ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
INSTITUTE OF PSYCHOLOGY

Emotional Intelligence and Its Link with Some Demographic Variables and Academic Achievement among Adolescent and Young Adult Students in Adama Town

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JUNE 2010
ADDIS ABABA

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A Thesis Submitted to the Institute of Psychology
Addis Ababa University

In Partial Fulfillment of the Requirements for the Degree of Master of Arts in Developmental Psychology

June 2010

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Acknowledgements

Seeing this thesis turn into a reality, Dr. Belay Tefera, my thesis Advisor's contribution was highly substantial. I extend my sincere gratitude to him, one of the giants I have ever seen, honored and privileged to have had him as my thesis advisor. His guidance was exceptional, balanced with inspiration and encouragement.

It is my pleasure to acknowledge concerned bodies of Adama University and Awash Primary and Secondary School who have given me permission to gather data for the study.

Among individuals who deserve my heartfelt appreciation and worth mentioning are Dr. Seleshi Zeleke and first & second year postgraduate psychology students who genuinely took part in the preparation of the expert's scoring key for data correction.

Much appreciation should go to my wife W/ro Addisalem Tibebu who gives delightful texture to my life. Also, her considerable input in the preparation of the instrument using her photos is what I appreciate most. I am also grateful to W/ro Yedrework Beyene for printing out all important materials I needed for the study without showing any sort of apathy.

My frank thanks have to go to Ato Tsegaye, his wife W/ro Asnakech (Hanny) and to the rest of family members for their continual encouragements and showing me warm reception during my stay in their home while writing the research report.

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JUNE 2010

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ACRONYMS

EI – Emotional Intelligence

MSCEIT- Mayer - Salovey - Caruso Emotional Intelligence Test

Abstract

Emotional intelligence has recently become a popular psychological construct that attracted not only academicians, practitioners and business firms but also popular media press based on the belief that it explains the variance left unexplained by traditional IQ in the success equation. The purpose of this study was to examine the link between some demographic variables (sex, age, educational level and place of upbringing) as well as academic achievement and emotional intelligence among adolescent and young adult students found in Adama town. For these purposes, 135 secondary and 225 university students (50% males and 50% females) were selected from one secondary school and a university found in Adama town. Emotional intelligence was assessed using a 53 item emotional intelligence test while academic achievement was appraised by CGPA and average scores in all subjects for university and secondary students, respectively. Other relevant data were gathered through demographic questionnaire. The study revealed that a positive and significant relationship was found between two branches and total score of emotional intelligence and academic achievement among university students while no significant relation at all was seen in secondary school students. On the other hand, significant differences were observed between males and females, adolescents and young adults as well as secondary and university participants in their emotional intelligence branches and total scores. Furthermore, adolescents and young adults whose upbringing was entirely urban scored significantly higher on three branches and total EI. Yet, no significant differences in emotional intelligence branches and total scores were detected among participants whose upbringing was partially rural/urban and those grown up entirely in rural areas.

CHAPTER ONE

INTRODUCTION

1.1 Background

No other psychological construct has brought huge dispute among psychologists as human intelligence. The debates have mainly persisted on three major issues; what it is; what it constitutes as well as how to measure it (Mayer, 2007; Papalia, Camp & Feldman, 1996). Regarding its constituents, for instance, the traditional IQ equation neglects emotional aspects claiming that they are irrational and their influence on thought and behavior were potentially maladaptive (Lopez, Salovey & Straus, 2003). Consequently, for the most part of the 20th century a fairly narrow view of intelligence was prevailed (Barrett & Gross, 2001).

Nonetheless, psychologists such as Thorndike, Wechsler and Gardner have shown their concern for the limited applicability of traditional IQ tests as a means of explaining successes in different spheres of life (cited in Cherniss, 2000). As a result, they started searching for the missing part that would enable filling the gap that the traditional IQ left unexplained. For instance, as early as 1920, Thorndike classified intelligence into three categories; abstract, concrete and social. Particularly, he described social intelligence as the ability to understand and manage people and to act wisely in human relations (cited in Cherniss, 2000; and Tapia & Marsh, 2006). Similarly, Wechsler recognized the influence of non intellective factors on intelligent behavior and further contended that traditional models of intelligence would not be complete until they incorporate the non intellective factors (Beutler & Groth-Marant, 2003, and Cherniss, 2000). Gardner (Papalia, Olds & Feldman, 2001) also pointed out the multi dimensionality of human intelligence.

In an attempt to explain the missing aspect of Intelligence Quotient, recently, a new view about emotions has emerged. This view holds that emotional informations (both verbal and non verbal) can be perceived, utilized, understood and managed more or less intelligently among individuals.

The ability model of emotional intelligence notes that not all individuals are alike in their abilities of perceiving, using, understanding and managing emotions and feelings in self and others (Mayer, Salovey & Caruso, 2008). Put another way, like variations between and among individuals in other cognitive intelligences, people also vary in their ability of processing emotional information.

Hence, emotional intelligence, as one of the most important developmental outcome, can be defined as one's cognitive competencies with regard to emotional informations (Mayer, Salovey & Caruso, 2004). According to Goleman (cited in Gibbs, 1999), being emotionally intelligent would enable an individual to be competent and successful.

Emotional intelligence, like other developmental constructs, is thought to develop through the course of maturational processes and environmental factors like experiences in sociocutural contexts (Chen, 2009). Emotional intelligence is not entirely an individualistic process rather different environmental factors exert their forces of influences on it. In relation to this, Fernández-Berrocal, et al., (2005) indicated that emotional intelligence can be influenced by the cultural context in which the person resides.

Considering that contextual factors such as place of upbringing influence so many emotional characteristics of individuals, it makes sense to believe that it also influence the development of individual's emotional intelligence. There is, however, an extraordinary lack of research in this area. No published research work is found (to be cited) in this regard in the realm of the present researcher. However, Bonfenbrenner's bioecological systems theory asserted indirectly that place of upbringing has influence on individual's emotional development (Gardner & Kosmitzki, 2002).

In general, place of upbringing (urban/rural) has its own unique impacts on emotional development in general and emotional intelligence in particular. It seems logical to claim that individuals who grew up in places and cultural contexts where there are ample opportunities for emotional cultivation would demonstrate more emotionally intelligent

attributes than those individuals who have grown in places and cultural contexts which failed to provide such stimulations. This could be an indication of how place of upbringing creates variations in the level of emotional intelligence.

Similarly, sex, age and educational level were also found to be among the factors that influence level of emotional intelligence. Research based on the Mayer, Salovey and Caruso model of emotional intelligence (2004) have produced some but impressive findings linking sex, age and educational level with emotional intelligence. For instance, research revealed that females, older and more educated individuals scored higher than their counterparts in emotional intelligence test (Brackett & Salovey, 2006; Todres, et al., 2010). With regard to these variables, although findings have shown presence of relationship between emotional intelligence and sex, age and educational level, as far as the researcher's current knowledge is concerned, the type and extent of relations is unknown in our cultural context.

On the other hand, empirical research findings demonstrating influence of cognitive, personality as well as other important individual and environmental factors on academic success are immense. Among local studies, for instance, are academic self concept and academic intrinsic motivation by Garuma (2005), parental involvement by Admasu (2004), peer influence by Temesgen (2006), social competence by Zenebe (1998), quality of education by Yemane (2007), and personality types by Daniel (1992) to mention just a few. However, apart from the existence of individual differences those arise from cognitive abilities and other contributing factors in understanding concepts, organizing and expressing ideas and comprehending what has been learned from different sources, psychologists now come to recognize that there still exist other factors that influence the performance of students at all levels. Presently, emotional intelligence has been recognized as one factor that has influence on academic achievement (Barchard, 2003; Gibbs, 1999; Mayer, Salovey & Caruso, 2004; Petrides, Furnham & Frederickson, 2004).

However, in this regard also, no locally done research has been found. Even those found from abroad, they are inconclusive and contradictory. For instance, a study done by

Swart (cited in O'Connor & Little, 2003) on South African students to determine the successful ones from those who were not, revealed that the academically successful ones scored higher on Emotional Quotient inventory (EQ-i). Similarly, a study made by Schutte et al. (cited in Barchard, 2003)on university students, indicated a correlation of r = .32 (P <.01) between Emotional Intelligence and first year university grade. On the other hand, Newsome, Day and Catano (2000) conducted a study to assess the predictive validity of EI on academic achievement among college students and came up with zero or no correlation between the total EQ-i score and GPA. In this regard also, such contradictory findings could lead an interested researcher to conduct his own investigation.

Though EI appear to be among the current areas of research emphasis in the western world, the issue has received little (if any) research attention either in social or academic realms in the Ethiopian context. The present researcher has not found any research done locally on the construct. Therefore, it is the firm belief of the present researcher that since most studies are made in western context and since emotional intelligence can be affected by familial, environmental, socio economic conditions as well as the broader cultural contexts, it is worth investigating the link between demographic factors and influence EI of adolescent and young adult students.

Hence, this study primarily initiated to better understand the link EI has with academic achievement as well as with some demographic variables (such as place of upbringing, age, sex and educational level) among adolescent and young adult secondary and university students in Adama town.

1.2 Statement of the Problem

The search for aspects of intelligence that may play formative roles in individuals' psychosocial, educational as well as career success have long occupied the attention of western psychologists. Although investigations have been conducted in different parts of the world concerning EI and its relation to age, sex, educational level (Todres et al., 2010),

academic achievement (Barchard, 2003; Marquez, et al., 2006), the present researcher have not found any research done regarding emotional intelligence particularly on the relation EI has with some demographic variables such as sex, age, educational level and place of upbringing as well as academic achievement to be cited in Ethiopian cultural conditions. As a result, one can hardly illustrate clear patterns of relationship between sex, age, educational level, places of upbringing and emotional intelligence that is typical to Ethiopian adolescent and young adult students found in secondary and university levels.

On the other hand, it has been well recognized by psychologists about the mediating roles culture play in bringing variations among individuals' emotional intelligence (Mayer, Salovey & Caruso, 2008). Hence, what was found abroad may not show the reality in Ethiopian context. If this argument makes sense then there is a need to study how age, sex, place of upbringing, educational level as well as academic achievement relate to emotional intelligence.

Therefore, bearing in mind that emotional intelligence is a crucial psychological construct in many respects and presence of different factors that can affect it the present study is designed to find answers for the following basic questions.

- What is the pattern of EI among participants?
- Is there statistically significant relationship between EI score and academic achievement in secondary and university students?
- Is there statistically significant sex difference in EI scores?
- Is there statistically significant difference in EI scores between adolescents and young adults?
- Is there statistically significant difference in EI scores between secondary school and university students?
- Is there statistically significant difference in EI scores among participants coming from different places of upbringing?
- Is there statistically significant interaction effect of sex and place of upbringing on participants' scores of EI?

1. 3 Justification and Significance

Emotional intelligence can be influenced by both genetic endowment and environmental factors. Among others, sex, age, education level, academic achievement and place of upbringing are worth to mention. However, research has not been carried out in this new area in our context. Hence, the study made in this respect and its findings are expected to have the following contributions.

- It provides an insight into the nature and extent of relationship between emotional intelligence and sex, age, educational level and place of upbringing as well as academic achievement.
- Since investigation in this regard is fresh particularly in our context, it acquaints the academia, parents, counselors, child caretakers, health professionals, police, teachers and policy makers about the meaning as well as values of the concept.
- Furthermore, in order to encourage smooth transition from one stage of development to the next having good understanding of the level of emotional intelligence is judicious not only for designing age appropriate interventions to ensure emotional well-being but also to address the gaps currently existing in the literature.
- Finally, the study made in this new research realm benefits other interested researchers to use it as a starting point for conducting further research.

