EMOTIONAL INTELLIGENCE TRAINING AND GLOBAL SECURITY CHALLENGES AMONG YOUNG ADULTS IN NIGERIA’S NIGER DELTA UNIVERSITY

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Abstract
This study explored the outcome evaluation of emotional intelligence training among anger-security provoking behaviour among young adults in Niger Delta University. Sixty young adults were purposively selected for the study. Their ages ranged between 20 and 35 with a mean age of 27.5. The participants consisted of 30 males and 30 females. A validated instrument namely; Anger-Security provoking behavior Questionnaire (ASPBQ) was designed to collect data for the study. The treatment lasted for six weeks of six sessions. The analysis of covariance (ANCOVA) and the t-test were used to analyze data. The result showed that emotional intelligence training was effective in managing Anger-security provoking behaviour that could pose global security challenge. Thus, it was recommended that emotional intelligence training could be used as intervention tool in sustaining global security challenges.

Keywords: Emotional intelligence; intervention, global security, young adults

Introduction
Security has been a serious concern to everybody globally. Security connotes safety and protection of lives and property. Security is a multi-dimensional concept which embraces security of the individual, the security of the social system (national security), the security of country groupings (regional security), and the security of mankind as a whole (global security). Sources of global security concerns include issues such as weapons of mass destruction, climate change (with its negative consequences on lives and property), political domination or inequality, socio-economic injustices, human right abuses, resource management, poor leadership, military coups, extreme deprivation and marginalization, civil wars, revolution, terrorism, violent civil protest, secession, ethnic and religious riots, food riots and all manners of negative conflicts in all parts of the world. The dawn of 21st century is bedeviled with security challenges of the 21st century. Pertinent issues such as counter terrorism, cyber defense, energy security, the non-proliferation of arms, and the role of nuclear deterrence were tackled by speakers and participants from key stakeholders & audiences as well as the Alliance itself (Goldschmidt & Techau, 2011).

In Nigeria, the greatest challenge confronting the country today is insecurity. It is taking its toll on households, churches, mosques, public and private institutions. The Federal Government appropriated large sums of money in this year’s budget for the sector with little or nothing to show for it. It has been a vicious circle of disasters, confusion and pains in the northern part of Nigeria. Blood has been literally, flowing in the streets of Abuja, Kano, Bauchi, Kaduna, Suleja and Maiduguri. Lives have been lost and property, worth millions, destroyed. Apparently, there is no end in sight for this ugly development. Of recent, on the 14th May, 2013, the president Goodluck Jonathan declared a state of emergency on the power conferred on him on three States which include Yobe, Borno and Adamawa all in the North East.
The Boko Haram sect has unleashed terror on too many people. The violence unleashed by Boko Haram has been perfected complemented by the armed robbery and ritual killings across the six geo-political zones. Ethnic clashes and kidnapping are also rife. In Jos, capital of Plateau State, mass burial of victims on ethnic conflict led to more blood-letting on the spot. Now, members of the National Youth Service Corps (NYSC) are rejecting posting to troubled spots with justification. On daily basis, there are cries of despondency and government appears to be helpless. Security agents have been killed all over the zones of the country mostly in the Northern part.

Many reasons have been adduced for the state of insecurity ravaging the country. There have been rumours that the north is aggrieved that the President has emerged from the South, contrary to agreement. Former security Adviser General Andrew Owoeye Azazi (rtd) attributed the security problem to the Peoples Democratic Party’s (PDP) zoning arrangement, which was jettisoned during the last presidential election. His remark caused a stir. Few weeks after, he was shoved aside. Others have argued that it was part of a clan destine plan by Boko Haram to wipe out non-natives and adherents of other faiths. Some opinions berated the lip service being paid to security right from colonial days.

It is believed that poverty, poor education and bad leadership were precursors to any crisis. Thus, insecurity and all forms of insurgency have their roots in the neglect of the legitimate yearnings and expectations of the government of the day.

Different views have been offered by Nigerians. Generally, good leadership is adjudged to be the solution of these security challenges. Some have called for a one year compulsory military training for graduates, supported the clamour for a Sovereign National Congress (SNG), arguing that, the culture of respecting the views of ethnic blocs and groups propagating legitimate causes, have not been sustained in the country. Government working in synergy with ethnic nationality groups will create such an atmosphere of fairness, equity and common destiny that would eliminate armed opposition to government, thus eliminating the security challenges which may tear the nation apart in the future.

