EMOTIONAL INTELLIGENCE, PROSOCIAL BEHAVIOUR AND ACADAMIC ACHIEVMENT OF UNDERGRADUATE STUDENTS IN ADDIS ABABA UNIVERSITY

BY

GEMECHU TERFASSA

JUNE, 2014
EMOTIONAL INTELLIGENCE, PROSOCIAL BEHAVIOUR AND ACADAMIC ACHIEVEMENT OF UNDERGRADUATE STUDENTS IN ADDIS ABABA UNIVERSITY

BY

GEMECHU TERFASSA

SCHOOL OF PSYCHOLOGY

ADDIS ABABA UNIVERSITY

June 2014
EMOTIONAL INTELLIGENCE, PROSOCIAL BEHAVIOUR
AND ACADAMIC ACHIEVMENT OF UNDERGRADUATE
STUDENTS IN ADDIS ABABA UNIVERSITY

BY

GEMECHU TERFASSA

A Thesis Submitted In Partial Fulfilment of the
Requirements for the Degree of Master of Art for
Social Psychology

June 2014
EMOTIONAL INTELLIGENCE, PROSOCIAL BEHAVIOUR
AND ACADEMIC ACHIEVEMENT OF UNDERGRADUATE
STUDENTS IN ADDIS ABABA UNIVERSITY

BY

GEMECHU TERFASSA

SOCIAL PSYCHOLOGY

Approval of Board of Examiners

_________________________________________  ______________________
Chairperson, Department, Graduate Committee  Signature

Yekoyealem Desie (PhD)
Advisor  _________
Signature

Belaye Hagos (PhD)
Examiner (External)  _________
Signature

Darge Wole (Professor)
Examiner (Internal)  _________
Signature
# Table of Contents

Acknowledgement ................................................................................................................................. i

Lists of Tables ....................................................................................................................................... ii

Abstract ............................................................................................................................................... iii

## CHAPTER ONE

Introduction ........................................................................................................................................ 1

1.1 Background .................................................................................................................................. 1

1.2 Statement of the problem ............................................................................................................ 8

1.3 Objective of the study ................................................................................................................ 9

1.4 Operational definition of variables .......................................................................................... 10

1.5 Significance of the Study ......................................................................................................... 10

1.6 Delimitation of the Study ........................................................................................................... 11

1.7 Limitation of the study .............................................................................................................. 11

## CHAPTER TWO

Review of related literature .................................................................................................................... 12

2.1 Emotional Intelligence ............................................................................................................... 12

2.1.1 Initial conception of emotional intelligence .................................................................... 12

2.1.2 Definition of Emotional Intelligence ............................................................................ 14

2.1.3 Models of Emotional Intelligence ................................................................................ 15

2.1.4 Function of Emotional Intelligence .............................................................................. 17

2.1.5 Relationship between emotional intelligence and gender ......................................... 20

2.1.6 Relationship between locality and emotional intelligence ........................................... 21
2.1.7 Relationship between emotional intelligence and academic achievement...........21

2.2 Prosocial behaviour........................................................................................................22

2.2.1 Concept of prosocial behaviour.............................................................................22

2.2.2 Types of prosocial behaviour.................................................................................24

2.2.3 Theoretical background of prosocial behaviour......................................................25

2.2.4 The relationship between emotional intelligence and prosocial behaviour.........28

2.2.5 Gender Differences and prosocial behaviour.........................................................31

2.2.6 Locality difference in prosocial behavior of college students.................................32

2.2.7 The relationship between prosocial behaviour and academic achievement...........33

CHAPTER THREE

Method........................................................................................................................................34

3.1 Research design...............................................................................................................34

3.2 Setting.................................................................................................................................34

3.3 Population............................................................................................................................35

3.4 Sample size and sampling technique.............................................................................35

3.5 Instruments.........................................................................................................................37

3.5.1 Socio demographic measure.......................................................................................37

3.5.2 Emotional Intelligence measure..................................................................................37

3.5.3 Measure for prosocial behaviour................................................................................38

3.5.4 Validation of the instruments......................................................................................38

3.6 Procedures..........................................................................................................................39

3.6.1 Administration................................................................................................................39

3.6.2 Scoring............................................................................................................................40
3.6.3 Method of data analysis..................................................................................................................40

3.7 Ethical considerations..........................................................................................................................41

CHAPTER FOUR

Results..................................................................................................................................................42

4.1 Characteristics of the respondents..................................................................................................42

4.2 The level of emotional intelligence and prosocial behavior of the students.........................45

4.2.1 Descriptive statistics was employed in order to identify the level
intelligence and prosocial behavior of the students ............................................................................45

4.3 Commonly experienced components of emotional intelligence and
prosocial behaviour among the students.................................................................................................49

4.3.1 Descriptive statistics was used in order to identify which component of emotional
intelligence and prosocial behavior are experienced among the students.................................49

4.4 Gender and locality differences in the level of emotional intelligence and prosocial behavior
of the students............................................................................................................................................51

4.4.1 Independent t-test employed to identify the gender difference on emotional intelligence
and prosocial behavior.......................................................................................................................51

4.4.2 Independent t-test employed to identify the locality difference on emotional intelligence
and prosocial behaviour....................................................................................................................53

4.5 Relationship among emotional intelligence, prosocial behavior academic
achievement..............................................................................................................................................55

4.5.1 The correlation among academic achievement, emotional intelligence, and prosocial
behaviour..................................................................................................................................................55
CHAPTER FIVE

DISCUSSION

5.1 Level of emotional intelligence and prosocial behavior of college students

5.2 Gender differences in emotional intelligence and prosocial behavior of the students

5.3 Locality differences in emotional intelligence and prosocial behavior of the students

5.4 Commonly experienced components of emotional intelligence and prosocial behavior among the students

5.5 The correlation among academic achievement, emotional intelligence, and prosocial behavior

5.6 The relationship between emotional intelligence and prosocial behavior of the students

CHAPTER SIX

Summary, Conclusion and Recommendations

6.1 Summary

6.2 Conclusion

6.3 Recommendations

References

Appendices:

- Appendix1: Questionnaire in English
- Appendix2: Questionnaire in Amharic
List of tables  

Table 1: Frequency of Respondents by gender and locality ..............................................43
Table 2: Frequency distribution of students by Departments and year level.........................44
Table 3: Frequency of students’ Means Compared to Observed and Expected
Means on emotional intelligence and prosocial behavior..............................................46
Table 4: Level of emotional intelligence of the students in general and on each component of Emotional intelligence by gender.............................................................................................47
Table 5: Level of prosocial behavior of the students in general and on each component of prosocial behavior by gender........................................................................................................48
Table 6: Descriptive statistics to show the common components of emotional intelligence and prosocial behavior among the students..........................................................49
Table 7: Independent t-test Comparison of Male and Female students on the overall and on each components of emotional intelligence and prosocial behavior.................................51
Table 8: Independent t-test Comparison of Male and Female students on the overall and on each component of emotional intelligence and prosocial behavior.................................53
Table: Pearson Product Moment Correlation to examine the correlation among academic achievement, emotional intelligence and prosocial behaviour........................................58
Abstract

This study was conducted to investigate the level of emotional intelligence and prosocial behavior, the relationship among emotional intelligence, prosocial behavior and academic achievement of undergraduate students of the college of Social Science and Education and Behavioral Studies. In addition, it investigated whether the level of emotional intelligence and prosocial behavior of the students differ by gender and locality. For this purpose data were gathered from 248 sample students from 9 department of the colleges using self-report type instruments. The questionnaire consisted of 3 types of instruments. These are instrument for gathering general information, instrument measure emotional intelligence and instrument measures prosocial behavior of the students. The questionnaire was administered to 248 (m=124, F=124) randomly selected students from 9 departments. Out of these 151 students were from urban while 62 of them were from rural areas. The collected data were analyzed using both descriptive and inferential statistics. The result indicated the majority of the students have high emotional intelligence and prosocial behavior. It was observed also “Regulation of emotion” and “Altruistic Prosocial behavior” predominantly experienced among the students from the components of emotional intelligence and Prosocial behavior respectively. Regarding gender difference, male students were found to be high in both emotional intelligence and prosocial behaviour. Based on locality difference, there was no statistically significant difference between students from urban and rural areas in both emotional intelligence and prosocial behavior. Besides, there was statistically significant positive relationship between emotional intelligence and prosocial behavior. On the other hand, it was found that there were no statistically significant relationships between academic achievement and emotional intelligence, and academic achievement and prosocial behavior. This imply that scoring high in academic achievement doesn’t imply that having high emotional intelligence and prosocial behaviour while having high emotionally intelligent imply their tendency to behave more in a prosocial manner. Thus, it is emotional intelligence rather than academic achievement which is determinant for their prosocial behaviour.
CHAPTER ONE

Introduction

1. Background

The concept of emotional intelligence has become a very interesting topic of psychological research in recent years, especially in regards to how it affects the workforce and social functioning of citizens in the process of helping the needy people and delivering public services (Gregg, Grout, Ratcliffe, Smith, & Windmeijer, 2008). Goleman (1998) referred emotional intelligence as the ability to be aware of one’s emotions and managing those emotions in the daily interactions with people, to establish emotional connections. He also claims that by the understanding and managing our emotions, the more we able to communicate our feelings in a more constructive way. We are also better able to understand and behave prosocially to those whom we are in relationships and in need of our support. Svetlana (2012) also said, by understanding the needs, feelings, and responses of people whom we care about, we are more likely to respond to their needs in a better way.

According to Lopes, Salovey, and Straus (2003), emotional intelligence was assumed to promote positive social functioning by identifying others’ emotional states, adopt others’ perspectives, enhance communication skill, and regulate behaviors. Indeed, according to these researchers, people with higher emotional intelligence tend to be more engaged in prosocial behavior, to have better quality relationships, and to be viewed as more interpersonally sensitive than those with lower emotional intelligence. Similarly, Svetlana (2012) said to be high in emotional intelligence helps individuals to be motivated person, self-confident, and improve our
ability to focus on a goal. It also allows us to create better networks of support, overcome obstacles, and persist with a more resilient outlook.

Regarding college students, research conducted by Guil, Mestre & Gil-Olarte (2004) showed that college students who have high emotional intelligence tended to behave more in a prosocial manner and perform better. They also suggest that incorporating lessons on socio-emotional learning in colleges might enhance the performance of students, decrease maladaptive behavior and increase prosocial behavior. For example, college students with higher emotional intelligence were viewed by their peers as more sociable and behave in a prosocial manner (Lopes, Salovey, & Cote, 2005).

Prosocial behaviors are behaviors that direct to fulfill another person’s need to promote and maintain a positive benefit for them (Bar-Tal, 1982). The development of prosocial behavior is has strongly relationship to various positive developmental outcomes for college students including academic achievement, positive self-esteem and good relationships with others, and higher prosocial behavior (Penner, Dovidio, Piliavin, & Schroeder, 2005).

On the community or societal level, prosocial behaviors such as cooperation, taking responsibility and team work are crucial to the effective functioning of work and social interactions. Prosocial behavior like volunteering or care giving could be a major source of a society’s human capital (Andrew, Daniel & Frank, 2011). Sprecher and Fehr (2005) also stated that the prosocial personality said to include moral reasoning, empathic concerns, the ability to take the perspectives of others, and agreeableness.

According to Eisenberg, Fabes and Spinrad (2006) at least one time in our life we involve in prosocial behaviors that are intended to help or benefit another individual or group of persons.
Thus, what would predict prosocial behavior, in which one person helps another has been an interest area of study for social psychologists for a long time (Fernald & Fernald, 1999).

The idea that there is a relationship between emotional intelligence and prosocial behavior is supported by different researchers. For instance, previous studies using a variety of self-report measures have shown that emotional intelligence is associated with important social outcomes such as prosocial behavior and civic virtue (Charbonneau & Nicol, 2002). Accordingly, people need to process emotional information and manage emotional dynamics intelligently to navigate the social world.

Emotional intelligence is very important for college students for respecting diversity; because they come from diversified culture, language, ethnic group, religion and political orientation. Diversity tolerance occurs when students learn to hold the differences in religion, cultures, ethnicity, disability, race, and sexual orientation) that each individual bring to the university environment (Mohammmed, 2012). According to Sanchez and Medkik, (2004) the diversity accepted person can have sense of belongingness to individual, groups, and the organization. Individuals who tolerate diversity can improve communication skill, create ethno-cultural sensitivity, and promote respecting cultural diversity for the overall social well being. This diversity awareness encourages the students to change stereotypical behavior, beliefs, emotions, and attitudes toward differences in others. Gaze (2003) said individuals with high emotions have high positive diversity receptiveness. In the same manner, increased levels of emotional intelligence also help students manage lasting relationships; build solid networks; and share common ground with peers, other organizational members, clients, and students from different background (Usher & Pajares, 2008). The emotionally intelligent student, who is receptive of diversity, can possess a sense of self-awareness that can assist in leading across cultural and
emotional differences (Usher & Pajares, 2008). On the other hand, decreased levels of emotional intelligence can bring about negative emotions and hostility toward others (Goleman, 1998). Students who give attention to understanding their peers’ emotions and the differences exist between and among them can assimilate diversity and can increases self-efficacy which is important for the students to be successful in their academic achievement (Mohammmed, 2012).

Other empirical evidence also shows that it is emotional features of individuals, rather than situational factors, which determine the individual’s prosocial behavior (Valor, 2006). Robert (2003) also said, if emotional intelligence skills are developed, strengthened, and enhanced, college students may demonstrate increased level of cooperation, caring, prosocial behavior toward the society whom they provide their professional services.

College students are expected to be public servants, managers, leaders, social workers, educators and other workforces who play great role for the promotion of social wellbeing. In order to be successful in their career they need to be emotionally intelligent to deliver their social services in the community and behave prosocially to those who need their professional support. Similarly, Goleman (1998) stated that when high level of leadership are required, emotional skills are the best predictor of success as opposed to other traditional measure. In the same manner, Abraham (1999) stated that emotional intelligence enhances the altruistic behavior of an individual. It enables employees to comprehend their fellow colleagues and to respond better than those with a lower level of emotional intelligence. Additionally, Robert (2003) argued that emotional intelligences determinant factor to predict social functioning than traditional cognitive variables. Gustave and Brandy (2002) also confirmed that adolescents who take accountability to themselves and who believe they have an obligation to act responsibly towards society were
expected to have high emotional intelligence and be more likely to have altruistic prosocial behaviors.

On the other hand, Caspi, Moffitt, Silva, Stouthamer-Loeber, Krueger, and Schmutte (1994) found that to be low in emotional intelligence leads individuals to develop antisocial behavior such as delinquency and violence. In addition to this, some research findings also suggest that lower emotional intelligence is related to involvement in self-destructive behaviors such as deviant behavior and cigarette smoking (Brackett & Mayer, 2003), whereas higher emotional intelligence is related to positive outcomes such as prosocial behavior, positive peer and family relations (Salovey, Mayer, Caruso, & Lopes, 2002). In the same manner, Eisenberg & Ota Wang, (2003) said lack of emotional intelligence relate to aggression, criminality, immorality and violence which are anti social behaviors.

Now days, some researchers are enlightening that emotional status is a fundamental element of many potential helping situations. For instances, Argyle & Lu (1990) stated that positive emotionality is associated with sociability; whereas persistent negative affect keeps others away. Olukayode (2013) also said people are motivated by the distress of others; this reaction appears even among very young children and occurs across culture. According to this researcher feeling empathy for another individual has been found to be crucial in the decision to act prosocially, for example, to help an individual in need.