1.4 Delimitation

Different researchers have pointed out that factors such as personality types and cognitive intelligence (Caruso, Mayer & Salovey, 2002; Lopez, et al., 2003) family environment and parenting practices (Ozabaci, 2006) can influence the development of emotional intelligence. It is somehow difficult, however, to include all relevant variables in this particular research. Therefore, the present investigation is delimited, in its

variables treatment, to some factors like places of upbringing, sex, age, educational level and academic achievement in relation to emotional intelligence.

1.5 Operational Definitions

In this section of the paper, important concepts are operationalized as they are applied in the study.

Academic achievement _ refers to students' CGPA and average score in all subjects in the case of university and secondary school students respectively.

Emotional Intelligence_ considered as abilities of perceiving, using, understanding emotion and emotional knowledge and regulating emotions to promote emotional and intellectual growth as measured by emotional intelligence test.

Perceiving Emotions – the ability to identify emotions displayed by photographs of human faces in emotional intelligence test.

Using emotions - the ability to differentiate emotions that assist certain cognitive activity more than others such as reasoning, problem- solving, decision-making and interpersonal communication in emotional intelligence test.

Understanding Emotions – the ability to analyze emotions and emotional knowledge such as labeling the emotional changes and blends in the emotional intelligence test.

Managing emotions - the ability to regulate moods and emotions in oneself and in other people in the emotional intelligence test.

CHAPTER TWO

REVIEW OF THE LITERATURE

This chapter deals with literature on the origin, nature and definitions of EI, its theoretical models and measures, factors affecting it (such as age, sex, place of upbringing and educational level) as well as relations it has with them and academic achievement. In addition, the conceptual model adapted for the present study plus summary and implications are subsequently presented.

2.1 An Overview of EI: Origin, Nature and Definitions

2.1.1 Origin and Nature

Although the concept EI has got momentum since John Mayer's and Peter Salovey's introduction of their first theory in 1990, its distal roots date back to the work of Darwin's on the necessity of emotional expression for survival and second adaptation (Perez, Petrides & Furnham,2005; Pultnick,1980).

Other well known psychologists such as Thorndike, Wechsler and Gardner were also among those who had shown their concern on the issue at least indirectly. For instance, Thorndike classified intelligence into three groups; social, concrete and abstract (Tapia & Marsh, 2006). Regarding, social intelligence, Thorndike stated that humans have skills that help them to understand and manage other people (Barrett & Gross, 2001; Tapia & Marsh, 2006). This implies that individuals need to be intelligent socially so that they act in acceptable manner in social situations. Wechsler also recognized the presence of non intellective factors that either hamper or foster ones general mental abilities and even warned the IQ's unableness in taking into account assessment of non intellective factors (Cherniss, 2000).

Emotional intelligence's proximal root was Howard Gardner's theory of multiple intelligence particularly the intrapersonal and interpersonal intelligences (Perez, Petrides & Furnham, 2005).

Following Gardner's work, psychologists John Mayer & Peter Salovey came up with their first theory of EI in 1990 after carrying out extensive research on intrapersonal and interpersonal intelligences (cited in Fernández-Berrocal &Extremera,2006; Mayer, Salovey & Caruso, 2008). Since then the construct has been receiving a great deal of attention not only in the academic circle and applied settings but also in popular media press (O'Connor Jr & Little, 2003).

Strong claims are being made about its (EI) importance to life satisfaction, interpersonal outcomes, academic success and work place performances (Goleman cited in Barchard, 2003; Tapia & Marsh, 2006). On the other hand, others claimed that EI is not new rather it is a reconstruction of personality theories (Davies, Stankov & Roberts, 1998) though its proponents strongly argue that the construct is distinct from traditional personality as well as cognitive measures (IQ) and crucial in predicting many real life outcomes (Lopez, et al.,2003).

Emotional intelligence, as argued by Goleman, explains the variance left unexplained by IQ in the success equation (Cited in O'Connor Jr & Little, 2003). For him, every aspect of individual's life from physical and mental health to career and marriage success is determined by how intelligent he/she is emotionally (Goleman cited in Cherniss, 2000).

2.1.2 Definitions of Emotional Intelligence

What is emotional intelligence? Unfortunately, no simple and single answer to this question exists in the literature since EI has been conceived differently among scholars. As a matter of fact, definition given to the construct (EI) is highly dependent on the individual's and his/her adherence to any of the three models; ability, trait or mixed.

For instance, proponents of the ability model to Emotional intelligence John Mayer and Peter Salovey define EI as the ability to accurately perceive emotions; to access and generate feelings so as to facilitate thoughts, to understand emotions and emotional knowledge; and to reflectively regulate emotions so as to promote emotional and intellectual growth (cited in Adeyemo, 2007; Beutler & Groth-Marnat, 2003; Cherniss, 2000; Mayer, Salovey & Caruso, 2004; Sternberg, 1998). Later they expanded their definition to include the verbal and non-verbal appraisal and expression of emotion, the regulation of emotion in the self and others, and the utilization of emotional content in problem-solving (cited in Marquez, et al., 2006).

From the above definition it is possible to realize that EI is viewed as an aspect of pure cognitive intelligence. To Mayer, Salovey & Caruso, EI is a component of general intelligence since it deals with information processing concerning emotions (Mayer, et al., 2004).

On the other hand, Goleman (cited in Cherniss & Goleman, 2000) defined EI as a learned capability that results in outstanding performance at work. Goleman views EI as a construct which comprises a wide array of competencies and skills that drive managerial performances. Goleman's definition of emotional intelligence, emphasizes job related performances and its learnability and trainability (Cherniss, 2000).

Bar-On the proponent of mixed model defined EI on his part, as a collection of non-cognitive capabilities, competencies, skills that influence one's ability to succeed in coping with environmental requirements and pressures (cited in Kilgore & Yurgelun-Todd, 2007).

Petrides and his colleagues who made the distinction between ability based and trait based model of emotional intelligence defined EI as an assemblage of emotion related characters and self-perceived abilities representing a distinctive composite of constructs at the lower levels of hierarchical personality structures (Petrides, et al., 2004). They even

formulated a new terminology to their model of EI called emotional self efficacy or trait emotional intelligence (ibid).

Generally, EI is considered as part and parcel of mental abilities with respect to emotional informations at one hand and job competencies and skills on the other and still as range of personality traits. Hence, what seems unifying among scholars is their belief in its distinctive characteristics from traditional cognitive intelligence and personality traits.

The inference that can be made from the above definitions is existence of different views on the concept of emotional intelligence. This is mainly because for one thing, the field is so fresh and huge attention has been directed from popular media press and business organizations before grounded on empirical validation.

2.2 Theoretical Models & Measures of Emotional Intelligence

As research on EI has progressed, three distinct models are proposed that got wider acceptance by researchers. These are: ability, trait and mixed EI. This distinction is quite necessary in the discussion of EI because trait EI correlates highly with personality traits; whereas, ability EI has been found to correlate with general measures of intelligence, coping skills, and emotional regulation (Brackett & Salovey, 2006). However, ability EI and trait EI appear to be only modestly related concepts and the correlations between them are key to present researches conceptual framework. Thus, the purpose of this section is to briefly describe these three models one by one with their measuring tools.

2.2.1 The Ability Model

Relating emotional intelligence to Thorndike's social intelligence dimension, Mayer & Salovey (Cited in Mayer, et al., 2004) conceptualized emotional intelligence as a form of pure intelligence representing ones potential for achieving mastery of specific abilities in emotional domain.

To establish emotional intelligence as a pure intelligence, Mayer & Salovey (cited in Mayer, et al., 2004), used three criteria: conceptual, correlational and developmental. They claim that their model of EI fulfills the three criteria of general intelligence. The first criterion states that conceptually any intelligence must reflect actual mental performance rather than preferred behavior patterns, self-esteem, or non-intellectual attainments (Newsome, Day & Catano, 2000). To proponents of the ability model to EI, emotional intelligence does describe actual abilities (Mayer & Salovey cited in Brackett & Mayer, 2003). Secondly, from a correlation perspective, a new "intelligence" should describe a set of closely related abilities that are similar to, but distinct from, mental abilities described by existing general intelligences (Mayer et al., 2004). Mayer and Salovey consider that their model fulfills the second criteria to be considered as a class of general intelligence since emotional intelligence is a type of social intelligence in a broader scope, because it does not only include reasoning about emotions in social relationships but also reasoning about internal emotions that are important for personal growth (Mayer & Salovey cited in Mayer, Roberts & Barsade, 2008). Finally, from a development point of view, intelligence should develop with age and experience. Findings gained so far by different researchers showed that adults did perform at higher ability levels than do adolescents on ability based tests (Mayer et al., 2004).

Generally, subsuming emotional intelligence under the domain of intelligence, Salovey and Mayer (cited in Mayer, et al., 2004) divided their model of emotional intelligence into four branches. They are perceiving emotions, using emotions to facilitate thought, understanding emotions and managing emotions. Below are short descriptions of the four branches.

According to Mayer & Salovey (cited in Fernández-Berrocal & Extremera, 2006), perceiving emotions branch comprises abilities like identifying emotions in self and others, physical states, designs, artwork as well as sound, appearance, and behavior; also the abilities to express needs related to those feelings and emotions precisely, as well as to

discriminate between accurate and inaccurate, or honest versus dishonest expressions of feelings (Brackett & Salovey, 2006).

Branch two is about ones ability in assimilating emotions so as to assist different cognitive tasks (Mayer et al., 2004). Emotions are so sufficiently vibrant that they can be generated as aids to judgment and memory concerning feelings. Emotional mood swings the individual's perspective from optimistic to pessimistic, encouraging consideration of multiple points of view (Mayer et al., 2004).

Under the third branch i.e. understanding emotions, Mayer and Salovey(cited in Brackett & Salovey, 2006) enumerated emotional abilities such as tagging emotions and recognizing relations among the words and the emotions themselves, such as the relation between liking and loving; the ability to interpret the meanings that emotions convey regarding relationships, such as that sadness often accompanies a loss; the ability to understand compound feelings, simultaneous feelings of love and hate or blends such as awe as a combination of fear and surprise; the ability to recognize likely transitions among emotions, such as the transition from anger to satisfaction or from anger to shame.

Managing emotions is the fourth branch. This branch according to Mayer & Salovey (cited in Mayer, et al., 2004; Yip & Marthin, 2006)include individuals' abilities such as staying untie to feelings, both those that are pleasurable and those that are obnoxious; the ability to reflectively engage or detach from an emotion depending upon it being judged to be informative or utility (Mayer, et al., 2004); the ability to reflectively monitor emotions in relation to oneself and others, such as recognizing how clear, typical, influential or reasonable they are; the ability to manage emotion in oneself and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey (Mayer, et al.,2004).

Mayer & Salovey further explained that the four branches of EI function hierarchically with the perception of emotions acting as the most basic or foundation branch and

emotional management as the most complex or top branch (Mayer, et al., 2004). Specifically, perception of emotions is a precursor to the next three branches. If an individual lacks the ability to process the lowest level of emotional input, he or she would also lack the ability to manage emotions at a higher level (Brackett & Salovey, 2006). Once perception has gained, emotions can be utilized to facilitate thought consciously or unconsciously (Caruso, Mayer & Salovey, 2002).