The concept of emotional intelligence (EI or EQ) is sometimes referred to as emotional quotient or emotional literacy (Torubeli, 2004). The concept has its root in the concept of “Social intelligence”, (Adeyemo, 2007). Further development on this came in 1983 when Gardner (1983) establish the idea of interpersonal intelligence as an aspect of multiple intelligence (Adeyemo, 2007). It was however, Payne (1985) who in his doctoral work coined the term emotional intelligence.

The construct of emotional intelligence found its way into the academic literature through the scholarly effort of psychologists Peter Salovey and John Mayer (Salovey & Mayer, 1989). In 1995, Psychologist Daniel Goleman published the highly successful emotional intelligence, which built on Mayer and Salovey’s work and popularized the concept through his seminal publication titled “emotional intelligence” brought the construct into limelight. He claimed that emotional intelligence is equal to, if not more valuable than IQ as an important indicator of one’s professional and life success (Adeyemo, 2007).

In Nigeria, the concept of emotional intelligence was popularized in the literature by some scholars (see Akinboye, 2002, Adeyemo, 2004, 2007; Adeyemo & Ogunyemi, 2005; Adeyemo & Torubeli, 2006; Aremu, 2003, 2004; Aremu & Oladosu, 2005; Adadu, Torubeli & Adeoye, 2007; Animasahun, 2007; Aremu & Oluwole, 2000, Aremu & Adeyoju, 2003; Aremu, 2008; Torubeli, 2010, 2011; Adeoye & Torubeli 2011). Emotional intelligence is a set of social intelligence that involves the “ability to monitor one’s own and another’s emotions, to discriminate among them, and to use the information to guide one’s thinking and actions” (Mayer & Salovey, 1997, 1993).

It is a set of acquired skills and competencies that predict positive outcomes at home, with one’s family, in school and at work. In other
words, it refers to the basics of positive life skills (Animasahun, 2007). People who possess these are healthier, less depressed and more productive at work and have better relationships. Thus, Asuzu (2008) advocated that health workers need training, evaluation and probably also certification in their preliminary emotional intelligence as well as in its final status at graduation, for the proper conduct of their profession. He posited that emotional intelligence is a fundamental necessity for any successful life.

Emotional intelligence competencies include good character, integrity, empathy, honestly, maturity, impulse control, emotional self-awareness, human dignity, flexibility, reality testing, trust etc (Akinboye, 2002). These competencies require skills in introducing feelings, paying attention to feelings, giving significance to feelings, thinking about feelings and taking into account in deciding how to act in life, at work and in the country at large.

Individuals with emotional intelligence are able to relate to others with compassion and empathy, have well developed social skills and use this emotional awareness to direct their actions and behaviour. It is the ability to perceive and constructively act on both one’s own-emotions and the feelings of others. Emotional intelligence is based on both scientific discoveries of how the brain works and workplace studies in a wide variety of industries and job categories of the competencies needed for success 67 percent are emotional. In practice, emotional intelligence enables people to tap into their authentic power and creativity to be more present and consciously choose the most effective response to any situation rather than impulsively (Chemiss & Goleman, 2001).

Thus, emotional intelligence studies have proved that emotional intelligence is effective in all human endeavour because emotionally intelligent individuals have problem solving abilities, better performance, and better grades (Yost & Tucker, 2000). For instance, Greenstein (2000) 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 warned the electorate to beware of the presidential candidate who lacks emotional intelligence, because its absence may turn the whole world to ashes. According to Torubeli (2010), an anger prone president can usually take irrational decision that can negatively affect the whole world.

Although, emotional intelligence has been widely studied globally in a variety of areas. However, there are limited studies in its application to security challenges. This study therefore, is an attempt at bridging that missing gap and to build on literature for future generation.

**Methodology**

**Design**

This study adopted a pre-test, post-test, control group, quasi – experimental design with a 2x2 factorial matrix. EI and control group made up the two rows, while gender made up the columns.

