps individual to survive in the world or social environment.

Consequently, Education students as shown in this study use ability based EI in reasoning and problem solving. This view has been highlighted in Salovey and Mayer (1990) EI model and supported by Mayer and Cob (2000), that both male and female students use EI to facilitate problem solving as shown on table 2.

Hypothesis 1 was rejected because there was a significant difference in the expression of feelings of education students of the University of Ilorin on the use of ability-based EI on the formation of cross-sex relationship based on gender. This supports Chambers and Scheiber's (2004) view that different people have different abilities regarding the management and regulation of emotions in him or herself. The EI is knowing when and how to express emotion as it does with controlling it.

Hypothesis 2 was rejected because there was a significant difference in the expression of feelings of education students of the University of Ilorin on the use of ability based EI in the formation of cross-sex relationship based on Departments. Jimoh (2007) assertion on EI relating to associative, habit bound, pattern-recognizing and emotive thinking where every individual possesses each area of identified intelligence in certain proportion that enables individuals to live productively or otherwise in their environment seems to lean support to the rejection of this hypothesis.

Conclusion and Recommendation

In this study EI has been identified as one of the relevant aspect in educating a person to be a balanced individual. The finding of this study has shown that Education students of the University of Ilorin possessed great awareness on their ability to manage their emotion in respect of cross sex relationship which determine the success or otherwise of their individual relationship.

There is need for Nigeria education to strengthen and serve the psychological growth and development of the Nigerian youth and this could be achieved through policy formulation in respect of inclusion of EI in teacher education. This would ensure students' ability to compete in their life and aid their self-development.

Based on the findings of this study, emotional intelligence (self-science) would help the students when questions are asked and answered. It would also assist how individual should respond to emotion. Thus there should be education to expand the knowledge on how people respond to their emotions. The expansion EI knowledge would be relevant and useful for both sexes and would make life richer for the individual and the other people in any social environment.

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6. Provisional development of short courses should be encouraged as motivational forces for the teachers to guarantee quality assurance to improve students' performance.

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