Concerning measuring instrument of emotional intelligence, Mayer and Salovey (cited in Mayer, et al., 2004) argued that emotional intelligence should be best studied with ability measures, i.e. through solving a series of emotion-based problem items. They also argue that emotional intelligence tests should be scored as right or wrong as determined by consensus or expert scoring mechanisms (Brackett & Salovey, 2006).Further, they suggested that emotional intelligence should be assessed most directly by asking a person to solve emotional problems, such as identifying the emotion in a face and then evaluating the person's answer against criteria of accuracy. Therefore, they developed an objective, performance-based assessment for emotional intelligence called MSCEIT (Mayer - Salovey - Caruso Emotional Intelligence Test) by (cited in Mayer, et al., 2004).

Although Mayer, Salovey & Caruso (cited in Mayer, et al., 2004) strongly believe that performance-based assessments are the best approach to measure emotional intelligence, some critics disclosed its downside. According to Petrides, Furnham, & Frederickson (2004), unlike standard cognitive ability tests, EI ability tests cannot be objectively scored because there are no clear-cut criteria for what constitutes a correct response.

2.2.2 Trait Model

Petrides and his colleagues proposed a conceptual distinction between the ability based model and a trait based model of EI. Trait EI or also known as trait emotional self-efficacy is defined as "a constellation of emotion-related self-perceptions and dispositions located at the lower levels of personality hierarchies" (Petrides, et al., 2004).

Put differently, trait EI refers to an individual's self-perceptions of their emotional abilities. This definition of EI encompasses behavioral dispositions and self perceived abilities and is measured by self report, as opposed to the ability based model which refers to actual abilities, which have proven highly resistant to scientific measurement. Trait EI should be investigated within a personality framework. An alternative label for the same construct is trait emotional self-efficacy (Adeyemo, 2007).

The trait EI model is general and subsumes the Goleman and Bar-On models discussed above. Proponents identified 15 common facets and they are, adaptability, assertiveness, emotion expression, emotion management (others), emotion perception (self & others), emotion regulation, impulsiveness (low), relationship skills, self-esteem, self-motivation, trait optimism, stress management, trait empathy, trait happiness and social competence. According to Petrides and his colleagues, high scoring individuals perceive themselves as flexible and enthusiastic to adapt to new conditions, capable of withstanding pressure and regulating stress, reflective and less likely to give in to their urges, etcetera Petrides, et al., (2004).

Trait based model to emotional intelligence also uses self-report scales as measurement instrument. As most psychologists asserted self report measures can be an accurate measure only if people can accurately report their own abilities (Sevdalis, Petrides & Harvey, 2007). Self report measures are normally used for assessing personality construct and for those types of responses concerning self-perceptions, personal reactions, preferences, interests, attitudes and values.

2.2.3 Mixed Model

EI as a mixed model appears to bring together clusters of established personality traits and mental abilities (Bar -On et al., 2000). Bar-On presented a mixed model of EI with a hierarchal structure. His model operationalized the construct as an overall composite factor that consists of five major components. These are intrapersonal (self-awareness and self-expression), interpersonal (social awareness and interpersonal relationship), stress management (emotional management and regulation), adaptability (change management) and general mood. Each component is then comprised of a number of subcomponents (Rohr, 2005).

According to Goleman, our emotional intelligence determines our potential for learning the practical skills that underlie the emotional competence clusters; our emotional competence shows how much of that potential we have realized by learning and mastering skills and translating intelligence into on-the-job capabilities (ibid). For example, to be skillful in emotional competence like customer service or conflict management requires an underlying ability in emotional intelligence fundamentals, specifically, social awareness and relationship management (Rohr, 2005).

Concerning the measuring instrument employed for mixed, Bar On and Goleman each of them designed self report measures. The Bar- On Emotional Quotient inventory (EQ-i) is widespread in application both in academic areas as well as in applied settings (Marquez, et al., 2006).The measure is designed for individuals sixteen years of age and over. Developed as a measure of emotionally and socially competent behavior that provides an estimate of one's emotional and social intelligence, the EQ-i is not meant to measure personality traits or cognitive capacity, but rather to measure one's ability to be successful in dealing with environmental demands and pressures (Rohr, 2005).

Mayer & Salovey, proponents of the ability based model to EI, have raised concerns about self-report measures of emotional intelligence. The issue about the self-report measures

normally contains two aspects: one is the test-taker's social desirability response; the other is the overlap with personality measures. (Cited in Mayer, et al., 2004).

2.3 Cultural Influences on Emotional Intelligence

Emotions provide information about an individual's internal state and more importantly about an individual's reaction to a particular event. How the individual react to certain emotional stimuli greatly determined by the culture in which he/she is upbrought (Gardener & Kosmitiski, 2002). Culture may be a clue to the appropriateness of certain emotion expressions. As a person gets older culture becomes even more important because new social rules and conventions about appropriate or inappropriate behavior depend upon culture (Chen, 2009). For example, in most Ethiopian cultures, it may be inappropriate for children even adolescents in public to laugh out load. Individual learns the display rules of the culture through parental socialization and with it the critical nature of context. As Fox (1998) argues cultural context is a critical variable that must be taken into account when formally analysis differences in emotion regulations. The inference that can be made from the above idea is that emotional development in general and level of emotional intelligence of individual's in particular can be either inhibited or fostered by the context in which an individual grows up. This particular idea is further supported by (Cited in Chen, 2009). They asserted that by stating "there is no doubt that emotional development can be jeopardized by the challenges that emanates from cultural contexts.

The influence of culture on emotional development is well documented. Bronfenbrenner (cited in Chaudhary, 2004) asserted that children learn to refine their emotions through their family and culture. School being a large part of a child's culture, has a tremendous influence in the teaching of appropriateness of emotions. Chen (2009) noted that childhood is a crucial window of opportunity for shaping lifelong emotional competencies.

Generally, it can be argued that emotional intelligence like other aspects of development can be affected from what is found in the immediate to the child to what is far away from the child.

2.4 Some Factors Affecting Emotional Intelligence

Since emotional intelligence is an emerging concept, research in this area is not that much developed up to now. As a matter of fact, reviewing relevant findings in relation to factors that influence the development of emotional intelligence would seem inaccessible especially in our context. Therefore, the present researcher forced to review only some relevant findings found abroad and forward personal speculations and theoretical analysis in some cases so as to illustrate the problem under investigation.

2.4.1 Sex Difference in Emotional Intelligence

Studies demonstrated that presence of relationship between sex and emotional intelligence. For instance, Sutarso, et al. (cited in Todres, et al, 2010) examined the relationship of sex with emotional intelligence in 138 college students. In this study men and women differed significantly on compassion/empathy and self-awareness/self-control, but not on attunement. Sutarso, et al. reported gender differences in terms of intensity of emotional experience, empathy, body image and self-esteem, aggressive feeling and social monitoring, coping, human relations, emotional development, parenting and family support, and depression (Cavins, 2005).

In similar way, other studies have also reported that women tend to demonstrate greater compassion and empathy than men; the literature is mixed in terms of differences on self-awareness and self-control (Tapia & Marsh, 2006).

In the same vein, studies done using ability based measure of MSCEIT demonstrated that women scored higher than men in emotional intelligence across all branches of emotional intelligence (Brackett & Mayer, 2003; Goldenberg, Matherson & Mantler, 2006; Mayer et al., 2002)

2.4.2 The Relation of Age to Emotional Intelligence

According to Goleman (cited in Papalia, et al., 2004), EI develops with age. He further suggests that, unlike IQ, EI can be improved through training. To him, EI increases with age and that people tend to have better EI skills in their forties and fifties, which means that EI can be developed. Some Studies have been done to investigate the relationship between EI and age with MSLEIT.

A very recent study carried out by Todres et al (2010) on medical students to investigate the association of EI with their age ethnicity and stage of study using MSCEIT ability based EI test. Among others, results revealed that younger students (under 25) scored significantly lower in EI understanding emotions branch and EI managing emotions branch.

Goldenberg, Matherson & Mantler (2006) carried out a study which aimed at comparing the performance based and self report methodologies on adults from community who had a range of life experiences age ranged from 18 to 83 (mean age 38.4). Findings pertinent to age disclosed that age was positively correlated with participants' total MSCEIT scores as well as their scores on EI understanding emotions and EI managing emotion branches of the MSCEIT but not with perceiving emotions and using emotions branches. These positive relations between age and MSCEIT scores accord with the postulation that EI abilities should develop with age and experience.

Sunbul & Aslan (2007) also found that age was related to the level of emotional knowledge, implying that as one gets older, he/she gets more emotionally intelligent about emotions and emotional informations.

Mayer, Caruso & Salovey (cited in Mayer, et al., 2004) found that when they compared a group of adult's performance with that of adolescents, the adult group performed at higher levels than adolescents did. Thus the findings of the above studies imply that EI develops with age.

A cross sectional study done by Mayer et al. (cited in Mayer, et al., 2004) comparing adolescents and college year students of emotional intelligence, findings indicated that the college year students scored somewhat higher than adolescents. Significant trend was observed for EI understanding branch while the least strong was for EI perceiving emotions branch.

Gohm & Clore cited in (Mayer, et al., 2004) also carried out a cross sectional study by sampling 400 college students about 100 from each year level. Results demonstrated that no increase in MSCEIT scores across the college years at branches and aggregate levels. Proponents of ability model of emotional intelligence argue that age range of samples considered by Gohm & Clore when conducting the study was too limited for making explicit comparison (ibid).

2.4.3 Place of Upbringing and Emotional Intelligence

Strictly considered, no direct research literature was found with regard to how place of upbringing relate with emotional intelligence. Only theoretical explanations are forwarded in this regard just to see the general picture of the research.

In modern human history, urbanization and the growth of cities and towns have been the most significant developmental factors influencing the general patterns of life as well as child rearing practices, relationship patterns and in forming different cultures and subcultures (LaGreca, 2002). These days psychologists are well aware of how being upbrought in city, town or small village bring differences in every aspects of development.

For instance, rural societies tend to incorporate nature's concerns in their worldview, while urban societies tend to often overlook environmental issues even if out compulsion. So it is a challenge to the people in urban centers to reconstruct the link between nature and nurture (LaGreca, 2002). However, cities also create and nurture to their dwellers unique cultures. Urban culture, as a result, brings with it new dynamics, creating tensions arising from population density and spatial proximity which still could have influences

on how individuals interact with other groups emotionally. In making urban areas to be compatible for living, spaces are created for cultural expressions such as music, theatre and art. The presence of such cultural expressions could be among the major sources of influences for the development of emotional abilities (Chaudhary, 2004).

Urban centers are more advantageous since people have access to modern scientific products which could possibly enhance emotional knowledge/abilities of its residents while rural areas have more direct experiences with nature as well as social relationships and relatively low risks that arise with population growth example could be violence. What is more surprising is the differences exist are greater among some urban and rural localities than others and still there may be important differences in the experiences and opportunities available to particular groups of people with in each community (Chen, 2009).

2.4.4 Educational Level and Emotional Intelligence

Research based on the ability model of emotional intelligence has produced some impressive findings on the link between level of education and emotional intelligence.

Todres et al (2010), for instance, found that students in their final stage/year of study tended to score higher on MSCEIT managing emotions branch compared to those students found in their first and second year stage of study. However, no significant differences were seen in aggregate EI scores across the year groups.