On the other hand, although most researchers agree that empathic arousal is fundamental to many kinds of helping, there is much less agreement about the nature of this emotion and how it actually motivates people to help; because empathic arousal may produce different emotions (Davis, 1994). Staw, Sutton, and Pelled (1994) suggested three explanations for the role of
emotional intelligence on prosocial behavior. Firstly, being in a positive mood is good in reinforcing and displaying prosocial behavior rewarding in the sense that it enables employees to maintain this state of mind. Secondly, individuals in positive moods are likely to be more socially interactive. Thirdly, when individuals are more satisfied with their work, they would be more likely to engage in helpful behavior. Pasanen (2000) also found that emotionally intelligent individuals are more likely to engage in prosocial behavior.

On top of this, Mayer and Salovey (1997) argued that the ability to manage emotions would be most strongly associated with the quality of everyday social interaction for several reasons. First, the ability to regulate emotions is likely to influence the emotional valence of social interactions, because we understand other people’s intentions from their emotional cues, use others’ emotions as guides for our own behavior, or simply catch others’ emotions through emotional contagion (Hatfield, Cacioppo, & Rapson, 1994). Secondly, the ability to manage emotions may influence people’s motivation and expectations for social interaction (Cunningham, 1988). In a similar way, Furr & Funder (1998) confirmed that the ability to use emotions facilitates effective interaction strategies with people. Third, the ability to manage emotions may facilitate a flexible focus of attention, which is important for smooth communication and social interaction. Negative affect can induce self-focused attention which is likely to make people less attentive to those around them (Pyszczynski, Holt, & Greenberg, 1987). Fourth, Baumeister, Heatherton, & Tice (1994) said that the ability to manage emotions may facilitate managerial functions associated with the coordination of numerous skills required for social behavior.

More generally, the capacity to regulate one’s own emotions seems to be linked to a broader capacity for self-control, including the control of impulsive behavior (Baumeister, Heatherton, & Tice, 1994). Similarly, Goleman (1995) explained that an individual’s emotional intelligence can
affect one's social interaction. Concerning college students he suggested that although cognitive intelligence may provide some individuals with entry into a particular educational setting, emotional intelligence may serve a vital role in determining how successful they will be after entering the setting. According to him students’ cognitive intelligence help the students to join the institution, while emotional intelligence play a vital role to succeed in their education through enabling them to adjust themselves to the social environment and manage their interaction with the social environment.

Eisenberg & Ota Wang, (2003) have argued that interpersonal and relational strengths such as sympathy, compassion, cooperation, tolerance, and prosocial behavior are important topics of investigation for those investigators concerned with positive psychological development. Additionally, many experts now believe that students’ emotional intelligence may be more important than their IQ and is certainly a better predictor of prosocial behavior, success, and social competency (Svetlana, 2012).

University is the setting which creates an opportunity for the students to develop prosocial behavior, due to they become independent of family and become interdependent to each other in many aspects. For college students, prosocial behavior is the way of getting love, expectance and approval from their peers. Because gaining others’ approval is often a concern for adolescents, it was stated that public prosocial behaviors would be related positively to approval-oriented modes of moral reasoning and to social desirability i.e., tendency to present one’s self in a positive light (Gustavo & Brandy, 2002).

Even though emotional intelligence and prosocial behavior are believed to be very important for college students’ academic success in their college life as well as in the delivering of social
services later in their world of work, it is not given attention in Ethiopia higher institutions. It is only the cognitive domain which is emphasized and promoted by educators and educational experts. The role of emotional intelligence and prosocial behavior of the students on their academic and career success has been disregarded. By taking this in to consideration, the researcher has a strong belief that knowing the level of emotional intelligence and prosocial behavior of college students and the relationship between the two variables is a milestone to bring the attention of curriculum experts, educators and researchers to promote the importance of emotional intelligence and prosocial behavior of Ethiopia university students.

Thus, the major purpose of this study was to investigate the level of emotional intelligence and prosocial behavior among college students in Addis Ababa University.

1.2 Statement of the problem

One of the major problems in the Ethiopian higher education system is not considering emotional intelligence of students. Higher educational institutions traditionally use cognitive intelligence for the recruitment process and retention of students disregarding the emotional domain of the students.

University is the setting where the problem of violence, stereotype and intolerance among students are most of the time happened due to the students’ lack of diversity receptiveness. But the emotional domains are thought to be important for social interaction and prosocial behavior because emotions serve communicative and social functions, conveying information about people’s thoughts and intentions and coordinating social encounters (Keltner & Haidt, 2001). Thus, not considering emotional intelligence and prosocial behavior to reduce these violence and
stereotype among the students which caused by intolerance of their diversity is another problem of higher educational institutions.

In spite of the fact that, emotional intelligence has great role to enhance the prosocial behavior of college students and their diversity tolerance, researchers focused on the relationship of the cognitive intelligence and academic achievement and the cause of anti-social behavior than the development of prosocial behavior among college students. The few ones on emotional intelligence and prosocial behavior have usually been among children and infants or the aged (Olukayode, 2013).

In addition to this, curriculum of higher institutions also mainly emphasize the role of cognitive intelligence not give attention to the importance of emotional intelligence to assist students of college of Social science and college of Education and Behavioral studies to work for the benefit of the society. Robert (2003) also confirmed that higher education institutions do not consider emotional intelligence skills as determinant variables of intelligence to assist the students to behave prosocially and responsibly toward the society.

1.3 Objective of the study

The major objective of this study was to investigate the emotional intelligence, prosocial behavior and the relationship between two variables among college students in Addis Ababa University. Specifically, the study tried to answer the following basic research questions:

- What is the level of emotional intelligence and prosocial behavior of students in Addis Ababa University?
• Is the level of emotional intelligence and prosocial behavior of the students different by gender and locality?

• Which form of emotional intelligence and prosocial behavior are prevalent among the students?

• Are there statistically significant relationships among emotional intelligence, prosocial behavior and academic achievement of the students?

1.4 Operational definition of variables

The following are important Variables to be defined in this research:

**Academic Achievement**: refers to the Cumulative Grade Point Average (CGPA) the students have on their year level.

**Emotional Intelligence**: refers to perception of emotion, use of emotions to facilitate thinking, understanding and analyzing emotions, and regulations of emotions of their own and others.

**Prosocial behavior**: refers to helping behavior of college students which includes supporting each other on their academic performance, material and financial supporting, for the intention of altruistic, compliant, emotional, public and anonymous forms of helping.

1.5 Significance of the study

The study contributes to literature on how emotional intelligence and prosocial behavior is related. Even though, currently emotional intelligence is becoming very important for differences in performance in the achievement of educational, leadership and management, organizational
conditions and citizen participation in social economy instead of IQ, up to date there is highly lack of empirical publications that claim a relationship of emotional intelligence and prosocial behavior of university students in our country. Few researches available were conducted by non Ethiopians and out of Ethiopia. The study has significance for universities that support students’ success and prosocial behavior. Accordingly, this study will be to present empirical reference and open door to others interested researchers on the area. On top of this, the research will contribute a lot to literature on how emotional intelligence and prosocial behavior of university students relate to each other and can serve as important resource for further study on the area.

1.6 Delimitation of the study

This research was conducted in Addis Ababa University 6 kilo main campus compound. The participants were students of Social Science and Education and behavioral study colleges who were attending their undergraduate study in a regular program. Both male and female in different departments and batch of both colleges participated in the research except 1st year students due to they were on vacation and their grade points were not completed during the data collection.

The outcome of the research is generalized only to students in Social Science and Education and behavioral study colleges.

1.7 Limitation of the study

During the data collection 1st year students were on vacation and their grade point was not completed. As a result of this, the researcher couldn’t include them in the research. Secondly, even though the researcher is aware that the study will be more reliable with the inclusion of so many colleges and variables, with the limitation of resources it was difficult to incorporate more.
CHAPTER TWO

Review of related literature

2.3 Emotional Intelligence

2.1.1 Initial conception of emotional intelligence

Even though the term emotional intelligence has received considerable attention recently, earlier psychologists and philosophers had already laid down the foundation (Biradar, 2006). For instance, it was Thordike (1920) who introduced the concept of “social intelligence” and conceptualized it as understanding the relations between people (cited in Thingujum, 2002). In the early 1980s, scholars began to systematically conceptualize the idea of emotional intelligence (Carmeli, 2003). According to him, until the early 1990s, the concept of emotional intelligence received very little research attention. The major focus of researchers at that time was on the importance of cognitive intelligence (e.g. problem solving capabilities).

Historically, emotion and intelligence were viewed as being in opposition to one another (Lloyd, 1979). How could one be intelligent about the emotional aspects of life when emotions disrupt individuals from achieving their goal was the major question raised by early scholars (Young, 1943). Ellis (1962) pointed out that human emotion and thinking are not separate process, but that they significantly overlap and can never be viewed completely apart from each other. Similarly, Spinoza (1677) stated that both emotions and intellect together contribute to the ultimate cognitive tool (cited in Thingujam, 2002). The integration of emotion and intelligences as a cognitive ability under the caption of emotional intelligence was proposed by Yale psychologists Salovey and Mayer (1990). The theory of emotional intelligence suggested that
emotions make cognitive processes adaptive behavior and individuals can think rationally about emotions (Marc, Susan, & Salovey, 2011). Mowrer (1960) said that emotions are quite important in the total economy of living organisms and do not deserve being put into opposition with intelligence. For instance, according to Forgas and Moylan (1987), emotions like anger, happiness, and fear, as well as mood states, preferences, and bodily states, influence how people think, make decisions, and perform different tasks. Cantor and Kihlstrom (1987) also claim that rather than viewing intelligence strictly as how well one engaged in analytic tasks associated with memory, reasoning, judgment, and abstract thought, theorists and investigators began considering intelligence as a broader collection of mental abilities.

Gardner (1993) came with the concept of ‘personal intelligences,’ including the capacities involved in accessing one’s own feeling life (intrapersonal intelligence) and the ability to monitor others’ emotions and mood (interpersonal intelligence), provided a compatible background for considering emotional intelligence as a workable construct. Goleman (1998) referred to emotional intelligence as the ability of becoming self-aware of one’s emotions and managing those emotions in daily interactions with others, in so doing establishing emotional connections. He stated the best-known theory of emotional intelligence and explained that an individual’s emotional intelligence can affect ones situation. Recently, the concept of emotional intelligence, however, received popularity and attention by the book, “Emotional Intelligence” by Goleman (1995).
2.1.2 Definition of Emotional Intelligence

Now day emotional intelligence is becoming the most interesting areas that psychologists are giving emphasis to be successful in leadership, interpersonal interaction, academic achievement, and organizational and personal development. Thus, the contemporary definition of emotional intelligence is shifting human resource personnel from IQ to emotional intelligence to recruit competent person in social service provider organizations.

The most common definitions of the term emotional intelligence given by different scholars are the following:

Salovey and Mayer (1990) defined emotional intelligence as the ability to monitor one’s own and others’ feelings and emotions, to distinguish among them and to use this information to guide one’s thinking and actions.

According to Goleman (1995) emotional intelligence consists of “abilities such as being able to motivate oneself and persist in the face of frustration; to control impulse and delay gratification; to regulate one’s moods and keep distress from swamping the ability to think; to empathize and to hope”.

Thorndike (1920) defined the construct as, the ability to understand and regulate the emotion of individuals to act wisely in human relationships (cited in Thingujum, 2002).

Bar-On (1997) defined emotional intelligence as an array of non cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressure.
Similarly, Saarni (1997) defined emotional intelligence as skills which consist of the ability to understand, manage and express the social and emotional aspects of self and others so that people become capable of successful management of life. This includes self-awareness, emotional regulation, working co-operatively and caring about oneself and others. He proposed eight skills indicative of an emotionally competent person are as follows:

- be aware of one’s own emotional state
- capable able to distinguish the emotional state of others
- able to state and communicate our emotions
- able to feel with others and for others
- able to understand that we and others, don’t always show emotions accurately
- able to cope with different emotional communication when relating to others
- aware of emotional communications in interpersonal relationship
- being aware that one is in charge of one’s feelings and may choose one’s emotional response in a given situation.

According to the above definitions the common elements of emotional intelligence are knowing one’s own feelings, able to manage one’s own emotion, self motivation to accomplish a certain task, able to understand others feeling and ability to manage interpersonal relationship. According to Salovey & Mayer (1993) IQ and emotional intelligence are separate competencies and this implies that a person with high IQ does not necessarily have high emotional intelligence.

2.1.3 Models of Emotional Intelligence

There are different models of emotional intelligence developed by different scholars. For instance, Model of Affective Regulation by Goleman (1995), Cognitive Model of Emotional

In this study Cognitive Model of Emotional Intelligence which was developed by Mayer and Salovey (1997) is used due to its simplicity and comprehensive nature. Mayer and Salovey (1997) are the two prominent scholars in the development of contemporary concept of emotional intelligence stated that the abilities and skills of emotional intelligence is generally divided into four areas: the ability to (a) perceive emotion, (b) use emotion to facilitate thought, (c) understand emotions, and (d) manage emotion. These four areas became known as the four branch model of emotional intelligence. Each term is described as the following:

**Perception of emotion** - this refers to knowing one’s emotions, recognizing feelings as they occur and understanding them. This includes the ability to identify and differentiate emotions in self and others. A basic aspect of this ability is identifying emotions accurately in physical states (including bodily expressions) and thoughts.

**Use of emotion to facilitate thought** - It refers to gathering up one’s feelings and directing oneself towards a goal, despite self-doubt, inertia, and impulsiveness. Making the choice every day to be happy and try to see the bright side of any situation. It is connecting emotions to facilitate cognitive activities such as: reasoning, problem solving, and interpersonal communication. A basic aspect of this ability is using emotions to prioritize thinking by directing attention to important information about the environment or other people.

**Understanding and analyzing emotions** - Includes comprehension of the language and meaning of emotions and an understanding of the antecedents of it. Basic skills in this area include: labeling emotions with accurate language as well as recognizing similarities and differences between emotion labels and emotions themselves. It refers also employing emotional
knowledge: the core capacities are understanding the differences between emotions; the consequences of the emotions, identifying complex feelings, understanding the transitions of emotions.

**Regulation of emotions** - Refers to regulation of emotions to promote emotional intellectual growth: the central ideas are one’s ability to stay open to feeling including pleasant and unpleasant, capacity to be in and out of emotion depending on the importance through proper judgment, capacity to “monitor emotions” in terms of how much reasonable and clear they are; and ability to manage emotion in oneself and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey. Generally, it is handling feelings so they’re relevant to the current situation reacting appropriately.

According to the above cognitive model of emotional intelligence, each ability influences how individuals utilize emotions to facilitate thinking or regulate emotions to focus on important information (Marc, Brackett, Susan. Rivers, & Salovey, 2011).

### 2.1.4 Function of Emotional Intelligence

There has been great deal of research suggesting that in the long run, emotional intelligence is a more accurate determinant of successful communications, relationships and leadership than is Cognitive intelligence (Goleman, 1998). Sternberg (1995) characterized successful intelligent people as those who: are initiators who motivates, learn to control their impulses and delay gratification, know how to preserve and seek to overcome personal difficulties, translate thought into action and do not afraid to risk failure, are independent and focus on
personally meaningful goals, balance their thinking (cognitive with emotional), and possess self-confidence and positive self-efficacy.

