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# EDITORIAL

I am pleased to present to you again this year 2007 our journal: *Ife Psychologia: An International Journal*. It is heart-warming to know that our journal has been ranked as the Number one, journal of psychology in Africa. A peep into the African Journals Online (AJOL) second internal evaluation 2003-2005 shows this vividly.

The print version is at the website: <http://www.inasp.info/psi/ajol/evaluation2005/> It was done by Sioux Cumming for the International Network for the Availability of Scientific Publications.

In this issue which is Volume 15 Number 1, we have sixteen articles which are very variegated.

The duo of Kehinde Kester & Ogunyinka, K aimed at expanding labour relations beyond the formal sector in Nigeria.

Dr. Adesina led two of his colleagues at Ambrose Ali University Ekpoma to write on some psychosocial predictors of anxiety disorder in epilepsy.

Dr. B. Olley ventured into pharmacognosy. His paper enhances psychopharmacology.

Dr. Bolaji Asagba continues to make benchmarks in logotherapy in Nigeria.

Dr. Onyeonoru and Mr. Adeboyejo have done a multivariate analysis of adolescent sexual behaviour in Southwestern Nigeria.

Buchi Oparah's paper will interest any serious-minded psychotherapists. Her write-up is on ethics and profession of our trade.

Wisdom Hordzi's article will interest stakeholders in distance learning beyond the shores of Ghana.

Dr. Roy Ndom continues to be a leader and mentor to his younger colleagues at Canaanland Ota. All University administrators will benefit from the piece from the three colleagues at the psychology unit of Covenant University.

Francis Iyoha & Kingsley Adeyemo are accountants who take professional ethics seriously.



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# **PSYCHOLOGIA**

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analysis of emotional intelligence on the National Union of Road Transport Workers (NURTW).

The three scholars led by Profesor Hubert Quist from the University of Cape Coast, Ghana have submitted a manuscript that enhances special education.

Hussain Ali has argued for a vital role of public library in societal empowerment.

The duo of Dr. Bola Ogunyemi and Dr. Sesan Mabekoje has studied the Nigerian undergraduates with an implication for human development.

Dr. Soji Aremu continues to make benchmarks on police study in Nigeria from the perspective of emotional intelligence.

G. Abikoye has contributed the article on subjective quality of life among caregivers of mentally ill persons in SouthWestern Nigeria.

Dr. Alaba Simpson is a Social Anthropologist who has become a world expert on the sociology of Lagos. Her searchlight on flooding in Lagos enhances environmental psychology.

We are grateful for all your support.

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# DECLARATION

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**MEASURED EFFECT OF EMOTIONAL INTELLIGENCE  
EDUCATION IN THE REMEDIATION OF AGGRESSIVE  
BEHAVIOURS AMONG THE MEMBERS OF THE NURTW IN  
IBADAN METROPOLIS.**

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**Abstract**

The study investigated the effects of Emotional Intelligence education in the remediation of aggressive behaviours among the members of the National Union of Road Transport Workers (NURTW) in Ibadan metropolis. Eighty-nine (89) member of the NURTW who were randomly selected from Gate, Molete and Iwo Road motor parks in Ibadan whose ages ranged between 17-65 years with a mean of 41 were randomly assigned to the intervention condition and the control group. The training lasted for six weeks of 12 sessions. A pre-test post-test control group design using a 2x3 factorial matrix was utilized. The participants responded to an Aggression Questionnaire by Buss and Perry (1992) at the pre and post intervention sessions. The result indicated that the intervention group had their aggressive behaviour tendencies greatly reduced compared with the control group.  $[F(1,83) = 121.83 P<.001]$ , an indication of a significant difference between the experimental and the control group. On the basis of the findings, it was suggested that members of the NURTW should be trained in emotional intelligence skills which could successfully reduce, remediate and alleviate their aggressive behaviours. This would lead to an enhanced relationship between the members of NURTW and the passengers, an enhanced intra and interpersonal relationship among members of the union, reduced rate of recklessness and avoidance of bloody clashes among rival groups of the union.