Similarly, Goldenberg, Matherson & Mantler (2006) indicated that the number of years of education completed was positively correlated with the understanding emotions and managing emotions branches as well as aggregate MSCEIT scores. Hence, the positive relations between level of education and emotional intelligence scores are consistent with the assumption that if EI is a type of intelligence, then it should be related to other indexes of intelligence (Mayer, et al., 2004).

2.5 Emotional Intelligence and Academic Achievement

There is a contention that being emotionally intelligent may be important for academics and to other achievements, Goleman (cited in Gibbs, 1999). In addition to cherished outcomes of schooling process and other positive psychological benefits in its own right, being intelligent emotionally may also directly contribute to learning and performance. Evidence of relationship between emotional intelligence and academic intelligence comes from few investigations with different and contradictory findings. Some correlational studies have linked higher emotional intelligence scores with better intellectual outcomes while others did not find any relevant relations between emotional intelligence and academic achievement.

The study of Marquez et al. (2006) examined the relationship between emotional intelligence and academic achievement of high school Spanish students. The result indicates that emotional intelligence scores correlated positively with academic achievement even after controlling for general intelligence. Similarly, studies carried out by Barchard (2003) and Brackett & Mayer (2003) found out that emotional intelligence and GPA were correlated positively ranging from r = .20 to .25 for college students. Other investigators have also found positive correlation between emotional intelligence and academic achievement *r* values ranged between 0.28 and 0.32 in the case of secondary school students (Mayer, et al., 2004). Moreover, Studying a cohort of 304 undergraduate students at a university in the western United States, Lam and Kirby (cited in Barchard,2003) came to the conclusion that overall emotional intelligence contributed to individual cognitive-based performance and above the level attributed to general intelligence, and this relationship was positive ($p < .01$). This later finding, however, was done using self report measure.

Conversely, others suggest that emotional intelligence has no association to academic achievement. With regard to this, Newsome, Day and Catano (2000) delineated their

concern stating that emotional intelligence and academic achievement are unrelated variables and no correlation is found between them.

Studies relating emotional intelligence and academic achievement at high school level have provided similar findings. For instance, Tapia & Marsh (2006) conducted the effect of sex and GPA on emotional intelligence on Mexican high school students. Result revealed that students with higher GPA scored higher than students with lower GPA.

However, some studies have found that EI is not a strong predictor of academic achievement regardless of whether ability or trait EI measures are used (O'Connor Jr. and Little, 2003; Newsome et al., 2000. Others (Petrides et al., 2004) have found that trait EI, while having no influence on Maths and Science performance, moderates the effects of IQ on English performance.

There has been a great deal of research about emotional intelligence, but different theoretical approaches have been used and many variables have been included that are inconsistent with the original work of Salovey and Mayer (cited in Mayer et al., 2004). They addressed this issue indicating that the meaning of emotional intelligence has been distorted and that popular models use the new name to market old-fashioned personality research (cited in Tapia & Marsh, 2006).

The link between EI and academic achievement is verified by the type of definition given to emotional intelligence and the instruments employed to measure emotional intelligence; either self report questionnaire or ability test.

2.6 Conceptual Model of the Present Study

For this study, the four branch ability model of emotional intelligence which is proposed by Mayer, Salovey & Caruso (cited in Mayer, et al., 2004) is adapted. Hence, in this research, emotional intelligence is viewed as a cognitive ability of perceiving emotions accurately; identifying emotions that are more appropriate to perform certain cognitive tasks; understanding emotions and emotional knowledges and finally managing ones and others emotions so as to have good relationships and better emotional moods (Mayer, et al., 2004) when seen against expert scores.

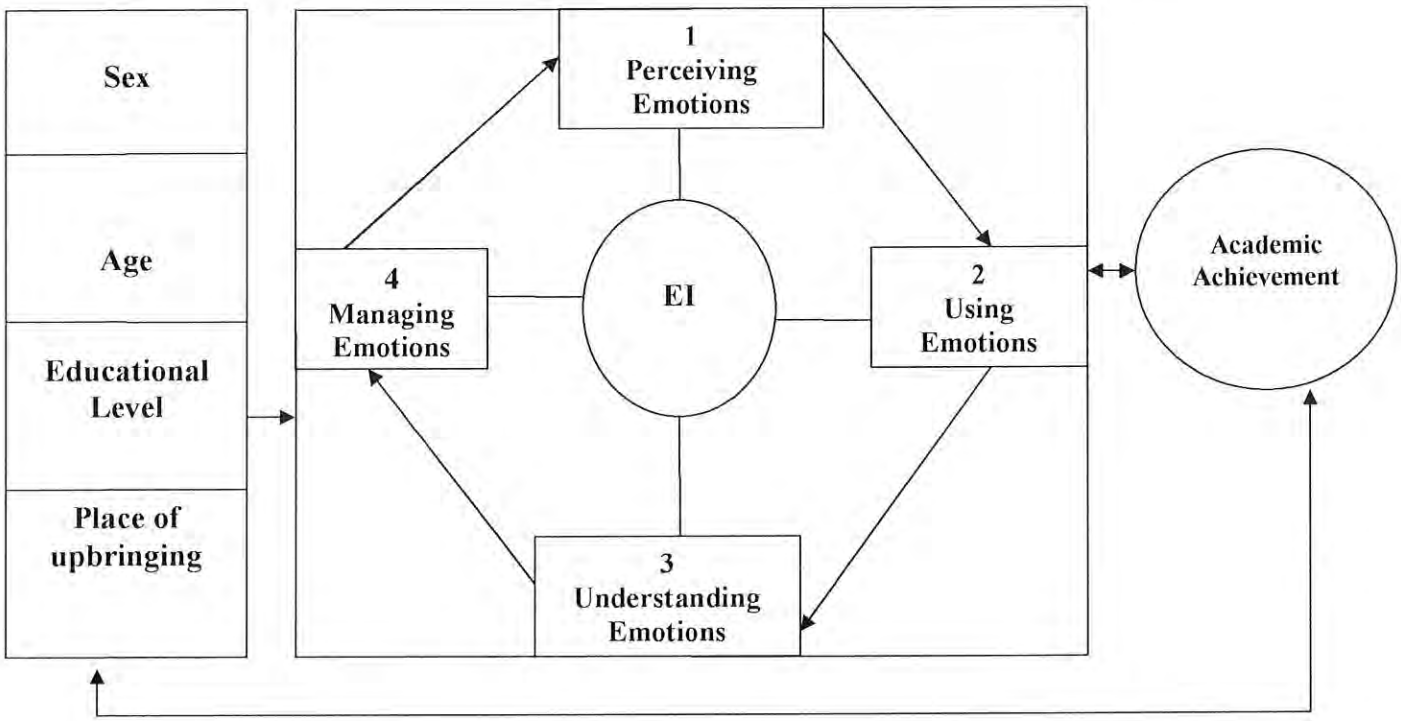


Figure 2.1 Conceptual model depicting Emotional Intelligence and its relations with sex, age, Educational level, place of upbringing and academic achievement

As can be observed from the above Figure, sex, age, educational level and place of upbringing are conceived as factors that can influence both emotional intelligence and academic achievement while emotional intelligence and academic achievement influences

one another. On the other hand, emotional intelligence has four branches each working in interdependent manner. As indicated, perceiving emotions branch is the first and basic for the rest of the branches.

2.7 Summary and Implications

From the reviews and research findings discussed so far, it is possible to summarize the following points.

- Emotional intelligence lacks precise definition and this implies the continual development and refinement of the construct's overtime. While some view the construct as cognitive ability others view it as an amalgamation of personality traits found at lower level hierarchies and still others as mental abilities, skills, competencies and personality traits.

- There are three well known models in emotional intelligence. These are ability model, trait and mixed model. Generally, emotional intelligence is measured either through self report or performance tests. Such issue created complications and huge disputes in the field.

- Emotional intelligence has relations with sex, age, educational level as well as academic achievement but no research result was found with regard to place of upbringing. However, those results found are not conclusive even with respect to age, sex academic achievement and educational level rather there is still gap that needs further investigation. Most correlations found favor females than males' older individuals than Youngers more educated ones than less educated ones. With regard to age, however, studies found did not provide full informations whether very old people are more emotionally intelligent or not.

- Emotional intelligence has positive contribution to academic achievement although studies done so far lack consistency. The relation of emotional

intelligence to academic achievement tends to vary as different theoretical models and measuring instruments are used.

- Studies revealed that educational level and emotional intelligence is positively related. This implies that as one gets more educated his/her emotional ability tend to increase positively.

- Similarly, although studies done on this particular area is so limited, stage of development and emotional intelligence has positive correlations which implies experience and maturity contribute to development of emotional intelligence.

- Although data are unavailable in this respect, there is no doubt that development of emotional intelligence is affected by cultural and environmental contexts. It is possible to claim that urbanity and rurality can be considered as two different contexts which could impact emotional development.

In general, it should be noted that, supplementary evidences to most of the above reports and review conclusions especially locally produced are scarce. In addition, most of the aforementioned research findings seem inconsistent and controversial; there is knowledge gap in the relationship of emotional intelligence and places of upbringing as well as academic achievement variables. These problems, therefore, imply the huge need for further investigation in the new area by considering different cultural and developmental contexts.

CHAPTER THREE

METHODOLOGY

This section of the research report presents the methods and procedures followed during the study. Therefore, brief accounts are made about the site of the study, target population with sampling techniques employed; instruments used for data collection, procedures followed as well as data analysis methods used. With regard to emotional intelligence test, its construction; clarity, reliability and validity; procedures followed during test administration and scoring method are described.

3.1 Design

Six variables were the major concern of this study. These were sex, age, educational level, places of upbringing, emotional intelligence and academic achievement. The pivotal purpose of the research was to examine how sex, age, educational level, place of upbringing and academic achievement relate to emotional intelligence. In order to arrive at the stated purpose, correlational research design was employed.

3.2 Study Site

The study was carried out in Adama Town. Adama Town is found in Eastern Shoa Administrative Zone of Oromia Regional State. The researcher chose the study site based on the rational that he has familiarity of the study site and also entertains physical proximity to his present residence.

3.3 Population

The accessible population for this study was ninth and tenth grade students at Awash School and second as well as third year undergraduate regular program students of the Adama University attending their education in the academic year of 2009/2010 G.C. These populations were chosen since the study among others, examined age trend and education levels as factors affecting emotional intelligence. That is why secondary and

university students were considered as a target population. The total population included in the study were (1613) one thousand six hundred and thirteen students.