Goleman (1998) stated that the emotional intelligence concept argues that IQ, or conventional intelligence, is too narrow; that there are wider areas of emotional intelligence that dictate and enable how successful we are. According to his argument success requires more than IQ, which has tended to be the traditional measure of intelligence, ignoring essential behavioral and character elements. He said that, we've all met people who are academically brilliant and yet are socially and inter-personally inept. And we know that despite possessing a high IQ rating, success does not automatically follow.

According to this scholar, emotional intelligence is increasingly relevant to organizational development and facilitating the personal development of people. This is because emotional intelligence principles provide a new way to understand and assess people's behaviors, management styles, attitudes, interpersonal skills, and potential. Bar-on (2004) clarified that at the interpersonal level, emotional intelligence involves the ability to be aware of oneself including ones strengths and weaknesses and to express ones feeling while the interpersonal level refers to the ability to be aware of others emotions, feelings and needs so as to establish and maintain cooperative, constructive and mutually satisfying relationships.

Emotional intelligence is postulated to promote positive social functioning by helping individuals to detect others’ emotion states, adopt others’ perspectives, enhance communication, and regulate behavior (Marc, Brackett, Susan, and Salovey 2011). According to Abraham (2003) scholars tend to view emotional intelligence as a factor which has a potential to contribute to more positive attitudes, behaviors and outcomes. In the same
manner, Goleman (1995) said emotional intelligence has an important consideration in human resources planning, job profiling, recruitment interviewing and selection, management development, customer relations and customer service, and more.

The construct has great role in any areas in life, whether in intimate relationships and romance or picking up the nonverbal rules that help success in organizational politics (Thinguju, 2002). On top of this, Goleman (1995) claimed that emotional intelligence would contribute to be successful at home, at school, and at work. His ideas on emotional intelligence at work revealed that emotional intelligence will help employee in teamwork, in cooperation, in helping learn together how to work more effectively. Marc, Susan and Salovey (2011) also claim that scores on the test of emotional intelligence are associated with relevant outcomes across multiple dimensions, including cognitive and social functioning, psychological well being, psychopathology, academic performance, leadership and other behaviors in the workplace. As Cherniss (2000) pointed out, it is more useful and interesting to consider how important emotional intelligence is for effective performance at work. Research conducted by Robert (2003) suggests that emotional intelligence has great role in academic achievement of college students. The researcher stated that increased level of achievement may occur if the affective domain is included in learning experiences for college students. In order for educators to better meet the demands and challenges of today’s public education system, research studies indicate that the development of emotional skills should be in the academic curriculum to produce healthy, responsible and productive students (Robert, 2003). Research at the school level indicates that emotional intelligence skills are essential to achievement and leadership (Goleman, 1998). Thus both the cognitive and the emotional domains of students, academic development should be the primary goal for educating students.
2.1.5 Relationship between emotional intelligence and gender

Regarding gender difference in emotional intelligence, Ciarrochi, Chan, and Bajgar (2001) found that emotional intelligence was higher for females than males. Similarly, the relationship between emotional intelligence and sex differences among 134 adolescents involved in a six-week training camp run by the military was investigated by Charbonneau and Nicol (2002) and the results revealed that girls scored somewhat but not significantly higher than the boys on emotional intelligence. Additionally, Brackett, Mayer, and Warner (2004) have also been reported in their study among 330 college students that women scored significantly higher in emotional intelligence than men. The study indicated that, lower emotional intelligence in males shows principally the inability to perceive emotions and to use emotion to facilitate thought was associated with negative outcomes including illegal drug and alcohol use, deviant behavior and poor relations with friends. On top of the above studies, to observe emotional intelligence levels of undergraduate male and female college students, recently, Viswantha and Siva (2013) have made an attempt and the results ensured the presence of higher emotional intelligence among the adolescent girls in comparison to the boys.

In contrast, Mishra and Ranjan (2008) have been studied whether the gender difference affects emotional intelligence of adolescents and the results showed that adolescent boys and girls differ significantly on emotional intelligence and boys were found to be significantly higher on emotional intelligence than the girls.
2.1.6 Relationship between locality and emotional intelligence

Role of area of residence in developing emotional intelligence of adolescents was studied by Bharat (2011) to assess whether urban areas adolescent develop significantly better emotional intelligence than rural area adolescents. Accordingly, he found that urban area adolescents develop significantly better emotional intelligence than rural area adolescents. In the same manner, the research finding obtained by Najib, Che –Su, Zarina, Suhanim and Wan- Bee (2012) showed that there was a significant difference between students who came from the urban and those came from rural area with students from urban area better than students from rural environment. They justified for the difference between the students from urban and rural, due to learning facilities, social activities and information technology facilities can be utilized more in the urban area compared to other places. Therefore, students from the urban area may have better interpersonal relations through various activities.

In contrary to the above findings, Kumar (2001) and Singh (2005) found boys and girls of rural area have more emotional intelligence than that of urban area. In the same manner, Prem (2012) claimed that locality has no significant effect on emotional intelligence among college students. Similarly, Annaraja and Jose (2005) in their study observed that rural and urban college students did not differ in their self awareness, self-control, social skills and emotional intelligence. Sampath (2012) also find that there is no significant difference in the emotional intelligence of students from rural and urban areas.

2.1.7 Relationship between emotional intelligence and academic achievement

Studies have found that emotional intelligence is related to academic and professional success and contributes to individual cognitive-based performance above the level attributable to general
According to the research conducted by Chew, Zain and Hassan (2013), emotional intelligence was a significant predictor of academic performance in overall continuous assessments and final examination amongst first- and final-year medical students in a Malaysian university. According to Chew et al. (2013) finding, this result could indicate the significant presence of a direct emotional intelligence effect on academic performance in medical education. The emotional intelligence influence on academic performance seemed mainly due to students’ ability to accurately perceive emotions and to their ability to understand emotional causes. In the same manner, the result of research conducted by Robert (2003) showed also there is a significant correlation between emotional intelligence skills and the academic achievement of first year college students. According to this research finding self management skills were significantly related to academic achievement. Similarly, Romanelli (2006) have found that emotional intelligence was related to academic and professional success and contributes to individual cognitive-based performance over and above the level attributable to general intelligence. According to Brackett and Salovey (2006) the knowledge of perceive and understand emotional causes accurately would enable the students with higher emotional intelligence to have more adaptive life styles, be more adjusted to the signals of others and themselves, and better understand the causes of their and others’ emotions.

2.2 Prosocial behavior

2.2.1 Concept of prosocial behavior

Research on the development and correlates of prosocial behaviors has been an active field of study for the last few years (Eisenberg & Fabes, 1998). Penner (2005) said that research in the 1980s and 1990s moved to the question of why people engage in prosocial behavior rather than focusing on anti social behavior. Accordingly, the approaches to the question of why people help
focused on three types of mechanisms: (a) learning, (b) social and personal standards, and (c) arousal and affect. The learning explanation applied general principles from learning theories, particularly operant conditioning and social learning, to the acquisition of helping skills and of beliefs about why these skills should be used to benefit others Grusec, 2002 (cited in Penner, Dovidio, Piliavin, & Schroeder, 2005). According to Knickerbocker (2011) these behaviors include a broad range of activities: sharing, comforting, rescuing and helping.

On the other hand, Olukayode (2013) argues that behaviors benefitting others but whose main goal is self-advantageous (e.g. cooperative behaviours intended to obtain a common resources) are not considered as prosocial behavior. According to him, the typical examples of prosocial behavior include volunteering, sharing toys or food with friends, instrumental help (like helping a peer with school assignments), costly help (like risking one’s life to save others), caring for a sick person and emotionally supporting others. According to this researcher in the long run, individuals can benefit from living in a society where prosociality is common (which in evolutionary terms, increases reproductive potential).

Even though the definitions of prosocial behavior are given by different researchers and scholars, the definitions are not as such different from each other. Contemporarily, the most common definitions of the construct are stated as the following:

Eisenberg and Miller (1987) define prosocial behavior as “voluntary and intentional behavior which has positive consequences to the well being of other persons”. Similarly Eisenberg and Fabes (1998) defined the construct as voluntary actions that are intended to help or benefit another individual or group of persons. The more broad definition of Prosocial behavior is a collective term covering all activities that are advantageous to other persons or the society in
general (Pilliavin, Dovidio, Gaertner & Clark, 1981). On top of these, Penner, Dovidio, Piliavin and Schroeder (2005) stated prosocial behavior as represents a broad category of acts that are defined by some significant segment of society and/or one’s social group as generally beneficial to other people.

2.2.2 Types of prosocial behavior

Different theorists and researchers identified four types of prosocial behavior: altruistic prosocial behaviors, compliant prosocial behaviors, emotional prosocial behaviors, and public prosocial behaviors (Gustavo & Brandy, 2002). Descriptions of each type are presented as the following:

Altruism prosocial behavior: is defined as voluntary helping motivated primarily by concern for the needs and welfare of another, often induced by sympathy responding and internalized norms/principles consistent with helping others (Eisenberg & Fabes, 1998). According to Macauley and Berkowitz (1970) prosocial acts that are not motivated by the expectation of obtaining external rewards are considered to be altruistic. According to Mayer and Salovey (1997) an altruistic person is concerned and helpful even when no benefits are offered or expected in return.

Compliant prosocial behaviors: were defined as helping others in response to a verbal or nonverbal request (Eisenberg, Cameron, Tryon, & Dodez, 1981). According to these researchers compliant helping is more frequent than spontaneous helping and much of the research on this type of helping has been conducted with children rather than adolescents.

Emotional prosocial behaviors: were conceptualized as an orientation toward helping others under emotionally evocative circumstances (Gustavo & Brandy, 2002). These researchers claim
that some helping situations can be characterized as highly emotionally charged. For example, an adolescent who has hurt his or her arm, is crying and is bleeding, is more emotionally evocative than an adolescent who has hurt his or her arm but shows little or no distress or injury.

**Public prosocial behaviors:** described as prosocial behavior which is conducted in front of an audience and more likely to be motivated, at least in part, by a desire to gain the approval and respect of others (Buhrmester, Goldfarb, and Cantrell, 1992). Schroeder Penner, Dovidio, and Piliavin (1997) furthermore stated that, helping is more likely to occur when one’s actions are conducted in front of an audience. Because gaining others’ approval is often a concern for adolescents, it was hypothesized that public prosocial behaviors would be related positively to approval-oriented modes of moral reasoning and to social desirability (i.e., tendency to present one’s self in a positive light). Researchers have shown that helping conducted in front of others is sometimes associated with self-oriented motives, although researchers have pointed out that social desirability concerns are not necessarily incompatible with prosocial behavior (Schroeder et al., 1997).

**Anonymous prosocial behaviors:** was defined as helping performed without the knowledge of who helped. It is helping of individuals without the knowledge of the person being helped and other people. It is the opposite of public prosocial behavior.

### 2.2.3 Theoretical background of prosocial behavior

According to David (1983) the concept of prosocial behavior is rooted in Social Exchange Theory. The theory claims that human interactions are transaction that aims to maximize one’s rewards and minimize one’s costs. Human interactions are guided by a social economics. We
exchange not only material goods and money, but also social goods such as love, services, information, and status (Mayers, 1983).

Aronson, Wilson, and Akert (2010) explained this concept saying that the social exchange theory argues that much of what we do stems from the desire to maximize our rewards and minimize our costs. It is based on self-interest which has no genetic basis. According to Aronson et al. (2010) helping can be rewarding in three ways: it can increase the probability that someone will help us in return in the future; it can relieve the personal distress of the bystander; and it can gain us social approval and increased self-worth. Helping can also be costly; thus, it decreases when costs are high. The theory presumes that people help only when the rewards outweigh the costs.

According to George (1958) also we help people because we want to gain goods from the person who needs help; we calculate rewards and costs before we help with the goal of maximizing the former and minimizing the letter. Thus, Prosocial behavior is often accompanied with psychological and social rewards for its performer (Knafo, Weiner, & Dubrovsky, 2011). Batson and Shaw (1991) also argue helping or not depends primarily on whether you first feel empathy for the person and secondarily on the cost and rewards (social exchange concerns) of helping.

**Evolutionary approaches to helping:** the evolutionary perspective on helping proposes emphasizes that helping depends on genetic relatedness, age, and the reproductive value of the recipient (Burnstein, Crandall, & Kitayama, 1994). According to this theory behavior that reduces an individual’s fitness cannot survive the selective forces of natural selection. As altruism appears to reduce an individual’s fitness, natural selection seems to predispose individuals to selfishness (Williams, 1992).
Kin selection theory explains altruism as the tendency to perform behaviors that may favor the chance of survival of people with similar genetic base; there is research support individuals are more willing to provide help to people with higher relatedness in regards to gender and culture (Hamilton, 1964). This Kin selection theory is based on the premise that what matters in evolution is not individual fitness, but inclusive fitness, which is the successful transmission of one’s genes from all sources to the next generation (Hamilton, 1964). As a consequence, there is an evolutionary benefit in terms of inclusive fitness to those who regularly help their relatives. Korchmaros and Kenny (2001) demonstrated that emotional closeness partially mediated the effects of genetic relatedness on willingness to help. Kruger (2003) replicated the effect of kinship on helping intentions but found that proximal mechanisms, such as empathic concern and a sense of oneness with the target, did not mediate this relationship.

According to Trivers (1971), another principle that is based on evolutionary considerations, but goes beyond helping within the boundaries of kinship, is known as reciprocal altruism. The concept of reciprocal altruism was proposed to explain the evolutionary advantages of helping unrelated individuals (Penner et al, 2004). Here, helping is an evolutionary adaptive strategy when people share a social context that entails a high likelihood of future interactions, in which some kind of reciprocity therefore can be anticipated (Trivers, 1971).

**Behaviorism and Social Learning Theory:** early behaviorists stated that children learn primarily through mechanisms such as conditioning. This perspective is reflected in some of the relatively early work on the role of reinforcement and punishment in promoting prosocial behavior (Hartmann, Gelfand, Smith, Paul, & Cromer, 1976).
Social learning theorists allowed internal cognitive Processes to play a greater role. For example, contingencies need not actually occur; people can vicariously learn the likely consequences of a behavior through observation and verbal behavior. Imitation is viewed as a critical process in the socialization of moral behavior and standards (Bandura, 1986).

2.2.4 The relationship between emotional intelligence and prosocial behavior

Throughout history, many social psychologists have been interested in the study of prosocial behavior and in particular, understanding the underlying factors that contribute to these voluntary actions carried out for the benefit of others (Eisenberg & Fabes, 1998). Many researchers suggested that the affective component of empathy i.e. affective arousal resulting from identification with the emotional state of another person, provides a primary motivation to act in a prosocial manner (Aronffreed, 1970). According to Penner et al (2004) arousal and affect approaches recognized the important role that emotion plays in motivating prosocial action. Affect is a fundamental element of many potential helping situations. People are aroused by the distress of others; this reaction appears even among very young children and occurs across cultures (Eisenberg & Fabes, 1991).

Cognitive and affective aspects of empathy may have different functions in prosocial behavior. Many authors have suggested that the affective component of empathy, vicarious affective arousal resulting from an identification with the emotional state of another person, provides a primary motivation to act in a prosocial manner (Hoffman, 1987).

Previously some researchers also have found the existence of significant associations between personality variables and prosocial behaviors across different contexts (Gustavo and Brandy, 2002). Gustavo and Brandy (2002) confirmed that emotional prosocial behaviors are
conceptualized as an orientation toward helping others under emotionally evocative circumstances. According to these researchers some helping situations can be characterized as highly emotionally charged.