It is no longer news that the members of the National Union of Road Transport Workers (NURTW) in the country constitute a sort of nuisance to the society in spite of the inevitable roles they perform. The way the members comport themselves in the dissemination of their duty, their treatment of commuters, recklessness on the road, high rate of accident, mayhem caused as a result of change in leadership etc. calls for urgent attention.

In any civilized community, a trader or business man is expected to respect the interest of the customer and give the customer the best treatment. That is not always the case with the members of the NURTW. The kind of abuse and unfriendly treatment of commuters is nothing to write home about. Also, their own method of choosing a leader is worse than that of the animal kingdom. The recent scenario in Ibadan in the election/selection of the state chairman between Tokyo and Tawa is a living example. Power belongs to the side who wins in a real battle where sophisticated weapons of war like gun, cutlass, knife, bombs, charms etc are freely used among members not minding the effect of this mayhem on the society. At the end of the day, a lot of the members drop dead, maimed, mangled or badly wounded and possibly remain permanently useless for ever. The leader of the opposing group that wins becomes the chairman who directs the affairs of the union in the state. The same system operates at the various Local and Branch levels. Should such happen in a democratic society? That is a question that is yet to be answered.

Also, a recent survey on prison inmates in Nigeria reveals that 45% of the inmates have either once belonged to the NURTW or has an affiliation with the union (Animasahun, 2002). Should we then conclude that this union is criminally oriented or the members are possessed with criminal tendencies? Jumping into this conclusion may be absolutely wrong but one thing is glaringly evident, this is the fact that many members of the union never prepared for career in driving. They found themselves there accidentally, as a result of circumstances, frustration or the last resort. Therefore, certain kinds of behaviour such as aggressiveness, poor interpersonal relationships, antisocial behaviour etc. cannot be ruled out. Components of emotional intelligence however, are the direct opposite of these negative traits. Hence, if members of the NURTW are trained in Emotional intelligence skills, perhaps their aggressive tendencies would be drastically reduced, leading to a desirable behaviour necessary for peaceful coexistence in the society.



### **Emotional Intelligence**

This refers to a set of acquired skills and competencies that predict positive outcomes at home with one's family, at work and in the society. Emotionally intelligent individuals are often described as well-adjusted, warm, genuine, persistent, and optimistic (Mayer, Dipaolo & Salovey, 1990; Salovey and Mayer, 1990).

Thorndike's, (1920) (social intelligence) and Gardner's (1983) (Personal intelligence) established the idea of interpersonal intelligence from which emotional intelligence developed. However, the term, emotional intelligence was coined by Salovey and Mayer (1990). According to them, emotional intelligence is a form of social intelligence that involves the ability to monitor one's own feelings and emotions as well as those of others; to discriminate among them and to use this information to guide one's thinking and actions (Mayer & Salovey, 1993).

Salovey and Mayer (1990) explained that emotional intelligence subsumes Gardner's (1983) theory of multiple intelligence which opened doors to the theories of Emotional Intelligence whereby interpersonal and intrapersonal intelligence were broken into four domains:

- a. identifying emotions, i.e. ability to recognize one's own feelings and the feelings of those around oneself;
- b. using emotions i.e. ability to assess an emotion and reason with it;
- c. understanding emotions i.e. ability to identify and comprehend emotional chains i.e. transition from one emotional state to another; and
- d. managing emotion, i.e. ability to self-regulate emotions and manage them in relation to others in the environment.

**People** who possess these have been found to be healthier, less depressed, less aggressive, and have better relationships (Ezeagulu, 2005).

In 1995, Daniel Goleman published a book titled "emotional Intelligence", widely noted as the springboard from which emotional intelligence was launched as a principal topic of interest and the first proof that emotional intelligence is highly important. Building on the work of Salovey and Mayer (1990), Goleman (1995) identified five basic components of emotional intelligence, namely:

1. Self awareness - observing oneself and recognizing a feeling as it happens.



2. Managing emotions – Consciously handling feelings so that they are appropriate; realizing what is behind a feeling; finding ways to handle fear and anxieties, anger and sadness.
3. Motivating oneself- Channeling emotions in the service of a goal; emotional self control, delaying gratification and stifling impulses.
4. Empathy – Sensitivity to others feelings and concerns and taking their perspectives into considerations; appropriating the differences in how people feel about things.
5. Handling relationships- Managing emotions in others; social competence and social skills.