3.4 Sample

Participants were selected through employing different sampling techniques; namely, multi stage sampling, probability proportional to size (PPS) simple random sampling, simple random sampling and stratified random sampling. Initially, secondary schools and higher education institutions (both government and private) found in the town were identified (see appendix - 4). Then, two strata (Secondary schools and higher education institutions) were formed. After that by employing simple random specifically (lottery) sampling technique, from the secondary schools, one secondary school (i.e., Awash primary and secondary school) and from the higher institutions, one higher education institution (i.e., Adama University) were selected. Next to that in making the study samples more manageable, Awash school students were stratified in accordance with their Grade level and Sex (grade 9 and 10) and Adama university students were stratified by Schools/faculties and Sex. Year first students were deliberately excluded from the study since their academic achievement /CGPA/ could not be taken for the fact that they did not complete the first semester program during data collection period. Hence, participants were selected from year second and third students in undergraduate regular program from Adama University. Following this step, schools/faculties found under Adama University were grouped into six strata. From the six strata, the school of business administration, management and trade is randomly selected. In the school of business administration, management and trade, the total number of year second and third students' were one thousand three hundred sixty five (1365). In selecting participants from the two levels of education, probability proportional to size (PPS) simple random sampling technique was employed. Hence, 240 students were randomly selected from Adama University. During selection, attempt was made to make the number of male and female participants equal since sex was considered as factor affecting emotional intelligence and hence to make sex based analysis more feasible. However, during data

collection time, 15 students were unwilling to give their identification number and did not fill the test appropriately. Hence, their test papers were rejected since it was impossible to get their CGPA from enrollment and examination office. In the case of secondary school students, 9th grade students were randomly taken. Their total numbers were two hundred forty eight (248). From this, 145 students were randomly selected. However, 10 students did not complete the test properly. The total number of participants selected for the study was 385 on the basis of manageability and suggestions given by Borg & Gall (cited in Cohen, Mannion & Morrison, 2000). However, analysis was made based on 360 students.

Table 1: Summary of the sample by Sex and Educational Level

Educational Level	Population			Sample		
	Male	Female	Total	Male	Female	Total
Secondary	112	136	248	58	77	135
University	726	440	1365	122	103	225
Total	838	476	1613	180	180	360

3.5 Instruments

In gathering data for the present study, demographic questionnaire, Emotional Intelligence test as well as secondary data by consulting school records were employed.

3.5.1 Demographic Questionnaire

The questionnaire comprises 10 items and ask respondents to indicate their sex, age, number of siblings, birth order, places of upbringing, level of religiosity, year of study/grade level, department, CGPA, Identification Number.

3.5.2 Emotional Intelligence Test

The instrument which was used to collect data regarding participants' level of emotional intelligence was an ability test. A test which consists 53 items was adapted (17 items) from the Mayer, Salovey & Caruso Emotional Intelligence Test and most of the items were constructed by the researcher by modeling the sample items. The test attempts to measure four distinct and interrelated emotion related abilities. Short descriptions about the four branches are presented in Table 2 below.

Table 2: Descriptions of the subtests of Emotional Intelligence Test

Test	Task and Stimuli	Response
Branch 1: Perceiving/Identifying Emotions		
Faces	6 photos of faces (18 items), each rated for degree of three emotion present per photo; happiness, surprise, sadness, anger, fear, disgust and excitement	Three-point scale: No (1) to Extreme (3)
Branch 2: Using Emotions to facilitate thought		
Facilitation	5 scenarios; (15 individual items) participants are asked to judge moods that assist cognitive tasks/behaviors (e.g., What mood might be helpful when preparing oneself for exam like EGSECE?)	Three-point scale: Not Useful (1) to very Useful (3) for three moods (e.g., stress, confidence, relaxed) that varied across scenarios
Branch 3: Understanding Emotions		
Emotion changes & blends	8 items that ask participants to choose combination of emotions, and how emotions change in different situations and overtime (e.g. Kebede is an accountant in a private bank. He feels good both in his personal life and job related issues. Kebede feels he and his colleagues are being paid and treated well by the bank's management. However, today, except him the rest of workers in his department have got modest salary increase. What emotions most likely Kebede will feel when he knows what has happened?	Multiple-choice (five-alternatives)
Branch 4: Managing Emotions		
Emotion Management and Emotional Relations	3 contexts and 12 individual items that ask participants to judge actions that are likely to affect the personal feelings of an individual and the relationship between individuals (e.g. Kebebush had been refreshing herself in 'Sodere' for the past two days. When she returned home this morning, she was feeling relaxed and happy. Based on this context, rate the extent of effectiveness of actions that Kebebush would take to maintain her present mood).	Five-point scale: Very Ineffective (1) to Very Effective (5)

3.5.3 School Records

For the purposes of this study, Cumulative Grade Point Average (CGPA) has been used as a proxy of academic achievement in the case of University students. The CGPA is calculated by dividing the total amount of grade points earned by the total amount of credit hours attempted. It was taken from enrollment and examination office based on participants' Identification Number. On the other hand, secondary school students academic achievement was considered as an average score in all subjects taught. It was copied from roster by referring participants' respective class roll number.

3.6 Procedures

3.6.1 Construction

In constructing the demographic questionnaire, the researcher outlined open ended and close ended items. The items ask participants' to indicate his/her sex, to write his/her age, to indicate birth order, places of upbringing, perceived level of religiosity and so on.

On the other hand, in constructing the emotional intelligence test, the researcher followed the ability model to emotional intelligence. In constructing items for the first branch i.e., *perceiving emotions,* a woman's facial photos displaying different kinds and degrees of emotions were taken at two different occasions with the help of mobile phone. During photographing, the woman was instructed to display moderate degrees of the basic emotions (happiness, sadness, anger, fear, disgust and surprise). After doing so, six photos that display basic emotions and that were supposed suitable for the purpose were selected after loading them on to computer. Finally, under each photo, three different emotions were enumerated based on the rational of degrees of positive/negative emotions categories.

Similarly, in constructing items for branch two (using emotions) one scenario was adapted and four different scenarios were created based on the sample scenario. Then,

three different moods or emotional states were listed out under each scenario that was believed essential for performing the stated cognitive tasks.

Eight multiple choice items were prepared for the third branch. In preparing items for this branch, 3 items were adapted from MHS website (www.mhs.com/ei) while the rest were developed by the researcher on the basis of sample items released on MHS website and literature review.

With regard to branch four items, two of the scenarios were adapted from different sources while one was created by the researcher. Items under this section ask respondents to evaluate effectiveness of actions in maintaining certain moods and social relationships.

3.6.2 Pilot Study

First, the four branches of the ability model of emotional intelligence were separately listed from Mayer, et al. (2004). Following this, since the Mayer Salovey and Caruso Emotional Intelligence Test is copy righted by MHS, only 1 sample item per branches are displayed on the website. For this reason, based on the sample items other items were constructed. Hence 80 items of which 27 of them for measuring perceiving emotion, 24 of them for measuring emotion utilization, 14 for understanding emotion and 15 for measuring managing emotion were constructed.

Bearing in mind the abstract nature of the theory, these 80 items were given for two first year postgraduate developmental psychology students having their first degree in psychology to appraise clarity of items and whether the items were suitable for the intended purpose. Also, one Amharic language teacher commented on the appropriateness of language used in the items. Based on theirs as well as my thesis advisor's suggestions, eight items which lacked clarity were discarded. Hence, 72 items were made ready for pilot test.

The pilot study which was aimed at ensuring item clarity, reliability and validity were done on a sample of 48 students. Out of these, 24 of them were grade 10 students while

the rest were first year university students. The number of males and females were kept equal. The test was administered following standard examination procedures such as students are seated properly, time was assigned and students are instructed not to talk or discuss while doing the test with their partners.

One student's result was excluded since he is an outlier. The results of the pilot test were analyzed using statistical package for the social sciences (SPSS version 17.0 for windows).

The study's major findings were the following.

- Reliabilities of the perceiving emotion branch was r = .73, using emotion branch was r = .69, understanding emotion branch r = .72 and the managing emotion branch r = .71. The overall calculated reliability for a total of 72 items in general was found to be r = .79. This indicates that in general the constructed test is consistent.

As a result, 19 items which were either too easy, repetitive, unfamiliar to students context or too difficult were discarded. Finally, 53 items were made ready for the main study to be distributed to 385 participants.

3.6.3 Administration

After the test was developed and made ready for administration, letters of cooperation were presented to concerned bodies of study sites (i.e. Awash Primary and secondary school and Adama University). Permission was granted from both institutions for administering the test to the students.

In the process of data collection, the following procedures were followed.

1. Initially, an assistant was employed on part-time basis and given to him short orientation on how to distribute the test booklets, keeping time and on how to supervise participants not to cheat.
2. The researcher introduced himself to participants.
3. Participants were asked their willingness to participate in the study and their consent was secured through verbal agreement.
4. Students, who were unwilling to take the test as well as unable to understand Amharic language well were identified and excused from the test room for a while.
5. Participants were seated in somewhat standard examination seating arrangement (i.e. in rows that couldn't make possible cheating from one another).
6. With regard to the test administration, instructions were given both orally during test administration and in written form on the test booklet. Participants were briefed about the purpose of the test, the time given to complete the test as well as directions for filling out the items before they commenced. They were also told not to cheat from their classmates and to ask if they have any doubt on the items.
7. Then test booklets were distributed for male and female participants equally. After assuring distribution of the test booklets to all participants, they were told to start doing the test equally.
8. When the given time ended, the test booklets were collected.
9. Finally, respondents were thanked for their cooperation.

3.6.4 Scoring

Before the data were analyzed, every participant's raw scores/data were coded into SPSS version 17 for windows.

Scoring key was prepared based on the technique suggested by the proponents of the ability model to emotional intelligence (Mayer, et al., 2004).

According to Mayer, et al. (cited in Mayer, et al., 2004), emotional intelligence test can be scored in either consensus criteria or expert criteria. Consensus scoring criteria work based on normative data of over 5000 participants that are collected from different age, ethnic, education, cultural groups. This is to mean individual's correctness or incorrectness on each item is determined by comparing his/her response against the consensus/normative data. But expert scoring is done by comparing the response of testee's with scoring key prepared by panel of emotion experts (Mayer, et al., 2004).

In this study, since there was no normative data for making comparison, expert scoring method was employed. In doing so, four second year, five first year postgraduate developmental psychology students and one PhD holder psychology lecturer were selected to be considered as experts. Their age ranged from 28 to 46. Eight of them were males and most of them were upbrought mainly in rural areas. Selection was done purposively by considering their first degree field of study i.e. those with psychology degree were considered to be candidates. After considering all these, they were given the test booklet.

Then the test booklets were collected and analysis was made. Since one candidate's score was found extremely lower than the other experts, it was excluded from the analysis. Hence analysis was made based on nine experts' response. The answer key was prepared by the degree of agreement and assigning weight to the amount of percent as can be observed from the attached appendix - C.

3.6.5 Analysis

The data were analyzed using both descriptive and inferential statistics.

The relationship between emotional intelligence and academic achievement was determined by Pearson product moment correlation. In order to see the differences among variables independent sample t-test was employed. Similarly, in order to see differences among groups, a two way ANOVA, Partial Eta Squared ($\eta 2$) and test of Tukey krammer procedure (Honestly Significant Difference) were employed. All analyses were performed with the help of Statistical Package for the Social Sciences (SPSS) for windows version 17.0. For all statistical analysis, the level of significance was set at alpha .05.

CHAPTER FOUR

RESULTS

This section presents the results of statistical analyses carried out to answer the basic questions. First, descriptive statistics are presented. This is followed by presentation of results calculated through inferential statistics, such as, the relationship between academic achievement and emotional intelligence; sex, places of upbringing, educational level and age differences in emotional intelligence among the study participants.