Studies using teacher ratings have reported positive correlations with pro-social behavior and negative correlations with externalizing and internalizing problem behaviors (Petrides, Sangareau, Furnham, & Frederickson, 2006). According to Raboter-Saric (1997) higher prosocial behavior could be best explained by higher emotional empathy. Significant sex differences in prosocial behavior were also found. Accordingly, the analysis indicated that girls were found to be more altruistic than boys due to their higher emotional empathy (Raboter-Saric, 1997). Previous studies using a variety of self-report measures have shown that emotional intelligence is associated with important social outcomes including social adjustment (Engelberg & Sjoberj, 2004). In the same way, Charbonneau and Nicol (2002) confirmed the construct is related to altruism and civic virtue. Although most researchers agree that empathic arousal is fundamental to many kinds of helping (Davis, 1994), there is much less agreement about the nature of this emotion and how it actually motivates people to help.

Research on the development and correlates of prosocial behaviors (i.e., behaviors intended to benefit others) has been an active field of study for the last three decades (Eisenberg & Fabes, 1998). Regarding the relationship between the constructs Brackett et al. (2004) conducted research on college students and found that low in emotional intelligence predict social deviance for males, but not for females. On the other hand, according to the study conducted by Andres and Ursula (2011) it was found that inexistence of an empirical relationship between emotional intelligence and social interest. Raboteg-Saric (1997) also found that prosocial behavior was significantly positively related to emotional empathy.
Previous researches done on the relationship of emotional intelligence and prosocial behavior investigated that individuals who demonstrate high level moral reasoning are likely to engage in behaviors consistent with their reasoning because they have acquired a sense of responsibility to conform to their principles (Kohlberg & Candee, 1984).

Regarding sex difference the research conducted by Millet and Dewitte (2006) showed that there was no sex difference concerning the relationship between emotional intelligence and prosocial behavior. In a study by Charbonneau and Nicol (2002), the relationship between emotional intelligence and prosocial behavior in 134 adolescents involved in a 6-week training camp run by the Military the results showed that there were relationships between emotional intelligence and altruism and civic virtue. The same way, Li-Chu (2010) found that the better the emotional intelligence, the more active the prosocial behavior of elementary school students. The study conducted by Olukayode (2012) also confirmed that there is significant effect of emotional intelligence on prosocial behavior. This means that individuals who are highly intelligent emotionally will also be more prosocial than those that have low emotional intelligence. People and college students with higher emotional intelligence show more positive social functioning in interpersonal relationship and are regarded by peers as prosocial, less antagonistic and conflictual (Brackett, Rivers, & Salovey, 2011). These improved social competence and quality relationships could facilitate cognitive and intellectual development leading to better academic performance (Schutte, et al. 2011).

Research conducted in medical education of Malaysian university by Chew, Zain, and Hassan (2013) showed that high in emotional intelligence was a significant predictor of high in academic performance in overall continuous assessments and final examination amongst first- and final-year students. The result indicated the significant presence of a direct emotional intelligence
effect on academic performance in medical education. According to them emotional intelligence influence on academic performance seemed mainly due to students’ ability to accurately perceive emotions and to their ability to understand emotional causes. This knowledge would enable the students with higher emotional intelligence to have more adaptive life-styles, be more adjusted to the signals of others and themselves, and better understand the causes of their and others’ emotions (Brackett, & Salovey, 2006).

2.2.5 Gender Differences and prosocial behavior

Women are more sensitive to corporate giving and tend to allocate higher budgets to social causes (Valor, 2006). A study by Williams (2003) found that firms having a higher proportion of women serving on their boards engage in philanthropic contributions to a greater extent than firms having a lower proportion of women serving on their boards. In addition, the influence of gender on altruistic behavior has been considered, studies concluding that – in general terms – women are more inclined to help and to do it quickly (Rushton, 1982). This is because “based on gender roles, females generally are expected and believed to be more responsive, empathetic and prosocial than males whereas males are expected to be relatively independent and achievement oriented” (Eisenberg, Fabes, & Spinrad, 2006). Based on prior study conducted by Eagly and Crowley (1986) on college students it was reported that girls had higher emotional, altruistic, and compliant prosocial behavior than boys. Furthermore, the study found that boys were higher in public prosocial behavior.

In contrast to the above findings the research conducted by Olukayode (2012) showed that gender had no significant effect on prosocial behavior. This implied that maleness or femaleness did not have any effect on Prosocial behavior.
2.2.6 Locality difference in prosocial behavior of college students

To examine whether similar urban-rural differences also occur in more traditional, and collectivistic contexts, Korte and Ayvalioglu (1981) examined helping behavior within Turkey. They compared helpfulness towards a stranger in big cities, small towns, and squatter settlements. The squatter settlements of the big cities are particularly interesting to better understand the nature of the observed differences, as families with a low socio-economic status that migrated from rural areas were living there. Again, strangers were less often helped in the big cities than in the small towns and in the squatter settlements. Interestingly, no differences in helping between small towns and squatter settlements of the big cities emerged.

Korte and Kerr (1975) conducted research on urban and rural students and found that students from rural area had high prosocial behavior than students from urban environment. Ayooluwa (2014) also conducted study on undergraduate university students and found that there was a significant influence of place of residence on prosocial behavior showing that undergraduates living in the rural were more prosocial than those living in the urban areas. According to Cook (2012), geographic location or residence tends to influence people’s behavior of caring and sharing for people. He justified that rural residents are more likely to help or share due to the fact that they have been used to live cohesively as opposed to urban residents who are more disintegrated.

In contrary, House and Wolf (1978) had found people from urban areas were more committed in helping people than people from rural areas. Generally, the result of this study is absolutely different from the previous studies (cited in Ayooluwa, 2014).
2.2.7 The relationship between prosocial behaviour and academic achievement

Evidence that prosocialness is a prime predictor of later academic achievement is in accord with the ecological perspective (Bandura, 1997). According to this perspective children’s intellectual development is strongly influenced by the social relationship in which it is embedded and its interpersonal effects. According to Bandura prosocialness also fosters cognitive self development by enlisting academic support and guidance knowledgeable adults and classmates (Newman, 1991). Through these and other social means, prosocial children create enduring school environments that are conducive to academic learning.

The finding obtained by Caprara, Barbaranelli, Pastorelli, Bandura and Zimbardo (2000) indicated that prosocial behavior strongly predicts subsequent level of academic achievement. Thus, Caprara et al (2000) claimed that prosocial attitude and behavior have strong positive impact on a broad range of developmental outcomes, including outcomes in the social, affective, moral and cognitive domains.
CHAPTER THREE

Method

This section dealt with the research design, variables of the study, description of the setting or study site, the sampling frame, techniques and sample size, the procedures employed in the development of the instruments of data collection, administration and scoring, and the methods used to analyze the collected data.

3.8 Research design

Descriptive survey, and correlation research design was used because it is an appropriate approach to describe the level of emotional intelligence and prosocial behavior of the students and to investigate the relationship between these variables.

3.9 Setting

The site of the study was in Addis Ababa University main campus compound. The University encompasses students from different, religion, ethnic group, language, culture, locality, political orientation backgrounds and gender differences. These diversified students came together and share the same dormitory, class rooms, library, dining rooms, television rooms and others social and physical environments which need tolerance, respecting their diversity and cooperate each other to sustain together. Therefore, for such social and physical environments emotional intelligence plays great role to understand each other and respect their differences. It was in this compound that the study population students of College of Social Science and College of Education and Behavioral Studies were found. In the College of Social Science there were 8
departments which had undergraduate regular program. These departments included: Sociology, Social Anthropology, Social work, Political Science, Archeology and Heritage management, History, philosophy, and geography. African study was not included since it had only post graduate program. College of Education and Behavioral Studies had only School of Psychology had undergraduate regular program. Main campus was selected by the researcher because it was easily accessible and familiar to the researcher. It was also easy for the researcher to administer the questionnaires in collaboration with the instructors of the colleges. For these reasons, the researcher believed that the participants were very much collaborative in giving accurate and genuine information which was very crucial for the success of the study.

3.10 Population

The study population of the research was all students of college of Social science and college Education and Behavioral studies in Addis Ababa University who were attending their undergraduate education in a regular program.

3.11 Sample size and sampling technique

The participants of the study were Students of Addis Ababa University College of Social Science and college of Education and Behavioral Studies who were attending their undergraduate in a regular program. There were a total of 1319 (one thousand three hundred nineteen) students who were attending their undergraduate education in a regular program in the two colleges. Out of this, 1158 of them were in College of Social Science while 161 were in College of Education and Behavioral Studies. In order to determine the sample size of this population, sample size determination procedures were followed. According to different literature, sample size for research purpose depends on different factors like level of significance, the power of test, the
population error variance and the effect size (Hinkle, Wiersma, & Jurs 1994). Hence, the sample size of this study was decided using the “Tables for Sample Size Determination” which was developed by Hinkle Wiersma, & Jurs (1994) taking all the above factors into consideration. Therefore, these scholars determined 62 sample sizes for each category under the study on the table. Accordingly, this study has four categories (male, female, students from urban, and students from rural areas). Therefore, the sample size for this study was 62 x 4 = 248 (124 female & 124 male).

The sampling procedure for the study was divided into two parts. First, there was stratification based on two strata: departments and gender as stratification factors to group the population to make sampling ease and be sure that each departments and sex gets the right share in the sample size. Secondly, stratification was based on batches (year of studies) so that every batch students gets equal chance to participate in the study except 1st year students. Because during the data collection the grade point of first year students were not completed and given to the students by the registrar and the students were also on vacation. Due to this reason, it was only 2nd year and above than students included in the sample. Out of the total 9 departments 5 departments (Archeology, political science, social anthropology, sociology and psychology) had 3 batches, 1 department (social Work) had 4 batches, 2 departments (Philosophy and history) had only 1 batch, and geography and environmental science had 2 batches). Thus the data was collected from 16 classes using simple random sampling technique. Due to the low proportion of female students in certain departments they couldn’t get equal chance in all departments. Thus, only from 12 classes, 16 (8-male and 8-female) were sampled. From Archeology 2nd and 3rd year students, 14(12-male and 2- female), 14 (9-male and 5- female) were selected due to the number of female students were only 2 and 5 from the two respective classes. To keep the proportion of
gender, 14 (3- male and 11- female) and 14 (4- male and 10-female) were selected from 2\textsuperscript{nd} year sociology and 3\textsuperscript{rd} year psychology students respectively for the purpose of data collection; because the proportion of female students was high in these classes.

3.12 Instruments

3.12.1 Socio demographic measure

The instrument for measuring general information of the subjects consists of four items which gather information about gender, locality, academic achievement, and year of study. In order to gather the information about the Cumulative Grade Point Average(CGPA), self report result was used.

3.12.2 Emotional Intelligence measure

The instrument employed to measure emotional intelligence was structured rating scale type which consists of 33 items. The instrument was developed by Schutte, Malouff, Hall, Haggerty, Cooper, Golden and Dorheim (1998). According to Schutte et al (1998) out of 33 items eight of them measure perception of emotion, eight of them measure use of emotion to facilitate thought, eight of them measure understanding and analyzing emotion, and nine of them measures regulation of emotion. In this study the instrument was employed after checking its reliability by conducting pilot test. It was only translated to Amaharic language without any other amendment. The instrument has a Likert scale-type response format in which the subjects are required to rate the extent to which they agree with each statement on five-point scale ranging between strongly agree (5) to strongly disagree (1). Accordingly, (1=strongly disagree; 2=disagree; 3= undecided; 4 =agree; 5= strongly agree). Items gathered were subjected to content validity.
3.12.3 Measure for prosocial behavior

The instrument employed to measure prosocial behavior is known as Prosocial Tendency measure (PTM) in different literatures (Gustavo & Brandy, 2002). The instrument was originally developed from responses to prosocial moral reasoning interviews with college-aged students (Eisenberg, Carlo, Murphy, & Van Court, 1995) and was revised by Gustavo & Brandy (2002). The tool was developed following concepts and ideas gathered from the literature on the subject/variable of the study and following the procedures of developing Likert scale type. The instrument comprises 20 items in which 5 of them measure altruistic prosocial behavior, 2 of them compliant prosocial behavior, 4 of them measure emotional prosocial behavior, and 4 of them measure public prosocial behavior and 5 of them Anonymous prosocial behavior. The instrument has also a Likert scale-type response format in which the subjects are required to rate the extent to which they agree with each statement on five-point scale ranging between strongly agree (5) to strongly disagree (1).

3.12.4 Validation of the instruments

Two experts, one who was attending his PhD in Social Psychology and the other has MA in Social psychology were involved to check the validity of the instruments. The role of the experts was to comment on relevance, and appropriateness of each item based on the topic under investigation. The questionnaires were prepared in English and forward for translation into Amharic by the researcher with the assistance of language professionals. Accordingly, the experts reviewed and approved the validness of the items to measure the constructs under the study. After the content validity was reviewed and approved by the experts the instruments were distributed to some students for Pilot test to check the reliability of the tools.
**Pilot Test and Item Analysis**

A Pilot test was conducted in order to examine the internal consistency of the items in each instrument type. The pilot test was conducted on randomly selected forty students of Addis Ababa University students from different colleges of Social science, college of Education and Behavioral studies. Accordingly, the reliability coefficient of the total emotional intelligence scale was computed and found to be ($\alpha = 0.76$). The reliability coefficient for measuring scale of Percept of emotion ($\alpha = 0.68$), Use of emotion ($\alpha = 0.71$), Understanding and analyzing emotion ($\alpha = 0.62$), and regulation of emotion ($\alpha = 0.75$).

The reliability coefficient of the total prosocial behavior scale was computed and found to be ($\alpha = 0.78$); which was satisfactory for further data collection. In addition, the reliability coefficient for measuring scales of the components. Accordingly, Alturistic prosocial behavior ($\alpha = 0.70$), Complement ($\alpha = 0.59$), Emotional ($\alpha = 0.66$), Public ($\alpha = 0.67$) and Anonymous ($\alpha = 0.73$). Thus, it was sufficient and reliable for further analysis.

**3.13 Procedures**

**3.13.1 Administration**

The administration of the instruments took place at Addis Ababa University main campus compound. And the subjects of the study were undergraduate students in college of Social Science and college of Education and Behavioral Studies who were attending their education in a regular program. The questionnaires were administrated by the researcher in collaboration with some instructors and students to facilitate for gathering the data. Before the questionnaires were distributed, orientation about the purpose of and the directions to be followed during the administration of the questionnaire was given to the respondents by the researcher. Moreover,
the researcher gave additional instructions as to how to respond to each question to the students. Out of 248 (two hundred forty eight) distributed all 244 (two hundred forty four) (98 %) were returned/collected but only 213 (two hundred ten) questionnaires were found to be complete and represented a response rate of 88.75% and ready for further analysis.

3.13.2 Scoring

The response given for each statement was changed into numeric value and then scores of the data gathered was made to be encoded into SPSS. First, the items measure the same components of the construct were identified and encoded consecutively. Accordingly, the person responded strongly disagree gets 1 point, Disagree 2, undecided 3, agree 4 and strongly agree gets 5 point. Negative items were reversely coded.