Goleman (1995) further stressed that emotional intelligence is equal to if not more valuable than IQ, and that its acquisition leads to more effectiveness in leadership, organizational membership and social involvement. He described those who are emotionally intelligent as more motivated, self aware, self confident, socially adept as opposed to being a social misfit. Bar-On (1996) asserted that emotional intelligence is one's ability to deal successfully with other people and with one's feelings.

Ciarrochi, Chan and Caputi (2000) found that emotional intelligence is positively correlated with such variables as empathy, verbal intelligence, extroversion, openness to feelings, self esteem and life satisfaction. Greenstein (2000) in a critical dimension made an exploration of personalities of the last several presidents of the United States and suggested that emotional intelligence is the only thing that keeps the nation from the threat of nuclear annihilation. He seriously warned the electorate to beware of the presidential candidate who lacks emotional intelligence, because its absence may turn the whole world to ashes. Hence, Akinboye (2003) defined emotional intelligence as a set of non-cognitive abilities that influence human ability to succeed in life and at work place. He identified the followings as components of emotional intelligence: good character including attributes such as honesty, energy, trust, integrity, intuition, imagination, resilience, purpose, commitment, influence, motivation, sensitivity, humour, courage, conscience and humility.

Goleman (1995) proposed a two-competence model of emotional intelligence: personal and social competence whereby personal competence included self awareness, self regulations, and motivation while social competence included empathy and social skills. Six seconds (2001) proposed an outcome based model of emotional intelligence. These included the combination of knowing



yourself, choosing yourself and giving yourself. This model involved the skills, habits and understandings that shape one's thoughts, feelings and actions in one's relationship with one and with others. Steiner (2001) suggested a relationship based model of emotional intelligence, with four stages application: knowing your feelings; knowing how strongly the feelings are and why; recognizing the kind, strength and reason for other people's feelings; and developing the love-centred ability to express or hold back one's feelings to enhance the quality of one's life and the quality of life of those around one. Akinboye's (2002) model of emotional intelligence included emotion, thought and creativity driven skills.

From the above, one could conclude that the following conceptual components of emotional intelligence, according to Grayson (2004) were relevant. These include: Intrapersonal-Emotional self awareness, assertiveness, self regard, self actualization and independence; Interpersonal-empathy, interpersonal relationship and social responsibility; Adaptability-problem solving, reality testing and flexibility; stress management-stress tolerance, and impulse control; General mood - Happiness and optimism.

The empirical works done in the area of emotional intelligence education which were highly successful include that of Abraham (2000), who studied 121 customer service representatives and concluded that emotional intelligence predicted a large amount of the variance in both job satisfaction and organizational commitment of these individuals. Yost and Tucker (2000), in a study of 73 students of finance and business who were divided into groups for a specific project also observed that emotionally intelligence teams are more effective because they had higher problems-solving abilities, better performance, and better grades. Their results suggest that emotionally intelligent individuals, who work well with others and elevate the groups' collective emotional intelligence, will be most valued and sought-after employees. Bohensky (2002) concluded that individuals with higher than average emotional intelligence display strong awareness and high levels of interpersonal skills. They are empathic, adaptable, able to cope with pressures and generally experience less stress.

Unfortunately, the behaviours manifested by members of the NURTW are often contrary to the virtues of emotional intelligence. Hence, it is strongly believed that if they benefit from emotional intelligence education, perhaps, their aggressive tendencies, animalistic and antisocial behaviours could be reduced to the barest



minimum. Duckett (2002) asserted that emotional intelligence can be learnt at any stage of life, hence, members of the NURTW at any age can benefit from the programme.

#### **Hypothesis**

There is no significant difference in the Aggressive Behaviour scores of the participants exposed to emotional intelligence education and their counterparts in the control group.

#### **Design**

The study adopted a pre-test post test control group design, using a 2 x 3 factorial matrix. The experimental group and the control constituted the row while years of experience in the career (Young: 1-5, moderate: 6-15, Old:16+) of the participants formed the column.