<table>
<thead>
<tr>
<th>Treatment</th>
<th>Gender</th>
<th>M</th>
<th>B1</th>
<th>F</th>
<th>B2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>EI</td>
<td>A1</td>
<td>15</td>
<td></td>
<td>15</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>CG</td>
<td>A2</td>
<td>15</td>
<td></td>
<td>15</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

Where: EI = Emotional intelligence training (Experimental Group)

CG = Control group
M = Male column
F = Female column
B1 = Male column
B2 = Female column
**Population and sample**
The reference populations were all young adults of the Niger Delta University, Wilberforce Island from ages 20 and above. A purposive sample of Educational Foundations students ages ranged between 20 and 35 consist the sample size with a mean age of 27.5 of sixty students. The participants consisted of 30 males and 30 females.

**Instrumentation**
Anger-Security provoking behaviour Questionnaire (ASPBQ) was designed by the researchers to collect data for the study. The Questionnaires has 20 items and was structured in a 4-point likert scale ranging from (1) unlike me to (4) much like me. The highest score is 80 while the lowest score is 20. a high score means that the individual could pose security challenge.

A typical item reads thus: “I will quickly revenge if I am deprived of my right”. The instrument was trial tested using another sample of sixty young adults and yielded a Cronbach’s alpha of .75 suggesting a high reliability.

**Procedure**
The treatment programme spanned through a period of six weeks of six sessions of 45 minutes each. This means that a session was assigned to a week, during which there was researchers-participants interactions. This was in five stages: recruitment, pre-test, treatment, post-treatment and evaluation. Participation was voluntary and the use of positive reinforcement was used to secure the motivation of participants. The control group was however not exposed to any treatment but was taught goal setting and value clarification in order to avoid experimental contamination and to compensate them. The outline of the six training sessions is summarized below

1. Recruitment, general orientation and pre-test.
2. A critical explanation of Emotional Intelligence, benefits of being emotionally intelligent and consequences of lack of emotional intelligence.
3. Learning emotional mastery skills and the dos and don’ts of emotional mastery.
4. Self-knowledge and emotional awareness training as well as principles of understanding emotions and using feelings.
5. Miscommunication of feelings and consequences.

**Data analysis**
The analysis of covariance (ANCOVA) and the t-test were used to analyse the data. Through the analysis of covariance, groups were equated on one or more variable that can affect the outcome of the experiment other than the independent variable. Some of these variables include peer pressure, economic deprivation etc. the t-test was used to establish if there was any significant difference in the rate of anger-security provoking behaviour between the experimental group and the control group.

**Results**
The results are presented hypothesis by hypothesis as follows: Hypothesis one: There is no significant difference in the anger-security provoking behaviour that would warrant a security challenge of the participants exposed to emotional intelligence training (experimental group) and those in control group.

<table>
<thead>
<tr>
<th>Source of variation</th>
<th>Sum of squares</th>
<th>DF</th>
<th>Means Squares</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rows</td>
<td>2273.18</td>
<td>1</td>
<td>2273.18</td>
<td>1232.34</td>
<td>0.05</td>
</tr>
<tr>
<td>Columns</td>
<td>26.62</td>
<td>2</td>
<td>13.32</td>
<td>7.21</td>
<td>0.05</td>
</tr>
<tr>
<td>Interaction</td>
<td>9.91</td>
<td>2</td>
<td>4.94</td>
<td>2.67</td>
<td>NS</td>
</tr>
<tr>
<td>Within</td>
<td>99.35</td>
<td>54</td>
<td>1.82</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2409.06</td>
<td>59</td>
<td>40.82</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Rows = Experimental and control
Columns = Anger-security provoking behaviour
NS = Significant at P>0.05
*Sig = Significant at P<0.05

Table 1 revealed that there was significant difference in the anger-security provoking behaviour of the participants that were in the experimental group than those in the control group as contained in the rows (F(1.54) = 1232.34, P<.05). It also showed statistically significant difference in the columns (F = 7.21, DF = 2/54, P<.05).

However, there was no significant interaction effect (F = 2.67, DF = 2/54, NS)

Hypothesis: There is no significant difference between the anger-security provoking behaviour of male and female participants in the experimental and control group.

Table 2: ANCOVA Summary of the treated male and female participants with emotional intelligence and control group of anger-security provoking behaviour response.