In this study, for which the researcher used a 33-item emotional intelligence scale, scores were ranging from a low of 33 (33 x 1=33) to a high of 165 (33 x5=165). For 20 items prosocial behavior measuring scale, scores were ranging from a low of 20 (20x1=20) to a high of 100 (20x5=100). These scores were used to measure the level of emotional intelligence and prosocial behavior of the students. Therefore, students scored above than 99 for emotional intelligence are considered as high in emotional intelligence and students scored blow than 99 considered as low in emotional intelligence. For prosocial behavior students scored above than 60 considered as high in prosocial behavior students scored blew than 60 considered as low in prosocial behavior.

3.13.3 Method of data analysis

This research was a quantitative research. Hence, descriptive and inferential statistics were employed to analyze results of the gathered data. In order to investigate the levels of emotional
intelligence and prosocial behavior of the student’s one-sample mean test was employed. t- test for two independent samples was used to examine whether there was difference between male and female students and students from urban and rural areas in emotional intelligence and prosocial behavior. Frequency and Percentage was used to know which component of emotional intelligence and type of prosocial behavior were prevalent among the students. Pearson Product Moment Correlation was used to know the relationship between emotional intelligence and prosocial behavior, emotional intelligence and academic achievement, and prosocial behavior and academic achievement of the students using SPSS version 16. All tests were made at $\alpha = .05$ levels.

3.14 Ethical considerations

The researcher established a strong rapport with the students who participated on the research. The rapport formation was undertaken through; clarification of the purpose of the study, telling them that provision of information was totally depending on their willingness, assuring confidentiality of their shared information, guaranteeing that every response which came from them was highly respected, and by telling them no need of writing their names. This strong rapport helped the researcher to get the consent and willingness of the participants, which was very crucial to get the necessary and reliable information/data which in turn highly contributed to the validity of the research.
CHAPTER FOUR

Results

The purpose of this study was to investigate the levels of emotional intelligence, prosocial behavior and the relationship between the variables.

The findings were presented sequentially based on the research questions outlined in chapter one. Data gathered for this study were analyzed using descriptive statistics (frequency, percentage and mean) and inferential statistics one-sample mean test and t-test for two independent samples, and Pearson Product Moment correlation coefficient. All computations were done at $\alpha = .05$ level of confidence.

4.6 Characteristics of the respondents

A total of 248 students from all departments of college of Social science and college of Education and Behavioral Studies filled out the questionnaire. Out of the distributed questionnaires 213 were found complete and used in the analysis. The profiles of the respondents are presented in the following table.
Table 1

**Frequency of Respondents by gender and locality**

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>113</td>
<td>53.1</td>
</tr>
<tr>
<td>Female</td>
<td>100</td>
<td>46.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>213</td>
<td><strong>100</strong></td>
</tr>
<tr>
<td>Locality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban</td>
<td>151</td>
<td>70.9</td>
</tr>
<tr>
<td>Rural</td>
<td>62</td>
<td>29.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>213</td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

As Table 1 indicates, male students were 113(53.1%) and female participants were 100(46.9%). Thus, the proportion of female and male students was not equal. Male participants have taken a little more share than female participants of the completed questionnaire. Regarding their locality the above table shows that the majority 151(70.9%) of the respondents were from urban area while 62(29.1%) were from rural area.
Table 2

*Frequency distribution of students by Departments and year level*

<table>
<thead>
<tr>
<th>Departments</th>
<th>Year level</th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Undergraduate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Archeology</td>
<td>14(5.6%)</td>
<td>14(5.6%)</td>
<td>--</td>
<td></td>
<td>28(11.2%)</td>
</tr>
<tr>
<td>Political Science</td>
<td>16(6.4%)</td>
<td>16(6.5%)</td>
<td>--</td>
<td></td>
<td>32(12.9%)</td>
</tr>
<tr>
<td>Social Anthropology</td>
<td>16(6.4%)</td>
<td>16(6.5%)</td>
<td>--</td>
<td></td>
<td>32(12.9%)</td>
</tr>
<tr>
<td>Sociology</td>
<td>14(5.6%)</td>
<td>16(6.5%)</td>
<td>--</td>
<td></td>
<td>30(12.1%)</td>
</tr>
<tr>
<td>Philosophy</td>
<td>---</td>
<td>16(6.5%)</td>
<td>--</td>
<td></td>
<td>16(6.5%)</td>
</tr>
<tr>
<td>History</td>
<td>---</td>
<td>16(6.5%)</td>
<td>--</td>
<td></td>
<td>16(6.5%)</td>
</tr>
<tr>
<td>Geography and environmental science</td>
<td>---</td>
<td>16(6.5%)</td>
<td>--</td>
<td></td>
<td>16(6.5%)</td>
</tr>
<tr>
<td>Social Work</td>
<td>16(6.5%)</td>
<td>16(6.5%)</td>
<td>16(6.5%)</td>
<td>48(19.5%)</td>
<td></td>
</tr>
<tr>
<td>Education and Behavioral studies</td>
<td>16(6.5%)</td>
<td>14(5.6%)</td>
<td>--</td>
<td></td>
<td>30(12.1%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>92(37%)</td>
<td>140(56.7%)</td>
<td>16(6.5%)</td>
<td>248(100%)</td>
<td></td>
</tr>
</tbody>
</table>

*Source: AAU Registrar 2014*

As indicated in Table 2 above, out of 248 sample size 92(37%) of the respondents were 2\textsuperscript{nd} year students while the majority 140(56.7%) of them were 3\textsuperscript{rd} year students. There were only 16(6.5%) 4\textsuperscript{th} year students. Because of all departments had three year level of study except Social work department which had 4 level of study, the number of 4\textsuperscript{th} year students were fewer in number than other departments. The same Table shows that Philosophy and History
departments had only 3rd year students and Geography and Environmental science had no 2nd year students during the year of data collection. 1st year students in all departments didn’t participate in the study due to incompleteness of their grade point by Registrar during the data collection.

4.7 The level of emotional intelligence and prosocial behavior of the students

Under this sub topic, the first research question about the level of emotional intelligence and prosocial behavior of students of College of Social Science and College of Education and Behavioral studies in Addis Ababa University is answered. Accordingly, to examine the levels of the students’ emotional intelligence and prosocial behavior, descriptive statistics was employed and presented below in Table 3.

4.7.1 Descriptive statistics was employed in order to identify the level of emotional intelligence and prosocial behavior of the students

In this study, for which the researcher used a 33-items Likert type emotional intelligence scale, the students’ scores were ranging from a low of 33 (33 x 1=33) to a high of 165 (33 x 5=165). For prosocial behavior the researcher used 20-items Likert type prosocial behavior scale. Accordingly, the students’ were ranging from a low of 20(20 x 1=20) to a high of 100(20 x 5=100) on prosocial behavior. Expected (hypothesized) mean is the midpoint between the minimum and maximum scores on Likert scale. Accordingly, the midpoint for emotional intelligence which consists 33 items will be (33x3=99) while for prosocial behavior which consists 20 items the mid pint becomes (20x3=60). These midpoints are statistically called Test value/hypothesized mean.
Table 3

*Frequency of students’ Means Compared to Observed and Expected Means on emotional intelligence and prosocial behavior.*

<table>
<thead>
<tr>
<th>Frequency Variables</th>
<th>Above the (OM)</th>
<th>Below the (OM)</th>
<th>Above the (EM)</th>
<th>Equal to the (EM)</th>
<th>Below the (EM)</th>
<th>(OM)</th>
<th>EM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Intelligence</td>
<td>110 (51.64%)</td>
<td>103 (48.36%)</td>
<td>211 (99.06%)</td>
<td>1 (0.47%)</td>
<td>1 (0.47%)</td>
<td>126.82</td>
<td>99</td>
</tr>
<tr>
<td>Prosocial Behavior</td>
<td>113 (53.05%)</td>
<td>100 (46.95%)</td>
<td>193 (90.61%)</td>
<td>5 (2.35%)</td>
<td>15 (7.04%)</td>
<td>72.90</td>
<td>60</td>
</tr>
</tbody>
</table>

*Notice: OM= Observed Mean, EM=Expected Mean*

As it is clearly shown above in Table 3, when we consider the specific cases of the emotional intelligence of the students, almost all 211(99.06%) of the students scored a mean above than the expected mean(99) and only 2 (0.94%) of the 213 students scored a mean of (99,96) which is equal and less than the expected mean of (99). Compared with the computed mean Table 3 also indicates more 110(51.64%) students scored above than the observed mean while 103(48.36%) of students out of 213 scored below the computed mean. From these results, we can conclude almost all students had a high emotional intelligence. When comparisons of the individuals’ means are done with the observed mean, relatively more numbers of students (110=51.64%) scored above than the observed mean.

Regarding to prosocial behavior of the students Table 3 also shows that the majority of students 193 (90.61%) scored above than the hypothesized mean(60) and only 5(2.35%), scored equal and 15(7.04%) less than the hypothesized mean respectively. In reference to observed mean the Table above indicates more students 113(53.05%) scored more than the expected mean (60) and
100 (46.95%) students scored less than the expected mean (60). This also implies that the majority of the students are high in prosocial behavior.

Table 4

*Level of emotional intelligence of the students in general and on each component of Emotional intelligence by gender*

<table>
<thead>
<tr>
<th>Variables</th>
<th>Min.</th>
<th>Max.</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Intelligence (in general)</td>
<td>96</td>
<td>161</td>
<td>126.82</td>
<td>11.94</td>
</tr>
<tr>
<td>Components Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perception</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>20</td>
<td>40</td>
<td>31.13</td>
<td>4.14</td>
</tr>
<tr>
<td>F</td>
<td>16</td>
<td>40</td>
<td>30.06</td>
<td>4.72</td>
</tr>
<tr>
<td>T</td>
<td>16</td>
<td>40</td>
<td>30.63</td>
<td>4.44</td>
</tr>
<tr>
<td>Use</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>22</td>
<td>39</td>
<td>33.19</td>
<td>3.31</td>
</tr>
<tr>
<td>F</td>
<td>22</td>
<td>40</td>
<td>32.42</td>
<td>3.41</td>
</tr>
<tr>
<td>T</td>
<td>28</td>
<td>40</td>
<td>32.83</td>
<td>3.37</td>
</tr>
<tr>
<td>Understanding &amp; Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>20</td>
<td>38</td>
<td>28.27</td>
<td>4.00</td>
</tr>
<tr>
<td>F</td>
<td>20</td>
<td>40</td>
<td>29.12</td>
<td>3.34</td>
</tr>
<tr>
<td>T</td>
<td>20</td>
<td>40</td>
<td>28.67</td>
<td>3.39</td>
</tr>
<tr>
<td>Regulation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>23</td>
<td>43</td>
<td>35.33</td>
<td>3.90</td>
</tr>
<tr>
<td>F</td>
<td>16</td>
<td>45</td>
<td>33.95</td>
<td>5.13</td>
</tr>
<tr>
<td>T</td>
<td>16</td>
<td>45</td>
<td>34.68</td>
<td>4.55</td>
</tr>
</tbody>
</table>

*N=113 for male and N=100 for Female*

As observed in Table 4, the overall levels of emotional intelligence and components of emotional intelligence by gender were analyzed using descriptive statistics and the result obtained indicated that the students scored (M=126.82, SD=11.94) on the overall level of emotional intelligence. Regarding the components, male students scored higher means than female students in all components except on "Understanding and Analyzing" component in
which female students scored higher mean than male students with (M=29.12, SD=3.34). In general, male students scored higher mean than female students on most of the components of emotional intelligence.

. Table 5

*Level of prosocial behavior of the students in general and on each component of prosocial behavior by gender*

<table>
<thead>
<tr>
<th>Variables</th>
<th>Min.</th>
<th>Max.</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prosocial behavior (in general)</strong></td>
<td><strong>Components</strong></td>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>100</td>
<td>72.90</td>
<td>9.15</td>
</tr>
<tr>
<td>• Altruistic</td>
<td>M</td>
<td>12</td>
<td>25</td>
<td>20.98</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>10</td>
<td>25</td>
<td>19.89</td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>10</td>
<td>25</td>
<td>20.47</td>
</tr>
<tr>
<td>• Complement</td>
<td>M</td>
<td>4</td>
<td>10</td>
<td>7.77</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>8</td>
<td>10</td>
<td>7.61</td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>4</td>
<td>10</td>
<td>7.70</td>
</tr>
<tr>
<td>• Emotional</td>
<td>M</td>
<td>8</td>
<td>20</td>
<td>14.88</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>10</td>
<td>20</td>
<td>14.33</td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>16</td>
<td>20</td>
<td>4.61</td>
</tr>
<tr>
<td>• Public</td>
<td>M</td>
<td>16</td>
<td>20</td>
<td>12.35</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>20</td>
<td>20</td>
<td>11.65</td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>16</td>
<td>20</td>
<td>12.02</td>
</tr>
<tr>
<td>• Anonymous</td>
<td>M</td>
<td>10</td>
<td>25</td>
<td>18.50</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>16</td>
<td>25</td>
<td>17.62</td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>16</td>
<td>25</td>
<td>18.09</td>
</tr>
</tbody>
</table>

*N=113 for male and N=100 for Female*

Table 5 shows that the mean of the students on overall prosocial behavior is (M=72, SD=9.15) which is greater than the expected mean (60). Concerning the components of the prosocial behavior relatively male students scored higher mean than female students in all components of
prosocial behavior. This implies that male students have better prosocial behavior than female students.

4.8 Commonly experienced components of emotional intelligence and prosocial behaviour among the students

In the next two tables (6 and 7) which components of emotional intelligence and prosocial behaviour are prevalent among the students are displayed.

4.3.1 Descriptive statistics was used in order to identify which component of emotional intelligence and prosocial behavior are experienced among the students.

Table 6

*Descriptive statistics to show the common components of emotional intelligence and prosocial behavior among the students*

<table>
<thead>
<tr>
<th>Components of Emotional intelligence</th>
<th>Min.</th>
<th>Max.</th>
<th>M</th>
<th>SD</th>
<th>MD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perception</td>
<td>16</td>
<td>40</td>
<td>30.63</td>
<td>4.44</td>
<td>6.63</td>
</tr>
<tr>
<td>Understanding and analyzing</td>
<td>20</td>
<td>40</td>
<td>28.67</td>
<td>3.39</td>
<td>4.67</td>
</tr>
<tr>
<td>Use</td>
<td>22</td>
<td>40</td>
<td>32.83</td>
<td>3.37</td>
<td>8.83</td>
</tr>
<tr>
<td>Regulation</td>
<td>16</td>
<td>45</td>
<td>34.69</td>
<td>4.56</td>
<td>10.69</td>
</tr>
<tr>
<td>Components of Prosocial behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Altruistic</td>
<td>10</td>
<td>25</td>
<td>20.47</td>
<td>2.80</td>
<td>5.47</td>
</tr>
</tbody>
</table>
Figures in Table 6 above show that the Students scored higher mean on “Regulation of emotion” component with (M=34.69, SD=4.56) implying that the students are better in regulation of their emotion. The smallest mean among the components was obtained with “Understanding and analyzing emotion” (M=28.67, SD= 3.39) preceded by “Perception of emotion” with (M=30.63, SD=4.44).