#### **Participants**

Being aware of the participants' mortality rate that might be experienced as a result of the kind of people under study and the nature of their job, a total sample of 150 members of the national union of Road Transport Workers (NURTW) were randomly selected from three motor parks namely: Gate, Molete and Iwo Road motor parks in Ibadan, with 50 members from each motor park. Their ages ranged between 17 and 65 years with a mean of 41. They were further categorized on the basis of their years of experience in the career. They finally balloted for placement into the treatment and control groups. However, only 89 members made the final list.

#### **Instrumentation**

The major instrument used for the study is the moderated Aggression Questionnaire originally constructed and validated by Buss and Perry (1992). It has 29 items constructed to measure different dimensions of the hostility, anger and aggression construct. It consisted of four subscales that assess (a) anger (b) hostility (c) verbal aggression and physical aggression, which is considered to be most suitable to measure the antisocial behaviours of the members of the NURTW. The correlation co-efficient alpha for the instrument was 0.72.

#### **Procedure**

Following the successful negotiation with the chairmen of the randomly selected motor parks, they invited the researcher to one of their Sunday meetings where the researcher educated members about the benefits to be derived from training in emotional



intelligence. Members freely volunteered themselves for the six week training of just 3 hours weekly. Only 50 out of the lot were randomly selected from each of the three motor parks based on balloting.

Emotional intelligence training was employed to remediate the aggressive behaviours of the participants. The training lasted for six weeks of 12 sessions, lasting for 1 ½ hours twice a week. The first meeting with participants in each of the three motor parks focused on general introduction, establishment of rapport and administration of the Aggression Questionnaire on all the participants to collect pretest scores. Then, they balloted for the experimental and the control groups. The experimental groups were trained in Emotional Intelligence skills for six weeks. The training outline for the ten sessions is summarized as follow:

- I. A critical explanation of Emotional Intelligence, benefits of being emotionally intelligent and consequences of lack of emotional intelligence.
- II. Learning emotional mastery skills and the do's and don'ts of emotional mastery.
- III. Self knowledge and emotional awareness training as well as principles of understanding emotions and using feelings.
- IV. Developing self confidence and re-channeling disruptive emotions.
- V. Training in the principles of flexibility and adaptability.
- VI. Setting a goal of excellence and awareness of obstacles
- VII. Looking for opportunities instead of waiting for them without doing any harm to anybody.
- VIII. Understanding the feelings of others and services orientation.
- IX. Mis-communication of feelings and consequences
- X. Principles of conflict resolution and harmonious living.

The 12<sup>th</sup> and the last session was devoted to administration of the same Aggression Questionnaire taken at the first session in order to obtain the post test scores. Also, profound appreciation was expressed to the participants, and the control group was also trained in some principles of emotional intelligence.

#### **Data Analysis**

The study adopted Analysis of Covariance (ANCOVA) to analyze the collected data.

#### **Results**

The hypothesis stated that there is no significant difference in the Aggressive Behavioural Scores of the participants exposed to emotional intelligence



education and their counterparts in the control group. The hypothesis was tested by subjecting the Aggressive Behaviour Scores of the participants to statistical analysis using ANCOVA. The results obtained are displayed in Tables 1-4.

**Table 1:** Table of X-means and Adjusted Y-means of Participants' Aggressive Behaviour Scores based on Treatment (Rows) and Years of Experience in the career (Columns)

Rows	Columns								
Groups	Reduced Aggressive Behaviour								
	Young			Moderate			Old		
	N	X-mean	Y-mean	N	X-mean	Y-mean	N	X-mean	Y-mean
Emotional Intelligence Training Group	19	98.21	83.05	12	93.17	80.72	13	92.46	70.95
Control Group	20	110.50	101.35	10	108.80	103.71	15	113.47	107.92

**Table 2:** Rows and Columns of Adjusted Y-mean Compared

Rows	Columns		
	1	2	3
1	83.05	80.72	70.95
2	101.35	103.71	107.92

**Table 3:** Analysis of Covariance (ANCOVA) of Participants' Aggressive Behaviour scores based on Treatment (Rows) and Years of Experience (Columns)

Variation	Source	SS	DF	MS	F	P
Aggressive Behaviour Scores	Rows	1020.832	1	1020.832	121.83	<.001
	Columns	10.234	2	5.117	0.61	NS
	Interaction	94.363	2	47.181	5.63	NS
	Within	9714.262	83	8.379		



Table 4: Comparison of Rows and Columns Adjusted Y-means' Pooled SE Computed from Least Mean Square and T-values.