4.1 Demographic Characteristics of Participants

Table 3: Participants Background Information

	Variables	Types	Min.	Max.	M	SD	F	%
1	Sex	Male					180	50.0
		Female					180	50.0
		Total					360	100.0
2	Age	-	15	24	19.15	2.43	-	-
3	Age category	Adolescents (15-18)					129	35.8
		Young adults (19-24)					231	64.2
		Total					360	100.0
4	Educational level	Secondary school					135	37.5
		University					225	62.5
		Total					360	100.0
5	Number of siblings	-	0	16	5.10	2.53	-	-
6	Birth order	First born					63	17.5
		Middle born					165	45.8
		Last born					117	32.5
		Only child					14	3.9
		Missing					1	.3
		Total					360	100.0
7	Perceived Religiosity	Not religious at all					17	4.7
		Partially religious					93	25.8
		Very religious					244	67.8
		Missing					6	1.7
		Total					360	100.0
8	Places of upbringing	Entirely Urban					129	35.8
		Partial Urban/Rural					131	36.4
		Entirely Rural					100	27.8
		Total					360	100.0

As can be observed from Table 3 above, male and female respondents were equal in number each comprising 50% of the study sample. Moreover the participants in this study ranged in age from 15 - 24. The mean age was 19.15. This implies that most of the study participants' were found in young adulthood stage of development.

Samples taken were categorized into two age groups. Hence, 231(64.2%) of them were in young adulthood stage (year 19-24), while 129 (35.8%) of the respondents were in the stage of adolescence period (15-18). The samples selected for this study came from two different educational levels, namely students pursuing their secondary education which constituted 135 (37.5%) and university students which comprises 225 (62.5%) of the total sample.

Respondents were asked to indicate the number of siblings they have. As their response revealed in Table 3 above, number of sibling they had ranges from not having a single sibling to having 16 siblings. As far as the participants' birth order is concerned, 63 (17.5%) of them were first born; 165 (45.8%) were middle born children to their families while nearly one third, 117(32.5%) of the respondents were last born.

Concerning respondents self perceived level of religiousness, slightly more than two third 244 (67.8%) labeled themselves as very religious. As for respondents places of upbringing, 129 (35.8%) grew up entirely in urban centers while 131(36.4%) were reared partially in urban and partially in rural area. The rest 100 (27.8%) participants were totally grown up in rural area.

4.2 Patterns of Participants' Scores on EI Test Items

In an effort to look at the general patterns of participants' scores on emotional intelligence test items in relation to experts' score, descriptive statistics were computed for the four branch items separately. As stated in the preceding chapter (chapter 3), participants' level of emotional intelligence was assessed by a test which comprises 53 individual items grouped into four branches. The first branch constitutes 18 items and assesses participants' ability of perceiving emotions from photographs. For the second branch, 15

individual items were presented so as to measure participants' competence in using emotions to facilitate cognitive tasks. Branch three of the emotional intelligence test had interest taping into participants' level of understanding emotional blends, changes as well as emotional knowledge. In doing so, eight multiple choice questions were presented. The fourth branch constituted 12 individual items and aimed at assessing participants' ability of managing emotions of self and others.

Hence, to have a general picture about the participants' level of emotional intelligence, their *Mean* and *Standard Deviation* scores were seen in relation to experts' *Mean* and *Standard Deviation* scores. The results are presented in Table 4, 5, 6 and 7 below.

Table 4: Mean and Standard Deviation Scores for Perceiving Emotions Branch Items

No	Extent to which the photo was rated to express:	Participants		Experts	
		M	*SD*	*M*	*SD*
1	happiness	.45	.25	.52	.26
2	surprise	.47	.10	.50	.00
3	excitement	.36	.19	.46	.20
4	disgust	.40	.16	.50	.15
5	fear	.43	.26	.58	.22
6	anger	.45	.35	.66	.26
7	fear	.26	.17	.41	.12
8	anger	.40	.13	.37	.16
9	sadness	.33	.13	.40	.12
10	fear	.29	.16	.41	.12
11	anger	.38	.28	.57	.24
12	disgust	.57	.31	.66	.26
13	disgust	.61	.30	.72	.23
14	fear	.44	.26	.61	.17
15	sadness	.57	.22	.57	.24
16	happiness	.58	.19	.56	.20
17	excitement	.39	.13	.46	.20
18	surprise	.40	.31	.66	.26
	Perceiving Emotions Branch	**7.86**	**1.32**	**9.70**	**1.42**

As shown in Table 4 above, participants' scored lower *M* and higher *SD* scores in almost all items except for item 8 which showed higher *M* score when compared with experts' mean scores. Concerning the mean score for all items in this branch, participants' scored

lower when compared with the experts mean score. One possible interpretation that can be made from this result is that factors like age, educational level as well as life experiences might have played positive roles in the score of emotional intelligence test in the case of experts than participants.

Table 5: Mean and Standard Deviation for Using Emotions Branch Items

Items	Participants'		Experts'	
	M	*SD*	*M*	*SD*
The extent to which it is useful for an interviewee to be in each of the following moods during job interview:				
19. Relaxed mood	.79	.27	.81	.26
20. Fearing mood	.53	.24	.58	.22
21. Confident mood	.66	.13	.58	.22
The extent to which it is useful for an examinee to be in each of the following moods during preparation for exam like GSELCE:				
22. Confident mood	.61	.18	.56	.20
23. Tensioned mood	.44	.15	.53	.10
24. Relaxed mood	.31	.11	.36	.13
The extent to which it is useful for a musician to be in each of the following moods while composing an inspiring song that initiates people to defend their motherland from external invasion:				
25. Fearing mood	.49	.17	.46	.20
26. Angry mood	.43	.18	.50	.15
27. Excitement mood	.59	.22	.57	.24
The extent to which it is useful for a testifier to be in each of the following moods while giving eyewitness in front of jury:				
28. Relaxed mood	.69	.23	.81	.26
29. Shocked mood	.78	.29	.90	.00
30. Fearless mood	.37	.10	.38	.13
The extent to which it is useful for an individual to be in each of the following moods while trying to resolve conflict between individuals:				
31. Excitement mood	.49	.16	.50	.15
32. Joyful mood	.39	.25	.52	.26
33. Tensioned mood	.55	.21	.56	.20
Using Emotions Branch	**8.18**	**1.16**	**8.68**	**1.12**

Table 5 above presents the general pattern of participants' emotional intelligence score on the using emotions branch in relation to experts' score. Results show that participants' had mean scores lower than experts' on the majority of the items. However, compared to mean scores to branch I items, participants were able to score higher mean scores on some items. When looking the overall *M* score for this branch items in comparison to experts' scores, participants' mean score was slightly lower than that of experts' mean.

Table 6: Mean and Standard Deviation for Understanding Emotions Branch Items

No	Items	Participants'		Experts'	
		M	*SD*	*M*	*SD*
34	Emotions Kebede would feel when he realizes his exclusion from being benefited from the salary increment	.71	.41	1.0	.00
35	Emotions Yordanos would feel when she thinks about the lot of tasks that she has to do	.44	.27	.61	.17
36	Emotions Tiruwork would feel as a result of being abandoned by her husband	.45	.43	.81	.26
37	Emotions the woman and the man would feel as a result of being crossed at the middle of road and for being late respectively	.38	.48	1.0	.00
38	Emotion Ato Hailemariam most likely feel on his daughter's wedding day	.29	.12	.33	.05
39	Emotions most likely visible on an individual who undergone bloods test for HIV/AIDS and waiting outside for the result.	.83	.36	1.0	.00
40	The resulting blended emotions of Disgust and Anger	.65	.47	1.0	.00
41	A condition which can result emotion of shame	.71	.45	1.0	.00
	Understanding Emotions Branch	**4.49**	**1.60**	**6.75**	**.424**

As can be observed in Table 6 above, respondents mean scores were lower than experts' mean score on all understanding emotions items. Similarly, participants' mean score on total understanding emotions branch was lower when seen against experts' mean score.

Table 7: Mean and Standard Deviation for Managing Emotions Branch Items

Items	Participants'		Experts'	
	M	*SD*	*M*	*SD*
The extent to which Kebebush would able to maintain her happy mood by taking each of the following actions:				
42. Making list of tasks she wants to do	.24	.12	.27	.12
43. Thinking about where and when she will go on her next vacation	.24	.22	.40	.23
44. Deciding to ignore the feeling since it wouldn't last anyway	.27	.34	.72	.23
45. calling her mother who was in a depressed mood and trying to excite her	.23	.08	.24	.08
The extent to which Samson would able to maintain his friendship with Elias by taking each of the following actions:				
46. Taking into account the work responsibilities of Elias and tries to fix with the changes	.26	.19	.38	.14
47. Telling exactly the behavioral changes that Elias has brought	.20	.14	.31	.10
48. Leaving his job	.34	.30	.56	.26
49. Explaining the issue to the boss at the top of Elias	.34	.36	.72	.23
The extent to which Woinshet would able to maintain her friendship by taking each of the following actions:				
50. Acting as if nothing happened	.20	.23	.44	.19
51. Raising the issue and ask for apology for what happened and believing that her friends do the same	.24	.22	.44	.23
52. Keeping quite till the two friends cool down	.23	.21	.42	.13
53. Raising the issue, tells what they have done to bother her and listening to their concerns and then finding solutions	.38	.30	.56	.20
Managing Emotions Branch	**3.23**	**1.13**	**5.51**	**.85**
Total Emotional Intelligence	**23.78**	**3.65**	**29.98**	**1.96**

Mean and standard deviation differences between participants and experts concerning their scores on managing emotions items are presented in Table 7 above. Results show that, similar to the previous branches, participants' mean score were smaller in almost all

items than experts mean scores. Likewise, looking at the total branch mean score, still participants demonstrated significantly smaller mean score.

Finally, when the total emotional intelligence test score was compared between these two groups, results showed that participants mean score still lags behind.

4.3 The Relationship between EI and Academic Achievement

Pearson product moment Correlation(*r*) was computed to find out whether there was significant relation between branches and total emotional intelligence scores and students' academic achievement found at secondary and university levels. The results are shown in Table 8 below.

Table 8: Correlations between Emotional Intelligence and Academic Achievement among Secondary and University Students

Emotional intelligence Branches and aggregate	Academic achievement	
	Secondary	University
Perceiving emotion	.06	-.02
Using emotion	.00	.10
Understanding emotion	.01	.18**
Managing emotion	.06	.14*
Total EI	.04	.15*

*P < .05 **P < .01

As shown in Table 8 above, it was found that there was no statistically significant correlation between branches as well as aggregate EI scores and academic achievement among secondary school students. However, there was significant relationship between emotional intelligence understanding emotions branch and academic achievement (r = .18, P < .01); emotional intelligence managing emotions branch and academic

achievement (r = .14, P < .05) and emotional intelligence aggregate score and academic achievement (r = .15, P < .05) among university students.

4.4 Sex Differences in Emotional Intelligence

To find out whether there is significant difference between male and female adolescents and young adults in their emotional intelligence scores, an independent sample t- test was computed. The results are presented in table 9 below.

Table 9: Independent sample t- test between male and female Participants for branches and Total EI

Variables		Sex	N	M	SD	*df*	*t*
Emotional Intelligence	Perceiving Emotions	Male	180	7.66	1.36	358	-2.92**
		Female	180	8.07	1.26		
	Using Emotions	Male	180	8.11	1.25	349.86	-1.19
		Female	180	8.25	1.07		
	Understanding Emotions	Male	180	4.30	1.75	342.74	-2.38*
		Female	180	4.70	1.41		
	Managing Emotions	Male	180	3.04	1.13	358	-3.40**
		Female	180	3.44	1.11		
	Total EI Score	Male	180	23.11	3.95	343.30	-3.57***
		Female	180	24.46	3.20		

* P < .05 ** P < .01 *** P < .001

According to the results shown in Table 9 above, there were significant differences between male and female participants in EI perceiving, understanding and managing emotions branch scores as well as aggregate EI score (t (358) =-2.92, P < .01, t (342.74) = -2.38, P < .05, t (358) -3.404, P < .01, and t (343.30) = -3.57, P < .001,respectively). The results favored females in four dimensions.