Regarding the prevalence of the forms of prosocial behavior Table 7 indicates Altruistic type of prosocial behaviour (M= 20.47, SD=2.80) takes the first position in prevalence while Anonymous prosocial behaviour type follows with (M= 18.09, SD=3.59). Emotional prosocial behaviour takes third position with (M=14.62, SD=2.29). Complement prosocial behaviour are found on 3rd and 4th from high to low in prevalence respectively. As observed from Table 7 Complement type of prosocial behaviour is the list experienced type of prosocial behaviour with (M=7.69, SD=1.59) preceded by Public prosocial behaviour with (M=12.02, SD=3.40) among the students. These results suggest that Altruistic type of prosocial behaviour is the most predominantly experienced type of prosocial behaviour among students of Addis Ababa University Social science and Education and Behavioural study colleges.
4.9 Gender and locality differences in the level of emotional intelligence and prosocial behavior of the students

In the following consecutive (Table 7 and 8), independent t-test is employed to see if there are statistically significant differences by gender and locality differences on emotional intelligence and prosocial behavior among the students is presented.

4.4.1 Independent t-test employed to identify the gender difference on emotional intelligence and prosocial behavior

Table 7

*Independent t-test Comparison of Male and Female students on the overall and on each components of emotional intelligence and prosocial behavior*

<table>
<thead>
<tr>
<th>Variables</th>
<th>Sex</th>
<th>M</th>
<th>SD</th>
<th>p</th>
<th>t(211)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Intelligence</td>
<td>Male</td>
<td>127.94</td>
<td>11.28</td>
<td>.009</td>
<td>1.46**</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>125.55</td>
<td>12.58</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Perception</td>
<td>Male</td>
<td>31.13</td>
<td>4.14</td>
<td>.07</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>30.06</td>
<td>4.72</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use</td>
<td>Male</td>
<td>33.19</td>
<td>3.31</td>
<td>.09</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>32.42</td>
<td>3.41</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understanding &amp; analyzing</td>
<td>Male</td>
<td>28.27</td>
<td>3.40</td>
<td>.06</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>29.12</td>
<td>3.34</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Regulation</td>
<td>Male</td>
<td>35.34</td>
<td>3.90</td>
<td>.02</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>33.95</td>
<td>5.12</td>
<td></td>
</tr>
<tr>
<td>Prosocial Behavior</td>
<td>Male</td>
<td>74.49</td>
<td>9.27</td>
<td>.007</td>
<td>2.74**</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>71.10</td>
<td>8.70</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Altruistic</td>
<td>Male</td>
<td>20.98</td>
<td>2.73</td>
<td>.004</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>19.89</td>
<td>2.78</td>
<td></td>
</tr>
</tbody>
</table>
As Table-8 indicates above, the t-test value revealed that there is statistically significant difference in the mean value of female and male participants in the overall level of emotional intelligence. Thus, the mean score for male (M=127.94, SD=11.28) and female (M=125.55, SD=12.58) participants at; \( t(211) = -1.46, \) \( P=0.009<0.05 \) significant level. Accordingly, this result indicates that the mean values of both male and female participants have statistically significant difference in emotional intelligence; with the implication of male students are higher in emotional intelligence than female students.

Regarding the components, the t-test value shows that there is statistically significance difference between male students and female students on ‘Regulation of emotion’ component while on the rest of the components there is no statistically significance difference by gender difference among the students.

In relation to prosocial behavior of the students the same Table 8 shows that, the mean score for male (M=74.49, SD=9.27) and female (M=71.10, SD=8.70) participants at; \( [t(211) =2.74, \) and \( P=0.007<.05] \). Therefore, this result indicates that the mean values of both male and female
respondents have statistically significant difference in prosocial behavior. This implies that male students tend to help people than female students.

Concerning the components of prosocial behavior, the same Table indicates that there is statistically significance gender difference on “Altruistic prosocial behavior” while on the rest of components there is no statistically significant gender difference.

4.4.2 Independent t-test employed to identify the locality difference on emotional intelligence and prosocial behavior

In the next Table 8 below whether there is difference in the level of emotional intelligence and prosocial behavior of the students by locality difference is displayed.

Table 8

*Independent t-test Comparison of urban and rural students on emotional intelligence and prosocial behavior*

<table>
<thead>
<tr>
<th>Variables</th>
<th>locality</th>
<th>M</th>
<th>SD</th>
<th>p</th>
<th>t(211)</th>
</tr>
</thead>
</table>

63
** Equal variance assumed, p<0.05, N=151 for Urban students and N=62 for Rural students

Regarding locality difference in emotional intelligence of the students in Table 9 above, the t-test value revealed that there is no statistically significant difference in the mean value of urban and rural participants in the overall level of emotional intelligence. The mean score for urban
(M=126.78, SD=11.93) and rural (M=126.90, SD=12.05) participants at; t (211) = -.07, and P=.95 > .05 on emotional intelligence shows that students from urban and rural area do not have statistically significant difference in their levels of emotional intelligence. Similarly, the same Table shows that there is also no statistically significant difference between students from urban and rural areas on all components of emotional intelligence.

In the same manner, in Table 8 the t-test value indicated that there is no statistically significant difference between students from urban area and rural area on experiencing the overall prosocial behavior. Accordingly, the mean score for urban (M=72.76, SD=9.34) and rural (M=73.23, SD=8.73) participants at t (211) = -.34, and P=.74 > .05 on prosocial behavior doesn’t imply that students are different by their locality on prosocial behavior. The same Table indicates also that there is no statistically significance difference between students from urban and rural students on each of the components of prosocial behavior.

4.5 Relationship among emotional intelligence, prosocial behavior academic achievement

In order to investigate relationships exist among academic achievement, emotional intelligence, and prosocial behavior of the students Pearson Product Moment Correlation was used and presented in Table 9 below.

4.5.1 The correlation among academic achievement, emotional intelligence, and prosocial behavior.

In order to investigate whether there is statistically significant relationships among emotional intelligence, prosocial behavior and academic achievement of the students Pearson Product Moment Correlation was employed and presented in Table 9 below.
Table 9

*Pearson Product Moment Correlation to examine the correlation among academic achievement, emotional intelligence and prosocial behavior.*

<table>
<thead>
<tr>
<th>Variables</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Emotional</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>intelligence</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2. Prosocial</td>
<td>.52*</td>
<td>-----</td>
<td>---</td>
</tr>
<tr>
<td>Behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. CGPA</td>
<td>.011</td>
<td>.05</td>
<td>---</td>
</tr>
</tbody>
</table>

*p<.05 n=213

As indicated in Table 10 above, a Pearson Product Moment Correlation was used to examine the correlation among academic achievement and emotional intelligence, academic achievement and prosocial behavior and emotional intelligence and prosocial behavior. The correlation coefficient value revealed that academic achievement of the students and level of emotional intelligence has a positive relationship but not statistically significant correlation [r (213) =.01, p=.87]. In the same manner, Table 10 shows that the relation between academic achievement and prosocial behavior of the students is positive but not statistically significant correlation [r (213) =.05, p=.48]. Accordingly, it can be concluded that even if the correlation between academic achievement and prosocial behavior of the students is positive there is no statistically significant correlation between the variables. On the other hand, the same Table indicates that the correlation coefficient value revealed that there is a positive and statistically significant relationship between the level of emotional intelligence and prosocial behavior of the students, [r(213)=.52, P=.000]. Based on this result it can be concluded that as the emotional intelligence of the students increase they also tend to behave more in prosocial manner.
CHAPTER FIVE

DISCUSSION

This study provided information about level of emotional intelligence and prosocial behavior, relationship among academic achievement, emotional intelligence, and prosocial behavior of the students. In addition, the study described the relationship between certain demographic factors and emotional intelligence and prosocial behavior of the students. In doing so, quantitative data were gathered. These data were gathered through a Likert scale type standardized questionnaire which was developed by different scholars. The questionnaire was tested for content validity by experts who were attending their PHD and has MA degree on the area. The questionnaire was also piloted for checking its reliability and assured that it has very good reliability result (Cronbach alpha = 0.76) for emotional intelligence instrument and (Cronbach alpha = 0.78) for prosocial behavior instrument.

In relation to this study, four basic research questions were raised. After the data were collected from the participants, analyses of the data were undertaken by using appropriate statistical methods and different results were obtained. Therefore, this part discussed the findings in relation to the research questions by relating, comparing and contrasting them with previous research results which were reviewed and summarized in review of related literature part.

5.7 Level of emotional intelligence and prosocial behavior of college students

According to the finding, the general levels of emotional intelligence of the students were analyzed using descriptive statistics and the result obtained indicated that the students scored (M=126.82, SD=11.94) on emotional intelligence. Thus, the result implies the observed mean is
greater than the hypothesized mean (99). These results suggest that the students have higher emotional intelligence with big variation from the average mean compared to the hypothesized mean (99). Accordingly, it can be concluded that Addis Ababa University college students are high in emotional intelligence.

According to the frequency distribution of the respondents, the frequency Table also confirmed that almost all 211(99.06%) of the students scored a mean above than the expected mean (99) and only 2 (0.94 %) of the 213 students scored a mean of (99, 96) which is equal and less than the expected mean of (99). This result also confirmed the students have high emotional intelligence. In general, both results suggest that the students are high in emotional intelligence. This finding is completely different from Nirmala (2010). According to the finding of Nirmala (2010) emotional intelligence among college students on Eritrea, 61 subjects (53%) with the split up of 35 male (44%) and 26 female (70%) fall in ‘average’ category; and 54 subjects (47%) with the breakup of 44 male (56%) and 10 female (27%) subjects fall in the ‘below average’ category while only 5(4.31%) scored above than average. In a similar way, Marzuki, Mustaffa, Saad, Muda, Abdullah, Din (2012) conducted research on students in public Universities of Malaysia and found that a total of 1,593 (51.37%) students have low emotional intelligence level while 1,506 (48.56%) have high emotional intelligence level. Two students (0.06%) did not answer questions on emotional intelligence. Thus, compared with the students of other countries, students of college of Social science and college of Education and Behavioural studies in Addis Ababa University have a better emotional intelligence level.

The reason why students are high in emotional intelligence could be probably, due to our collectivism nature of social life and pluralism community. As well known, Ethiopians have diversified culture, language, ethnic background, and religion which demands emotional
intelligence for understanding, respecting and tolerate each other to live together in peace. In addition, Ethiopians are highly socially interdependent society which promotes emotional intelligence. Thus, this nature of our social life and pluralism nature of our society may account for the high emotional intelligence of the students.

Concerning, the level of prosocial behavior of the students the result found indicated that the observed mean of the students was (M=72.90, SD= 9.15) which indicates higher than the hypothesized mean (60). Similarly, the frequency Table 3 supports this result showing that the majority of students 193 (90.61%) scored above than the hypothesized mean (60) and only 5(2.35%), scored equal and 15(7.04%) less than the hypothesized mean respectively. In reference to observed mean the Table 3 indicates more students 113(53.05%) scored more than the expected mean (60) and 100 (46.95%) students scored less than the expected mean (60). These results generally, implies the college students are high in their prosocial behavior level. This result is supported by Jing (2011) finding that conducted research on Undergraduates’ Prosocial Behaviours Tendency in Different Situations and observed 84.4% undergraduate students scored comparatively high in emotional intelligence. The higher in prosocial behavior of the students in this study, may be due to the interdependency culture of our society. It is known that Ethiopian culture promotes interdependency and sharing what we have together rather than individualistic life style. In Ethiopia, the majority community has the culture of eating, drinking and celebrating happy events together and supporting each other during difficult situation happens. Sharing materials and inviting each other paying for each other is common social life of Ethiopians. This culture of interdependency and collective social life style may contribute to the students high in prosocial behavior. In addition, most Ethiopians are religious society whether they are Christians or Muslims which promotes prosocial behavior and most the religious organizations promotes
prosocial behaviour. For instance, Bonner, Koven, and Patrick (2003) also found that religiosity is positively correlated with prosocial behavior. They suggested that this was because people’s religious beliefs may help them feel more personally fulfilled and worthy, leading them to participate in activities that heighten their levels of self-actualization, including prosocial behavior. Thus, the religiosity of Ethiopians may account for high level of the students in prosocial behavior.

5.8 Gender differences in emotional intelligence and prosocial behavior of the students

This section dealt with the gender difference in emotional intelligence and prosocial behavior of the students. With respect to this objective, the result gained using independent sample t-test on Table 4 showed that there is statistically significant difference in the mean value of female and male participants in emotional intelligence showing that male students have higher emotional intelligence than female students. The significant difference between male and female students could be due to the cultural difference in gender role in our society. As well known, Ethiopian culture is more male dominant culture in which females are not expected to engage or to be more active in social interaction and fear to make their own decision independently. In addition, females have less access to engage in social activities than male. These cultural factors and the role of female in our society may account for the difference of this study finding from others; because, emotional intelligence is the skill of understanding and managing the interaction between self and others which require social exposure. This result is similar with the findings of Mishra and Ranjan (2008) in which college boys were found to be significantly higher on emotional intelligence than girls. On the other hand, this research result is in contrary with some previous research results gained with respect to sex difference in regard to emotional intelligence. For instance, according to Thingujam and Ram (2000) in their attempt of Indian
adaptation of Emotional Intelligence Scale (Schutte et al, 1998) for males and females separately and found that women were significantly scoring higher than men. The finding of this research is also inconsistent with the findings obtained by Brackett, Mayer and Warner (2004) in which they conducted research on 330 college students and found that women were significantly higher in emotional intelligence than men students. The difference of this study result from many other research findings could be probably due to the role of female in social activities in Ethiopia is less from other countries and most of the researches conducted out of Ethiopia.

Regarding the gender difference in prosocial behavior of the participants the result of this research indicated that there is statistically significant difference \[ t(211) = 2.74, \text{ and } P=.007<.05 \] in the mean value of female and male participants in prosocial behavior. The result indicates male students have \( \text{M}=74.49, \text{SD}=9.27 \) and female students have \( \text{M}=71.10, \text{SD}=8.70 \) implying that male college students more tend to behave in a prosocial manner than female students. This could be also similarly due to cultural factors. Because females are not encouraged to be engaged in different social activities. Mostly they are expected to be dependent on men and to be reserved to behave in any aspects. This could make them to be less in prosocial behavior. The result of this study is inconsistent with more previous research findings. For instance, research conducted by Olukayode (2012) showed that gender had no significant effect on prosocial behaviour implying that maleness or femaleness did not have any effect on Prosocial behaviour. The result of this study contrasts also with the result obtained by Williams (2003) in which he found female students were higher in prosocial behaviour than male students. Similarly, this result of study is in contradictory with the findings obtained by Eagly and Crowley (1986) on college students in which reported that girls had higher prosocial behaviour.
than girls. The gender role in our society may be accounted for the difference of this study finding from others research results.

5.9 Locality differences in emotional intelligence and prosocial behavior of the students

Concerning locality difference in emotional intelligence of the students this study finding indicated on Table 5, there is no statistically significant difference in emotional intelligence between students from urban and rural environment. This finding was consistent with Prem (2012) in which he found locality has no significant effect on emotional intelligence among college students. Similarly, Annaraja and Jose (2005) in their study observed that rural and urban college students did not differ in their self awareness, self-control, social skills and emotional intelligence. Sampath (2012) also confirmed that there is no significant difference in the emotional intelligence of students from rural and urban areas. This may be due to the connectivity and interdependence social life among urban and rural community of Ethiopia.