Cells	N	Df	LMS	S.E	t-value	P
a vs b	31	30	5.117	0.83	2.81	NS
a vs c	32	31	5.117	0.81	14.94	<0.001
a vs d	39	38	5.117	0.72	25.42	<0.001
a vs e	29	28	5.117	0.88	23.48	<0.001
a vs f	34	33	5.117	0.78	31.88	<0.001
b vs c	35	31	5.117	0.91	10.74	<0.001
b vs d	32	31	5.117	0.83	24.86	<0.001
b vs e	22	21	5.117	0.97	23.70	<0.001
B vs f	27	26	5.117	0.88	30.91	<0.001
c vs d	33	32	5.117	0.80	38.00	<0.001
c vs e	23	22	5.117	0.95	34.48	<0.001
c vs f	28	27	5.117	0.86	42.99	<0.001
d vs e	30	29	5.117	0.88	2.68	NS
d vs f	35	34	5.117	0.77	8.53	<0.01
e vs f	25	24	5.117	0.92	4.58	N.S

The results in tables 1-4 were obtained through the analysis of covariance. The results indicated that the experimental group performed significantly better than their counterparts in the control group. It should be noted that the lower the score on aggressive behaviour scale the better. The experimental group recorded reduced aggressive behaviour score after being exposed to emotional intelligence education, (Table 1-3). Table 3 in particular summarized that ( $F=121.83$ ,  $df=1/83$ ,  $p<0.05$ ).

However, the years of experience of the participants taken together had no significant interactive effect as far as the aggressive behaviour was concerned but Table 4 vividly demonstrated that significant differences existed when the cells were compared on t-statistic.

### Discussion.

The study intended to find out the effectiveness of Emotional Intelligence education in remediation of aggressive behaviours among the members of the National Union of Road Transport Workers with the aim of enhancing peaceful co-existence in the society. The hypothesis which states that there is no significant



difference in the aggressive behavioural scores of the participants exposed to emotional intelligence education and their counterparts in the control group was rejected on the basis of the analysed data. The finding revealed that the experimental group that benefited from emotional intelligence education had significantly lower scores on aggressive behaviour scale compared with the control group. This indicated that emotional intelligence education had significant effect in reducing the aggressive behaviour of the participants, thus establishing the effectiveness of emotional intelligence education in remedating aggressive behaviours among the members of the NURTW.

The findings corroborated the earlier findings of Duckett (2002) that emotional intelligence can be learnt at any stage of life. It further strengthened the submissions of Akinboye (2002, 2003) that inculcation of emotional intelligence skills reduces negative life skills and enhance positive life skills of individuals. It also lend credence to the works of Animasahun (2002a, 2002b, 2003, 2004) that psychopathological behaviours could be remediated with the use of certain psychological and creativity techniques. The earlier submission of Behensky (2002) that individuals with higher than average emotional intelligence display strong awareness and high levels of interpersonal skills is also in line with the current findings.

### **Implications**

This study has successfully proved that training in emotional intelligence has the potential of remediating acquired aggressive behaviours and to enhance peaceful co-existence in the society. Hence, this is adequate and necessary for all members of the National Union of Road Transport Workers in the country. Acquisition of emotional intelligence skills would, possibly stem the tide of rudeness, non-challant attitude, insulting and dirty language, recklessness, bloody clashes wanton destruction of properties and acute aggressive behaviour of the members of the union.

It is therefore highly imperative that the government enact an act whereby present members and any future members of the National Union of Road Transport Workers should undergo a training in emotional intelligence skills, and be certificated, as a prerequisite for obtaining driving License and registration as a member of NURTW.

In conclusion therefore, since this study has proved that Emotional Intelligence Education can successfully reduce, remediate and alleviate aggressive behaviours of the members of the NURTW, experts should be contacted and



productively engaged by the Government to train all members of the Union in the emotional intelligence skills to reduce their aggressive behaviour.

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