4.5 Differences between Adolescents and Young Adults in EI

In an attempt to find out difference in emotional intelligence (branches and aggregate) scores of adolescents and young adults, independent sample t- test analysis was undertaken. The results are presented in Table 10 below.

Table 10: Independent sample t- test between Adolescents and Young Adults for EI

Variables		Age Category	N	M	SD	df	t
Emotional intelligence	Perceiving Emotions	Adolescents	129	7.71	1.24	286.34	-1.71
		Young Adults	231	7.95	1.36		
	Using Emotions	Adolescents	129	7.95	1.25	358	-2.85*
		Young Adults	231	8.31	1.09		
	Understanding Emotions	Adolescents	129	4.14	1.66	247.41	-3.12*
		Young Adults	231	4.70	1.53		
	Managing Emotions	Adolescents	129	3.21	1.03	358	-.33
		Young Adults	231	3.25	1.20		
	Total EI	Adolescents	129	23.01	3.65	261.43	-3.01*
		Young Adults	231	24.21	3.59		

*P < .05

The findings in Table 10 above revealed that there was significant difference between adolescents and young adults in their ability of using emotions (t (358) = -2.85, P < .05), understanding emotions (t (247.41) = -3.123, P <.05) and in their total EI score (t (261.43) = -3.01, P < .05). The results found indicated that older participants' scores were better than the younger ones.

4.6 Differences between Secondary and University Students in EI

To investigate whether there is a significant difference between secondary and university students in branches and aggregate emotional intelligence scores, an independent t-test was calculated with the help of SPSS. The results are shown in Table 11 below.

Table 11: Independent Sample t- test between Secondary and University Students for EI

Variables		Educational level	N	Mean	SD	df	t
Emotional Intelligence	Perceiving Emotions	Secondary	135	7.73	1.27	358	-1.47
		University	225	7.95	1.35		
	Using Emotions	Secondary	135	7.90	1.25	248.82	-3.47**
		University	225	8.35	1.07		
	Understanding Emotions	Secondary	135	4.09	1.67	358	-3.85***
		University	225	4.74	1.51		
	Managing Emotions	Secondary	135	3.17	1.04	314.25	-.913
		University	225	3.28	1.20		
	Total EI	Secondary	135	22.89	3.68	358	-3.65***
		University	225	24.32	3.53		

**P < 0.01 ***P < 0.001

As can be seen from Table 11 above, the findings revealed that there was significant difference between secondary and university students in their ability of using emotions (t (248.82)= -3.47,P < .01), understanding emotions (t (358)= -3.85,P< .001),and in their aggregate EI score (t (358) = -3.65, P < .001). The results indicated that university students scored better than secondary students in two of emotional intelligence branches and aggregate scores.

4.7 Relationship between Places of Upbringing and EI

Table 12: Mean and Standard Deviation for Branches and Aggregate EI Scores by P of Upbringing and Sex

	VARIABLES			PLACES OF UPBRINGING											
				ENTIRELY URBAN			PARTIAL RURAL/ URBAN			ENTIRELY RURAL			TOTAL		
				M 61	F 68	T 129	M 69	F 62	T 131	M 50	F 50	T 100	M 180	F 180	T 360
1	EMOTIONAL INTELLIGENCE	Perceiving	SD	1.31	1.42	1.36	1.28	1.19	1.24	1.38	1.08	1.36	1.36	1.26	1.32
			Mean	8.06	8.04	8.05	7.71	7.92	7.81	7.12	8.29	7.71	7.67	8.07	7.87
2		Using	SD	1.01	.92	.97	1.30	1.12	1.21	1.38	1.16	1.28	1.25	1.07	1.16
			Mean	8.39	8.46	8.43	8.05	8.09	8.07	7.85	8.17	8.01	8.11	8.25	8.18
3		Understanding	SD	1.57	1.34	1.45	1.68	1.49	1.59	1.97	1.38	1.73	1.75	1.41	1.60
			Mean	4.72	4.93	4.83	4.17	4.42	4.29	3.97	4.72	4.34	4.29	4.69	4.49
4		Managing	SD	1.14	1.15	1.15	1.15	.98	1.08	1.02	1.14	1.12	1.14	1.11	1.14
			Mean	3.41	3.68	3.56	2.90	3.23	3.05	2.78	3.37	3.07	3.04	3.44	3.24
5		EI Total	SD	3.42	3.17	3.29	3.88	3.24	3.60	4.11	3.03	3.86	3.95	3.20	3.65
			Mean	24.57	25.12	24.86	22.82	23.66	23.22	21.72	24.55	23.13	23.12	24.46	23.78

As shown in Table 12 above, participants grown entirely in urban area scored slightly higher mean score in perceiving emotions branch 8.05 compared to other respondents those grown partially rural/urban and entirely rural with mean score of 7.81 and 7.71 respectively. With regard to sex differences in perceiving emotions, the result indicated that female participants obtained greater emotion perception mean score of 8.07 than that of male participants who got a mean score of 7.67.

Like perceiving emotions shown earlier participants grown entirely in urban centers also scored the highest mean score in EI using emotions branch, 8.43, compared to

respondents coming from other places of upbringing (i.e., partial rural/urban and totally rural)with using emotions mean score of 8.07 and 8.01, respectively. Concerning sex differences in using emotions, still female respondents obtained slightly higher mean score of 8.25 while males scored 8.11.

By a simple inspection of table 12 above, it is possible to understand that participants who were reared in entirely urban area scored slightly greater in EI understanding emotions than their counterparts. Their mean score for understanding emotions was found to be 4.83. While respondents grown totally in rural area scored 4.34 and the least scorers were participants grown partially in rural areas and partially in urban centers with mean score of 4.29. With respect to sex difference in emotion understanding, the result of descriptive statistics shows that female respondents scored higher mean score of 4.69 than male respondents who scored 4.29.

Alike to the three branch mean scores described earlier, participants whose upbringing was entirely urban also had the highest managing emotions mean score of 3.56 compared to participants from other places of upbringing (i.e., partial rural/urban and entirely rural)with a mean score of 3.05 and 3.07, respectively. With respect to sex differences in managing emotions, female respondents scored slightly greater than their counterparts with mean of 3.44 while males scored 3.24.

On the other hand, from a glance looking at Table 12 above, it is easy to comprehend that respondents grown entirely in urban area obtained greater mean score, 24.86 on overall EI compared to respondents up brought in other places (i.e., partial urban/partial rural and totally rural) with overall EI mean score of 23.22 and 23.13, respectively. With respect to sex differences in overall EI score, still female respondents are at the forefront. Their mean score was 24.46, while that of males was 23.12.

To investigate the effect of places of Upbringing and Sex on adolescents' and young adults' emotional intelligence, two way ANOVA was computed.

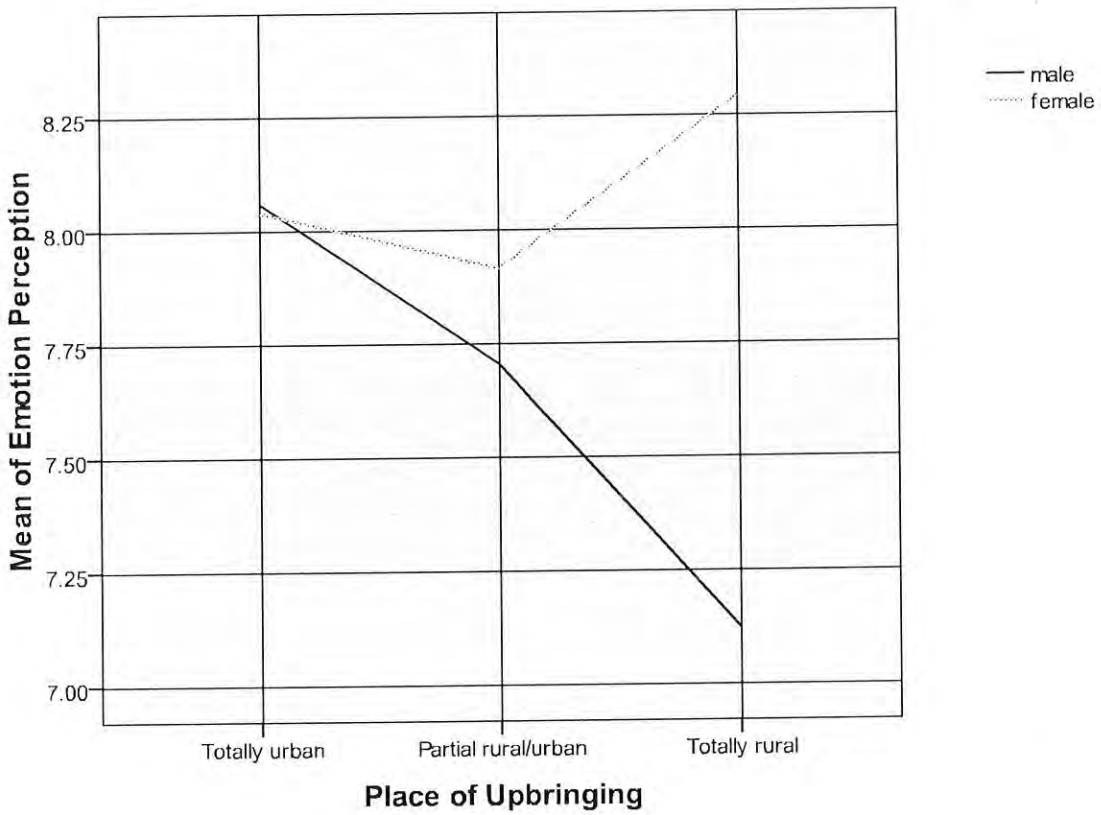
Table 13: A two way ANOVA summary of the effect of Place of Upbringing and Sex on EI

Variables		Source	Sum of Squares	df	Mean Square	F	Partial Eta Squared
EMOTIONAL INTELLIGENCE	Perceiving	Sex	18.21	1	18.21	10.98*	.030
		PU	7.21	2	3.61	2.17	.012
		Sex * PU	21.66	2	10.83	6.53*	.036
		Total	22904.52	360			
	Using	Sex	1.91	1	1.91	1.44	.004
		PU	12.08	2	6.04	4.56*	.025
		Sex * PU	1.22	2	.61	.46	.003
		Total	24579.03	360			
	Understanding	Sex	14.66	1	14.66	5.90*	.016
		PU	21.50	2	10.75	4.33*	.024
		Sex * PU	4.76	2	2.38	.96	.005
		Total	8197.71	360			
	Managing	Sex	14.14	1	14.14	11.62*	.032
		PU	19.01	2	9.50	7.81*	.042
		Sex * PU	1.56	2	.78	.64	.004
		Total	4242.73	360			
	Total EI	Sex	175.24	1	175.24	14.37*	.039
		PU	225.61	2	112.81	9.25*	.050
		Sex * PU	83.53	2	41.76	3.43*	.019
		Total	208400.28	360			