On the other hand, the result of this study is contradictory with the study conducted by Bharat (2011) on college students in which he found that students from urban area develop significantly better emotional intelligence than rural area students. The result of this study also contradicts with research finding obtained by Najib, Che –Su, Zarina, Suhanim and Wan- Bee (2012). According to these researchers, there was a significant difference between students who came from the urban and those came from rural area in emotional intelligence. They justified for the difference between the students was as a result of learning facilities, social activities and information technology facilities can be utilized more in the urban area compared to other places. Therefore, students from the urban area may have better interpersonal relations through various activities.
Concerning relationship between prosocial behavior and locality, according to the result of this study, being from urban and rural doesn’t have effect on the prosocial behavior of the students. On the other hand, Korte and Kerr (1975) found that students from rural area had high prosocial behavior than students from urban environment. In the same manner, Ayooluwa (2014) also conducted study on undergraduate university students and found that there was a significant influence of place of residence on prosocial behavior showing that undergraduates living in the rural were more prosocial than those living in the urban areas. In contrary, House and Wolf (1978) found people from urban areas were more committed in helping people than people from rural areas (cited in Ayooluwa, 2014). According to (Cook, 2012) also geographic location or residence tends to influence people’s behavior of caring and sharing due to their social interactions. For instance, rural residents are more likely to help or share due to the fact that they have been used to live cohesively as opposed to urban residents who are more disintegrated.

5.10 Commonly experienced components of emotional intelligence and prosocial behavior among the students

Regarding the prevalence of the components of emotional intelligence it was found that “Regulation of emotion” is the most prominent component of emotional intelligence with (M=34.69, SD=4.56) which experienced among the students followed by “Use of emotion” with (M=32.83, SD=3.37). The least experienced component of emotional intelligence was “Understanding and analyzing emotion” with (M=28.67, SD=3.39) preceded by “Perception of emotion” with (M=30.63, SD=4.44). These results suggest that the students are more capable of handling feelings so they are relevant to react to the current situation. In addition, it implies that the students are also capable of stay open to feelings of pleasant and unpleasant and manage their own emotion and others by moderating negative emotions and enhancing the pleasant ones. On
the other hand, this result indicates the students lack the skill of understanding the difference between the consequence of emotion, identifying complex feeling and labeling emotions with accurate language.

Regarding the prevalence of the forms of prosocial behavior the result indicated Altruistic type of prosocial behavior (M= 20.47, SD=2.80) is the most commonly experienced type of prosocial behavior among the college students followed by Anonymous prosocial behavior with (M=18.09, SD=3.59). Emotional prosocial behavior takes third position with (M=14.62, SD=2.29) while Public prosocial behavior is found on 4th from high to low in prevalence respectively. According to the result obtained, Complement type of prosocial behavior is the least experienced type of prosocial behavior with (M=7.69, SD=1.59). This results suggest that Altruistic type of prosocial behavior is the most predominantly experienced type of prosocial behavior among the students of Addis Ababa University college of Social science and Education and Behavioral studies. This could be the result of our culture of helping each other and religiosity culture. In Ethiopian culture supporting and caring to people is taken as religious responsibility of individuals. It is considered as citizen responsibility rather than for getting recognition or reward from others. For instance kinship helping is very common type of prosocial behavior in which people assumed as their responsibility to care for and support their relatives without expectation of any reward. In addition, our religiosity culture may also contribute to the prevalence of Altruistic type of prosocial behavior among the students. Because religious organizations also promote the Altruistic type of prosocial behavior because in Christian and Islam religion helping people is recommended without expectation of any material and social reward but helping the person just for the purpose of the person need help and it is their religious responsibility to help people. This finding coincides with Batson (1983) who theorized that humans are biologically
programmed to be altruistic toward their kin, but that social forces such as religious beliefs are necessary in order for humans to extend this altruism outside of their kinship circle. Further, he said that humans act altruistically towards their own kin to ensure the survival of their genes, but acting altruistically towards those who are biologically unrelated produces no such survival benefit. Therefore, social influences such as religion provide reason for humans to act altruistically towards others in society.

5.11 The correlation among academic achievement, emotional intelligence, and prosocial behavior.

According to this study finding academic achievement and level of emotional intelligence of the students has no statistically significant correlation, \( r (211) =.011, p=.874 \). This result is the same as the finding obtained by (Barchard, 2003) in which the relationship between emotional intelligence and academic grades became non-significant after verbal skills were held constant. In the same manner, the study with college students conducted by (Brackett & Mayer, 2003) found that the correlation between emotional intelligence and academic achievement was become non-significant.

On the other hand, the finding of this study is contrary with some previous researches done on this area. For instance, Robert (2003) found that there is a significant correlation between emotional intelligence skills and the academic achievement of first year college students. In the same manner, Chew, Zain and Hassan (2013), found that emotional intelligence was a significant predictor of academic performance in overall continuous assessments and final examination amongst first- and final-year medical students in a Malaysian university. Studies conducted by Codier , Kooker and Shoultz (2008) also supported that emotional intelligence is related to
academic and professional success and contributes to individual cognitive-based performance above the level attributable to general intelligence. This difference could be due to Ethiopian high institution and education system has not incorporated emotional intelligence as one component in the curriculum either at lower level or at higher institution level.

This study showed the relationship between academic achievement and prosocial behavior of the students are not statistically significant, \[r (211) = .049, p=.477\]. This result contradicts with ecological perspective which argues prosocial behavior is a prime predictor of academic achievement (Bandura, 1997). According to this theorist, prosocialness also fosters cognitive development. In his Cross Sectional Study Wentzel (1993) also found prosocial behavior correlated positively with academic achievement. The finding of this study also doesn’t go in line with the finding of Caprara et al (2000) in which indicated that prosocial behavior strongly predicts subsequent level of academic achievement. Generally, the result of this study agrees only with the previous studies that there is positive relationship between academic achievement and prosocial behavior.

5.12 The relationship between emotional intelligence and prosocial behavior of the students.

As indicated in data presentation, there is positive significant relationship between emotional intelligence and prosocial behavior among the students \(r(213) = .518, P=.000\). This finding was supported by Gustavo and Brandy (2002) in which they have found the existence of significant associations between emotional intelligence and prosocial behaviors across different contexts. Previous studies using a variety of self-report measures have shown that emotional intelligence was associated with important social outcomes including social adjustment (Engelberg &
Sjoberj, 2004). Abraham (1999) stated that emotional intelligence enhances the altruistic behavior of an individual. Many researchers suggested that the affective component of empathy i.e. affective arousal resulting from identification with the emotional state of another person, provides a primary motivation to act in a prosocial manner (Aronffreed, 1970). In the same manner, Raboter-Saric (1997) showed that higher prosocial behavior could be best explained by higher emotional empathy. Accordingly, the finding of this study goes in line with more research findings summarized in the literature review regarding relationship between emotional intelligence and prosocial behavior. Penner et al (2004) justified that arousal and affect have important role that emotion plays in motivating prosocial actions. Aronffreed (1970) suggested that the affective component of empathy i.e. affective arousal resulting from identification with the emotional state of another person provides a primary motivation to act in a prosocial manner. On the other hand, Caspi, Moffitt, Silva, Stouthamer-Loeber, Krueger, and Schutte (1994) found that low emotional intelligence leads individuals to develop antisocial behavior such as delinquency, and violence.
CHAPTER SIX

Summary, Conclusion and Recommendations

6.1 Summary

The study was intended to investigate the level of emotional intelligence and prosocial behavior, the relationship between demographic variables (sex & locality) and emotional intelligence and prosocial behavior of Addis Ababa University Social Science and Behavioral study College students. In addition to this, examining which components of emotional intelligence and prosocial behavior are prevalent among the students was the objective of the study. Another objective treated in this study was to investigate the relationships among academic achievement, emotional intelligence and prosocial behavior of the students.

To undertake the study, relevant information was collected from randomly selected (213) Addis Ababa University Social Science and Behavioral study Colleges students. The students were selected from each departments and batches except 1 year students. The students were provided with self-report scale type questionnaire which consists of emotional intelligence scale (33 items) and prosocial behavior scale (20 items) in which they rate from 1 to 5, to assess their levels of emotional intelligence and prosocial behavior. Data collected from the participants were analyzed using descriptive statistics (frequency, percentage, mean and Standard Deviation), inferential statistics like t-test (one sample and independent sample), and Pearson product correlation. As the result of analysis made on the collected data using different statistics the following results were obtained and summarized as follows:
Findings showed that generally speaking, the level of emotional intelligence and prosocial behavior of the majority of Addis Ababa University Social Science and behavioral study College students are high than their respective hypothesized means.

Findings on sex difference on both emotional intelligence and prosocial behavior showed that, the means values of both male and female participants have statistically significant difference in emotional intelligence and prosocial behavior with the implication of male students are higher in both emotional intelligence and prosocial behavior than female students. On the other hand, the result of locality difference in emotional intelligence and prosocial behavior showed that there is no statistically significant difference in both emotional intelligence and prosocial behavior of the students from urban and rural areas.

Regarding the relation to the prevalence of the type of emotional intelligence and prosocial behavior, the result obtained indicated that the students have scored higher observed mean in both emotional intelligence and prosocial behavior than the hypothesized means. From emotional intelligence components “Regulation of emotion” found to be the most experienced component followed by “Use of emotion”. Therefore, “Perception of emotion and “Understanding and Analyzing of emotion” are found on 3rd and 4th position in occurrence among the students respectively.

Among the components of prosocial behavior “Altruistic prosocial behavior” found to be the most prominent component experienced among the Addis Ababa University college students while Complement type of prosocial behavior is the least experienced type of prosocial behavior among the students. Accordingly, “Anonymous prosocial behavior”, “Emotional prosocial
behavior”, and “Public prosocial behavior” take the 2\textsuperscript{nd}, 3\textsuperscript{rd}, and 4\textsuperscript{th} positions respectively from high to low in rate of recurrence among the students.

Finally, Figures in Table 9 shows, there is no statistically significant correlation between academic achievement and level of emotional intelligence of the students indicating that there is only positive relationship. Similarly, it was found that there is no statistically significance correlation between academic achievement and prosocial behavior implying only there is positive relationship. On the other hand, the same Table 9 indicated there is statistically significant positive correlation between emotional intelligence and prosocial behavior of the students.

\textbf{6.2 Conclusion}

Based on the findings of this study the following conclusions were drawn.

\begin{itemize}
  \item The undergraduate of the college of Social Science and college of Education and Behavioral studies of Addis Ababa University are high in emotional intelligence and prosocial behavior. Therefore, this helps them to tolerate their diversity and to support each other during their stay in the campus and to be competent enough in their profession after graduation in the work world. It can be concluded also, that the students are emotionally and socially competent enough to contribute a lot in the process of promoting social capital and solving the social crises of the country for which they are candidate after graduation.
  \item The second conclusion can be drawn from the findings is, there is significant difference between male students and female students in the level of their emotional intelligence. Thus, to be male implies having high emotional intelligence than female. This may also
\end{itemize}
affect the competency of female students in the work world where emotional intelligence has great value and work positions which demand high emotional intelligence. Similarly, there is gender difference in prosocial behavior of students showing that male students engage more in helping people than female students. Thus, male students tend to participate in serving their community and help people in need at community and individual level than female students during their stay in the campus and in their work world after their graduation.

- Students from urban and rural areas do not have statistical difference in their emotional intelligence and prosocial behavior levels. Thus, being from urban and rural environment does not have implication to be high and low in emotional intelligence and prosocial behavior among the college students of Addis Ababa University.

- According to the finding of this study, all of the students are more interested to help people for the purpose of the person needs help without expecting or getting reward for helping the person. On the other hand, the students are less interested to help people or individuals in the presence of bystanders for getting public recognitions. Therefore, the students will play great role in the supporting and caring for the needy people which is vital in the process of building social security and sustainable social development.

- Emotional intelligence and academic achievement of the students have no statistically significant correlation with positive relationship. Accordingly, students who are higher in emotional intelligence don’t imply that they are also higher in academic achievement. This implies that, even though the students are high in academic achievement, they may lack emotional intelligence and may become less competent in the work world and positions which need high emotional intelligence skills having high grade. Similarly,
prosocial behavior has also no significant correlation with academic achievement. Thus, students who are high in prosocial behavior don’t mean that they are also interest to help people. It can be also concluded that as the students’ academic achievement increases their level of prosocial behavior doesn’t increase significantly.

- According to the finding of this study, emotional intelligence and prosocial behavior have statistically significant positive relationship. Accordingly, the more the students are become emotionally intelligent, the better they behave in a prosocial manner. Thus, this result suggests attention should be given to emotional intelligence to promote positive social behaviors and reduce anti social behavior; because students with high emotional intelligence will participate in prosocial activities such as, supporting the needy people which plays great role in the promotion of social economy for which they are candidates as students of college of Social science and college of Education and Behavioral Studies. Therefore, it is emotional intelligence which is more important than cognitive intelligence for students of college of Social science and college of Education and behavioral studies to behave in a prosocial manner and promote their participation in activities which benefit the society.

6.3. Recommendations

Based on the findings of this study and conclusions drawn, the following recommendations were forwarded concerning emotional intelligence and prosocial behavior of students of college of Social science and college of Education and Behavioral Studies in Addis Ababa University.

1. Local researchers should also give more attention in the study of the relationships of emotional intelligence, prosocial behavior and academic achievements to provide empirical evidence to higher institution.
Higher institution instructors should also give emphasis in classroom and the whole teaching and learning process to promote emotional intelligence and prosocial behavior among the students in addition to focusing on only their cognitive development. Because if they are academically good but lack these skills they may not be productive especially in the area of dealing with emotional skills, social skills and behavioral issues of human beings. Additionally, the ability to integrate emotional information into cognitive activities is essential to effective functioning across the life course of the students.

Most of previous researches focused on cognitive ability (IQ) and antisocial behaviors ignoring giving attention to emotional intelligence and prosocial behavior. Thus, the researcher highly recommend to interested researchers on the area to participate on promoting emotional intelligence and positive social behaviors through conducting empirical and action researches on these issues. Because, local researches are few on this area to use as a reference and to provide sufficient evidence to the concerned body to make decisions concerning the issue.

The result of this study also indicated that academic achievement does not have significant relationship with prosocial behavior while emotional intelligence has significant relationship. Thus, concerned body should also consider emotional intelligence to prepare the students to contribute a lot to the social capital and community services. Accordingly, attention should be given to the emotional intelligence of the students of college of Social science and college of Education and Behavioral studies rather than focusing on only their cognitive intelligence; because it is the vital thing for their professional services in the community.
Therefore, in order to achieve these, different awareness raising work should be done with the concerned body on the importance of emotional intelligence and prosocial behavior. Mainly, in our country Ethiopia families and school community focus on only on the cognitive development of their students disregarding equipping their children and students with emotional and social skills at school area and family context. Thus, all concerning body such as family, school community and Community Based Organizations (CBOs) should play great role to prepare the students for high emotional intelligence and prosocial behavior through rewarding them materials and giving them recognition for their better emotional intelligence and prosocial behavior in the family, at school environment and in the community they live in.
References


Charbonneau, D. & Nicol, A.A.M. (2002). Emotional intelligence and prosocial behaviors in adolescents


Coo, A. (2012). Factors which influence prosocial behavior


Gustavo Carlo and Brandy A. Randall (2002). The Development of a Measure of Prosocial Behaviours for Late Adolescents.


Jing Y. (2011). The Investigation and Research on Undergraduates’ Prosocia Behavior Tendency in Different Situations: Henan Polytechnic University, Jiaozuo, Henan, P. R. China, 454000


Kumar, G. (2000). “Emotional Intelligence Scale.” M.J.P.R.University, Bareilly


Pyszczynski, T., Holt, K., & Greenberg, J. (1987). Depression, self-focused attention, and expectancies for positive and negative


Svetlana L. (2012). The role and importance of emotional intelligence in knowledge management


Viswanatha, P. R. and Siva S. (2013). Emotional Intelligence Among Teacher Trainees
Appendix 1

Addis Ababa University
College of Education and Behavioural Studies
School of psychology

Purpose of the questionnaire
The major purpose of these questionnaires are to assess the emotional intelligence, and prosocial behaviour of university students and to see whether these variables have relationship with their gender, locality and academic achievement. The questionnaire has 3 parts. This includes demographic information, emotional intelligence questionnaire and information about prosocial behaviour of the subjects.