<table>
<thead>
<tr>
<th>Source of variation</th>
<th>Sum of squares</th>
<th>DF</th>
<th>Means Squares</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rows</td>
<td>1485.78</td>
<td>1</td>
<td>1485.78</td>
<td>1285.71</td>
<td>.05*</td>
</tr>
<tr>
<td>Columns</td>
<td>1.24</td>
<td>1</td>
<td>1.24</td>
<td>1.06</td>
<td>NS</td>
</tr>
<tr>
<td>Interaction</td>
<td>22.85</td>
<td>1</td>
<td>21.84</td>
<td>17.94</td>
<td></td>
</tr>
<tr>
<td>Within</td>
<td>63.3</td>
<td>56</td>
<td>1.14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1573.17</td>
<td>59</td>
<td>25.64</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rows = Experimental and control groups
Columns = Gender
NS = Significant at P>0.05
*Sig = Significant at P<0.05

Table 2 revealed that there was significant difference in the anger-security provoking behaviour of male and female participants that were in experimental and control groups as existed in the columns (F = 1.06, DF = 1/56, P<.05). Similarly, there was statistical significant interaction effect (F = 17.94, DF = 1/56, P<0.05).

Table 3: Rows and Columns of adjusted Y = means

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (a)</td>
<td>49.74</td>
</tr>
<tr>
<td>2 (C)</td>
<td>83.60</td>
</tr>
</tbody>
</table>

Rows 1 = Experimental Group
2 = Control
Columns a = Anger-security provoking behaviour post-test score for male participants
in experimental group.

\[ b = \text{Anger-security provoking behaviour post-test score for female participants in experimental group} \]

\[ c = \text{Anger-security provoking behaviour post-test score for male participants in control} \]

\[ d = \text{Anger-security provoking behaviour post-test score for female participants in control} \]

Note: The lower the adjusted Y-mean, the better the treatment.

Table 3 indicates that significant difference existed in the adjusted Y-mean scores of the participants in experimental (49.74, 43.95) and those in the control group (83.60, 87.16) based on gender. The result showed that male and female participants in the experimental group improved on the anger-security provoking behaviour post-test scores than their counterparts in the control group. The null hypothesis was therefore rejected.

**Discussion**

The result in hypothesis one revealed that there was significant difference in the anger-security provoking behaviour of the participants exposed to emotional intelligence training in the experimental group than those in the control group as contained in the rows (F(1.54) = 1232.34, P<0.05). Tables 1-3 attested to that. This implied that participants who underwent emotional intelligence training improved on their anger-security provoking behaviour post-test scores than the participants in the control group. The null hypothesis was therefore rejected.

The result is consistent with previous studies. For instance, Duckett (2002), Moss (2001) have in their various studies established the effectiveness of emotional intelligence. This corroborates the tenet that emotionally intelligent individual develop ‘meta mood’ which empowers them to pull back and recognize the need to take it easy and be less ‘mad’ from the ongoing. This is because emotionally intelligent persons have higher problem-solving abilities that would manage security provoking anger that could pose security challenge.

The result of hypothesis two revealed that both males and females who participated in the experimental group were significantly higher in their anger-security provoking behaviour post-test mean scores than their counterparts in the control group. This means that there is a significant difference in the anger-security provoking behaviour scores of males and females exposed to emotional intelligence training than those in the control group. The null hypothesis was therefore rejected. Tables 1 to 3 attested to this claim.

This result no doubt is in corroboration with previous studies. For instance, Animasahun (2007) established the effectiveness of emotional intelligence training in enhancing the positive life skills of prisoners because the experimental group scored significantly higher on the emotional intelligence training scale than the control group. His finding confirmed the earlier submission of Akinboye (2002) that inculcation of emotional intelligence skills reduces negative life skills and enhances positive life skills of individuals.

**Implication for counselling**

The result of this study adequately gives credence to emotional intelligence training in its effectiveness in managing anger-security provoking behaviour that could pose global security challenge and an emerging democratic
Nigeria. Thus, counselling psychologists and other helping professionals could use emotional intelligence training as intervention tool to assist young adults who most at times constitute the populace that could pose security challenge in improving their anger-security provoking behaviour. They could use this therapy by making young adults to understand their emotions, monitor and control them as well as understands the emotions of others and manage the emotions in order to promote effective interpersonal relationship that will be of win/win dimension. This would guide one’s thinking and actions.

References