The precision of the information you provide is highly valuable and critical for the effectiveness of this research undertaking. The investigator would like to assure you that your response will be kept confidential and used only for the purpose of this research. There is no right or wrong answer; so don’t spend a lot of time on any one item. Thus, be confident and honest enough while filling this questionnaire throughout. Also note that you don’t need to write your name.

Thank you for your cooperation!
**Part one: General information**

For the following questions please tick your response on the provided space.

1. Gender: Male _____; Female_______
2. Locality/place of grown up (tick): Urban _____; Rural_______
3. What is your last Cumulative grade Point Average (CGPA) _________
4. Year of study/ what is your Batch? ____________

**Part two: Emotional intelligence measure**

**Instruction:** The following 33 items are prepared to measure your emotional intelligence. Read the statements carefully and tick in front of each statement based on the level of your agreement about the statement.

Strongly agree  = 5  
Agree            = 4  
Undecided       = 3  
Disagree        = 2  
Strongly disagree = 1

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I know when to speak about my personal problems to others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>When I am faced with obstacles I remember times I faced similar obstacles and overcome them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I expect that I will do well on most things I try.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Other people find it easy to disclose to me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I know why my emotions change.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Some of the major events of my life have led me to re evaluate what is important and not important.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>When my mood changes, I see new possibilities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Emotion are one of the things that make my life worth living.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S/N</td>
<td>Items</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Undecided</td>
<td>Agree</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------------------------------------------</td>
<td>-------------------</td>
<td>----------</td>
<td>-----------</td>
<td>-------</td>
<td>----------------</td>
</tr>
<tr>
<td>9</td>
<td>I am aware of my emotions as I experience them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I expect good things to happen.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I like to share my emotions with others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>When I experience a positive emotions, I know how to make it last.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I arrange events others enjoy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I seek out activities that make me happy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I am aware of the non-verbal messages I send to others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>I present myself in a way that makes a good impression on others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>When I am in a positive mood, solving problems is easy for me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>By looking at their facial expression, I recognize the emotions people are experiencing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>I find it hard to understand the non-verbal messages of other people. *</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>When I am in a positive mood, I am able to come up with new ideas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>I have control over my emotions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>I easily recognize my emotions as I experience them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>I motivate myself by imagining a good outcome to tasks I take on.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>I complement others when they have done something well.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>I am aware of the non-verbal messages other people send.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>When another people tells me about an important events in his/her life, I almost feel as though I have experienced this event my self.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>When I feel a change in emotions, I tend to come up with new ideas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>When I am faced with a challenge, I give up because I believe I will fail. *</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>I know what other people are feeling just by looking at them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>I help other people feel better when they are down.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>I use good moods to help myself keep trying in the face of obstacles.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>I can tell how people are feeling by listening to the tone of their voice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>It is difficult for me to understand why people feel they way they do. *</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EI assessment tool  developed by Schutte et al 1998

*these items are reverse scored
Appendix 2

አዲስ አበበ ኢናባጆት
የሥነትምህርትና ከስረት ተፈፋት

ጋብሩ የጋብሩ ሰሚ

የመጠየቅ የወስና የኢላማ የስሮ ሰሚ በፈጻሚ ምክንያት (emotional intelligence) እና ማምት ከምርክር የእየሩትና በሸም መስንት የሚያስማኝ የሚሇው ምክንያት (emotional intelligence) እና ሚሉት ከምርክር የእየሩትና በሸም መስንት የሚያስማኝ የሚሇው ምክንያት እና ማምት ከምርክር የእየሩትና በሸም መስንት የሚያስማኝ የሚሇው ምክንያት እና ማምት ከምርክር የእየሩትና በሸም መስንት የሚያስማኝ የሚሇው ምክንያት እና ማምት ከምርክር የእየሩትና በሸም መስንት የሚያስማኝ የሚሇው ምክንያት እና ማምት ከምርክር የእየሩትና በሸም መስንት የሚያስማኝ የሚሇው ምክንያት እና ማምት ከምርክር የእየሩትና በሸም መስንት የሚያስማኝ የሚሇው ምክንያት እና ማምት ከምርክር የእየሩትና በሸም መስንት የሚያስማኝ የሚሇው ምክንያት እና ማምት ከምርክር የእየሩትና በሸም መስንት የሚያስማኝ የሚሇው ምክንያት እና ማምት ከምርክር የእየሩትና በሸም መስንት የሚያስማኝ የሚሇው ምክንያት እና ማምት ከምርክር የእየሩትና በሸም መስንት የሚያስማኝ የሚሇው ምክንያት እና ማምት ከምርክር የእየሩትና በሸም መስንት የሚያስማኝ የሚሇው ምክንያት እና ማምት ከምርክር የእየሩትና በሸም መስንት የሚያስማኝ የሚሇው ምክንያት እና ማምት ከምርክር የእየሩትና በሸም መስንት የሚያስማኝ የሚሇው ምክ næ

ማህላት፣ ከሚ ውጤት ከእንጫ፣ያንበርናም::

አልተለጠም ከመስለክም!
ክፍል እንደ እንደ ያስፈለገዉ

1. የሚስተካች መሆኑ ከሚለጾ መጋት
2. ያስፈለጉ ያስፈለጉ መጋት
3. ያስፈለጉ ያስፈለጉ መጋት
4. ያስፈለጉ ያስፈለጉ መጋት

ክፍል እንደ እንደ (emotional intelligence) ያስፈለገዉ

ወንድ ፀማር ያስፈለጉ ያስፈለጉ መጋት

ወንድ ፀማር ያስፈለጉ ያስፈለጉ መጋት ሰውስፋ: ይህ ያስፈለጉ ያስፈለጉ ያስፈለጉ ያስፈለጉ መጋት ሰውሆ

3. በተለይ የሚከተለት የሚከተለት

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>እንደ እንደ</td>
<td>ያስፈለገዉ ሰውስፋ</td>
<td>ያስፈለጉ ሰውስፋ</td>
<td>ያስፈለጉ ሰውስፋ</td>
<td>ያስፈለጉ ሰውስፋ</td>
<td>ያስፈለጉ ሰውስፋ</td>
</tr>
<tr>
<td>1. የሚስተካች መሆኑ</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. ያስፈለጉ መጋት</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

95
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>የመለከት እንወ ከድርጎ በጋብቻ ከጂ የጋብቻ ሲሆን ይወከኝ ከወለስ የሚወከኝ ከወለስ ሲሆን</td>
</tr>
<tr>
<td>4.</td>
<td>ከማግኝት እንወ ከድርጎ በጋብቻ ከጂ የጋብቻ ሲሆን ይወከኝ ከወለስ የሚወከኝ ከወለስ ሲሆን</td>
</tr>
<tr>
<td>5.</td>
<td>ከማግኝት እንወ ከድርጎ በጋብቻ ከጂ የጋብቻ ሲሆን ይወከኝ ከወለስ የሚወከኝ ከወለስ ሲሆን</td>
</tr>
<tr>
<td>6.</td>
<td>ከማግኝት እንወ ከድርጎ በጋብቻ ከጂ የጋብቻ ሲሆን ይወከኝ ከወለስ የሚወከኝ ከወለስ ሲሆን</td>
</tr>
<tr>
<td>7.</td>
<td>ከማግኝት እንወ ከድርጎ በጋብቻ ከጂ የጋብቻ ሲሆን ይወከኝ ከወለስ የሚወከኝ ከወለስ ሲሆን</td>
</tr>
<tr>
<td>8.</td>
<td>ከማግኝት እንወ ከድርጎ በጋብቻ ከጂ የጋብቻ ሲሆን ይወከኝ ከወለስ የሚወከኝ ከወለስ ሲሆን</td>
</tr>
<tr>
<td>9.</td>
<td>ከማግኝት እንወ ከድርጎ በጋብቻ ከጂ የጋብቻ ሲሆን ይወከኝ ከወለስ የሚወከኝ ከወለስ ሲሆን</td>
</tr>
<tr>
<td>10.</td>
<td>ከማገኝት እንወ ከድርጎ በጋብቻ ከጂ የጋብቻ ሲሆን ይወከኝ ከወለስ የሚወከኝ ከወለስ ሲሆን</td>
</tr>
<tr>
<td>11.</td>
<td>ከማገኝት እንወ ከድርጎ በጋብቻ ከጂ የጋብቻ ሲሆን ይወከኝ ከወለስ የሚወከኝ ከወለስ ሲሆን</td>
</tr>
<tr>
<td>12.</td>
<td>ከማገኝት እንወ ከድርጎ በጋብቻ ከጂ የጋብቻ ሲሆን ይወከኝ ከወለስ የሚወከኝ ከወለስ ሲሆን</td>
</tr>
<tr>
<td>13.</td>
<td>ከማገኝት እንወ ከድርጎ በጋብቻ ከጂ የጋብቻ ሲሆን ይወከኝ ከወለስ የሚወከኝ ከወለስ ሲሆን</td>
</tr>
<tr>
<td>14.</td>
<td>ከማገኝት እንወ ከድርጎ በጋብቻ ከጂ የጋብቻ ሲሆን ይወከኝ ከወለስ የሚወ궤 ከወለስ ሲሆን</td>
</tr>
<tr>
<td>15.</td>
<td>ከማገኝት እንወ ከድርጎ በጋብቻ ከጂ የጋብቻ ሲሆን ይወከኝ ከወለስ የሚወከኝ ከወለስ ሲሆን</td>
</tr>
<tr>
<td>16.</td>
<td>ከማገኝት እንወ ከድርጎ በጋብቻ ከጂ የጋብቻ ሲሆን ይወከኝ ከወለስ የሚወከኝ ከወለስ ሲሆን</td>
</tr>
<tr>
<td>17.</td>
<td>ከማገኝት እንወ ከድርጎ በጋብቻ ከጂ የጋብቻ ሲሆን ይወከኝ ከወለስ የሚወከኝ ከወለስ ሲሆን</td>
</tr>
<tr>
<td>18.</td>
<td>ከማገኝት እንወ ከድርጎ በጋብቻ ከጂ የጋብቻ ሲሆን ይወከኝ ከወለስ የሚወከኝ ከወለስ ሲሆን</td>
</tr>
<tr>
<td>19.</td>
<td>ከማተ እንወ ከድርጎ በጋብቻ ከጂ የጋብቻ ሲሆን ይወከኝ ከወለስ የሚወከኝ ከወለስ ሲሆን</td>
</tr>
<tr>
<td>ቀለ ሊቀ</td>
<td>ይቁጠር</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>1</td>
<td>ከወጣ ከወጣ ከወጣ ከወጣ ከወጣ ከወጣ ከወጣ ከወጣ ከወጣ ከወጣ ከወጣ ከወጣ ከወጣ ከወጣ ከወጣ ከወጣ ከወጣ ከወጣ ከወጣ ከወጣ ከወጣ ከወጣ ከወጣ ከወጣ ከወጣ ከወ十四条</td>
</tr>
<tr>
<td>2</td>
<td>ከወጣ ከወጣ ከወ十四条</td>
</tr>
<tr>
<td>3</td>
<td>ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条</td>
</tr>
<tr>
<td>4</td>
<td>ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条 ከወ十四条</td>
</tr>
<tr>
<td>5</td>
<td>ይና ድም እስራት ከረጉ የስልጣኔ እስገል ምርጫ የነው</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>6</td>
<td>የተሸሱ ህራ ከም ወላለ በሆ እው የሚያስደስተኝ የሰዎች ፈት</td>
</tr>
<tr>
<td>7</td>
<td>እሆ ይኖር ከም ከም ይታስ ይችላል ከወ ከም ከም ከም ከም</td>
</tr>
<tr>
<td>8</td>
<td>ይህ በሆ ከም ከም ይታስ ይችላል ከወ ከም ከም ከም</td>
</tr>
<tr>
<td>9</td>
<td>ሁሆ ይሱ ከም ይታስ ይችላል ከወ ከም ከም ከም</td>
</tr>
<tr>
<td>10</td>
<td>ይህ በሆ ይሱ ከም ይታስ ይችላል ከወ ከም ከም ከም</td>
</tr>
<tr>
<td>11</td>
<td>ይህ በሆ ይሱ ከም ይታስ ይችላል ከወ ከም ከም ከም</td>
</tr>
<tr>
<td>12</td>
<td>ይህ በሆ ይሱ ከም ይታስ ይችላል ከወ ከም ከም ከም</td>
</tr>
</tbody>
</table>
አባባል የረጋግጡ እወጡ።

13 ከስካወ ከአማራ ይህ የልማኝ የእርዳታ ውስጥ ያላችሁ ከተጠቀም ጥናት በእርዳታ ይለው የአስከፊ ሙስት ያስረዳሉ ይህ የመርዳትን ያስፈረድ በእርዳታ ይስሃል ላይ ከተጠቀም ከእርዳታ ይስሃል ይህ የመርዳትን ያስፈረድ በእርዳታ ይስጠባቸውን ያስቀረቡ ይህ የሚሳተት የምላሽ ላይ ልጋ ይስለላቸውን ያስቀረቡ ይህ የሚሳተት ያስቀረቡ ይህ የሚሳተት ያስቀረቡ ይህ የሚሳተት ያስቀረቡ ይህ የሚሳት ያስቀረቡ ይህ የሚሳተት ያስቀረቡ ይህ የሚሳተት ያስቀረቡ ይህ የሚሳተት ያስቀረቡ ይህ የሚሳተት ያስቀረቡ ይህ የሚሳተት ያስቀረбу ይህ የሚሳተት ያስቀረቡ ይህ የሚሳተት ያስቀረቡ ይህ የሚሳተት ያስቀረቡ ይህ የሚሳተት ያስቀረቡ ይህ የሚሳተት ያስቀረቡ ይህ የሚሳተት ያስቀረቡ ይህ የሚሳተት ያስቀረቡ ይህ የሚሳተት ያስቀረቡ ይህ የሚሳተት ያስቀረቡ ይህ የሚሳተት ያስቀረቡ ይህ የሚሳተት ያስቀረቡ ይህ የሚሳተት ያስቀረбу ይህ የሚሳተት ያስቀረቡ ይህ የሚሳተት ያስቀረቡ ይህ የሚሳተት ያስቀረቡ ይህ የሚሳተት ያስቀረቡ ይህ የሚሳተት ያስቀረቡ ይህ የሚሳተት ያስቀረቡ ይህ የሚሳተት ያስቀረቡ ይህ የሚሳተት ያስቀረቡ ይህ የሚሳተት ያስቀረቡ ይህ የሚሳተት ያስቀረቡ ይህ የሚሳተት ያስቀረቡ ይህ የሚሳተት ያስቀረቡ ይህ የሚሳተት ያስቀረቡ ይህ የሚሳተት ያስቀረቡ ይህ የሚሳተት ያስቀረቡ ይህ የሚሳተት ያስቀር
Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the thesis have been duly acknowledged.

Name: Gemechu Terfassa

Signature ____________

Date ________________

This thesis has been submitted for examination with my approval as university advisor.

Advisor: Yekoyealem Desie (PhD)

Signature ____________

Date ________________