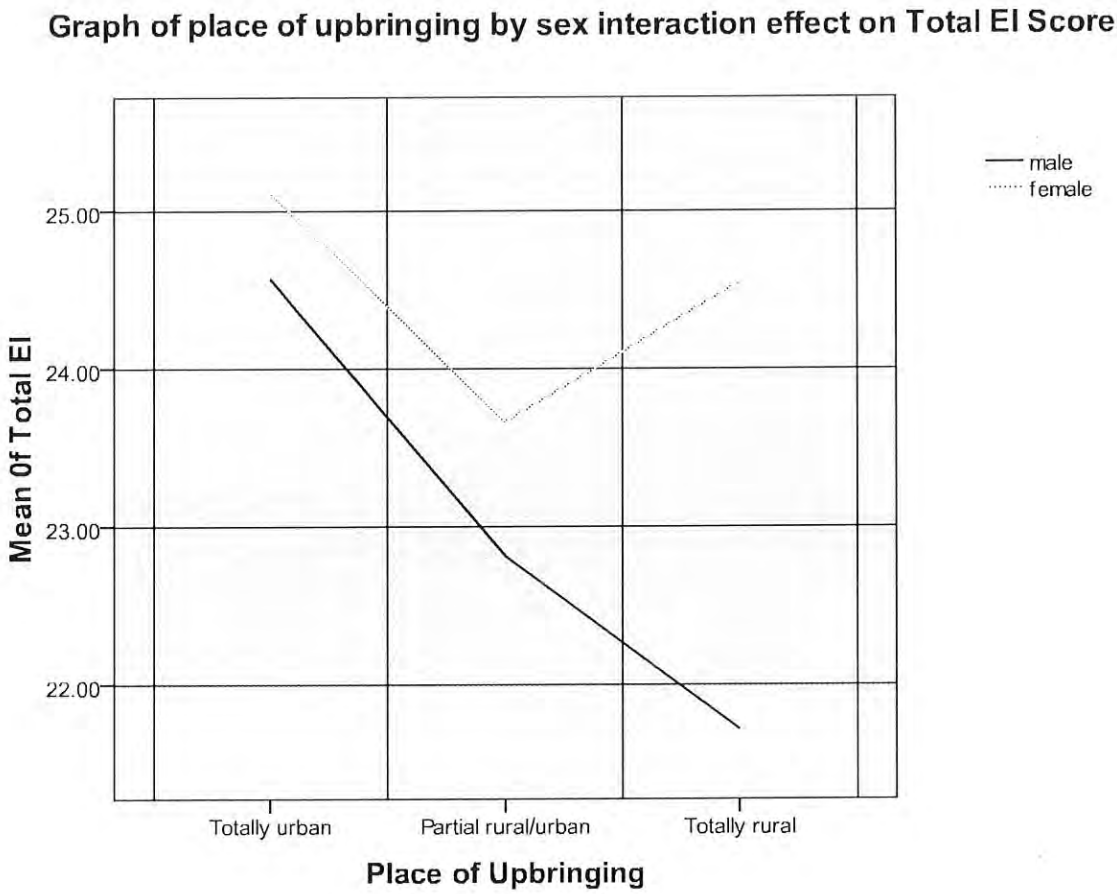
*The mean difference is significant at .05 levels PU- Place of Upbringing

Table 13 above reveals that place of upbringing by sex interaction was significant ($F = 6.53$, $P < .05$) in adolescents' and young adults' perceiving emotions ability.

Graph of place of upbringing by sex interaction effect on perceiving emotion



As it can be seen from the above graph, the gap between the two lines at the point of totally urban place of upbringing is too close and even intercepting. This means, the interaction effect of totally urban place of upbringing by sex was very low. On the other hand, the gap between the lines gets wider and wider at the point of partial rural/urban and totally rural place of upbringings. This indicates that there was high interactive effect of place of upbringing (partial rural/urban and totally rural) by sex on perceiving emotions. In short, there was a significant difference in perceiving emotions ability among male adolescents and young adults from different place of upbringings. Moreover, the strength of association measure (partial Eta Squared) demonstrated that .3 %, .12 % and .36 % of the variance in perceiving emotions was accounted by sex, place of upbringing and the interaction effect of sex by place of upbringing respectively.



As can be observed from the above graph, the gap between the two lines at the point of totally urban place of upbringing is closer from the other two places of upbringing. This means the interaction effect of totally urban place of upbringing by sex is lower than the other two places of upbringing. On the other hand, the gap between the two lines is wider at the point of partial rural/urban and even too wide at totally rural place of upbringings. This indicates that there is high interactive effect between sex and these two places of upbringing on total EI score. Furthermore, the strength of association measure (partial Eta Squared) demonstrated that 3.9%, 5.0% and 1.9% of the variance in aggregate emotional intelligence score were accounted for by sex, places of upbringing and the interaction effect between sex and places of upbringing respectively.

On the other hand, results shown above disclosed that there was statistically significant mean difference ($F = 4.56$, $P < .05$) among adolescents and young adults those grown up entirely urban, partially urban/rural and entirely rural in EI using emotions branch scores. Moreover, places of upbringing and sex as interactive effect ($F = .46$, $P > .05$) were not related significantly to the adolescents and young adults EI using emotions scores. Thus, there was no significant difference in EI using emotions scores among male adolescents and young adults from various place of upbringing.

As indicated in table 13 above, there was statistically significant difference ($F = 5.90$, $P < .05$) in EI understanding emotions between male and female respondents. This means that there was significant sex difference in understanding emotions. Similarly, there was statistically significant difference ($F = 4.33$, $P < .05$) among respondents grown in different places in their scores of EI understanding emotions branch. Furthermore, the strength of the association measure (partial Eta-squared) demonstrated that 1.6%, 2.4% and .5% of the variance in understanding emotions were accounted for by sex, places of upbringing and the interaction effect between sex and places of upbringing respectively.

There was statistically significant difference ($F = 11.62$, $P < .05$) in managing emotions between male and female respondents. This meant that there was significant sex difference in EI managing emotions scores. Once again, there was statistically significant difference ($F = 7.81$, $P < .001$) among respondents from different places of upbringing. Furthermore, the strength of association measure (partial Eta Squared) demonstrated that 3.2%, 4.2% and 0.4% of the variance in understanding emotions were accounted for by sex, place of upbringing and the interaction effect between sex and place of upbringing respectively.

On the other hand, place of upbringing by sex interaction effect ($F = 3.43$, $P < .05$) was significant to the respondents aggregate emotional intelligence score.

Finally to examine which places of upbringing showed statistically more significant difference in branches and total scores of emotional intelligence, post hoc Tukey Test was computed and what was found is presented in table 14 below.

Table 14: Multiple comparison of mean difference Branches and Total EI

Places of upbringing	Mean difference	
	1	2
Entirely Urban (1)	-	
Partial Urban/Rural (2)	.24	-
Entirely Rural (3)	.34	-.10
Entirely Urban (1)	-	
Partial Urban/Rural (2)	.36*	-
Entirely Rural (3)	.42*	-.06
Entirely Urban (1)	-	
Partial Urban/Rural (2)	.54*	-
Entirely Rural (3)	.49	.05
Entirely Urban (1)	-	
Partial Urban/Rural (2)	.50*	-
Entirely Rural (3)	.48*	.02
Entirely Urban (1)	-	
Partial Urban/Rural (2)	1.64*	-
Entirely Rural (3)	1.73*	-.08

*The mean difference is significant at the .05 level.

The result presented in Table 14 displayed above, revealed that there was no statistically significant mean score difference in EI perceiving emotions scores among respondents coming from different places of upbringings.

On the other hand, there was statistically significant mean difference in EI using emotions among respondents from different place of upbringing. The mean difference of respondents from entirely urban grown and that of partially urban and partially rural grown was .36; while the mean difference between entirely urban grown and entirely rural grown was .42. This implied that respondents grown entirely in urban centers were scored somewhat significantly higher in EI using emotions branch than respondents grown in partial urban/rural and entirely rural areas. However, no statistically significant mean difference was observed in EI using emotions branch among respondents coming from entirely rural grown and partial urban/rural grown.

As can be seen from Table 14 above, there was a significant difference of mean score in EI understanding emotions branch between those respondents who were entirely grown in urban centers and those who were reared partially in urban and partially in rural areas. This implies that respondents whose places of upbringing were entirely urban were different from those respondents whose place of upbringing was partially rural and partial urban in their score of EI understanding emotions branch. However, there is no significant difference of mean in emotions understanding between entirely urban grown respondents and entirely rural grown respondents. Similarly, no statically significant mean score difference was observed between those groups of respondents grown in partial urban/rural and entirely rural.

There was significant mean score difference in EI managing emotions between entirely urban grown respondents and respondents whose place of upbringing was partially urban and partially rural .50; entirely rural and entirely urban .48. On the other hand, no statistically significant mean difference was found between respondents coming from entirely rural grown respondents and that of partially urban and partially rural grown respondents.

It has been found out that there were statistically significant mean differences in aggregate Emotional Intelligence among respondents from different places of upbringing. The mean difference of respondents from entirely urban grown and partial urban/rural was 1.64 and that of entirely rural grown and entirely urban grown was 1.73. What can be inferred from this is that urban grown respondents were somewhat different from their counterparts in their emotional intelligence scores (partial urban/rural and entirely rural). Finally there was no statistically significant mean difference in aggregate emotional intelligence scores among respondents grown partial urban/rural and entirely rural.

CHAPTER FIVE

DISCUSSION

In this section, the findings of the present investigation are discussed in light of findings of previous studies and possible explanations.

5.1 Participants' Level of Emotional Intelligence

One of the major interests in the present study was to understand how emotionally intelligent were the study participants' when their scores compared to experts' scores on emotional intelligence test. In order to examine this, the mean and standard deviation scores of the participants' seen against with that of experts' scores. Hence, the findings indicated that participants' level of emotional intelligence is lower than that of participants in all branches and aggregate emotional intelligence. This finding is found to be consistent with the ability model to emotional intelligence proponents claims. According to Mayer, Salovey & Caruso (2004) older, educated and more experienced participants scored higher than younger, less educated and less experienced participants. Similarly, in the present study, individuals who were considered as experts were more educated, older than participants as well as more experienced than the study participants who were found most of them in adolescence stage, high schoolers and university learners.

5.2 The Relationship between EI and Academic Achievement

To determine whether there exists significant relationship between emotional intelligence and academic achievement, Pearson product moment correlation was computed. In the analysis, emotional intelligence was treated as independent variable and academic achievement as dependent variable.

The evidence from the result of the investigation that had been presented in the previous chapter indicated that the relationship between students' academic achievement and emotional intelligence shown different findings for secondary school and university students. While there was significant relationship between academic achievement with

two branches and aggregate EI scores of emotional intelligence in university students, no significant relationship was seen in the case of secondary school students. That means students whose CGPA is higher scored significantly higher in understanding emotions branch ($r = .18$, $P < .01$), managing emotions branch ($r = .14$, $P < .05$) and aggregate emotional intelligence score ($r = .15$, $P < .05$) than students whose CGPA is lower. From this, it is possible to infer that emotional intelligence has positive and significant relation with academic achievement of university students.

Previous researches concerning the relationship between academic achievement and emotional intelligence with college students revealed similar and consistent findings (Barchard, 2003; Bracket & Salovey, 2006; Sunbul & Alsan, 2007). For instance, a study carried out by, Barchard (2003) on university students, result demonstrated that students' academic achievement were positively and significantly correlated to emotional intelligence with $r = .20$ to $.25$, despite most of the correlations drop to non-significant level once general intelligence was statistically controlled for.

In support of the present finding, Zeidner & Shani-Zinovich (cited in Mayer, Salovey & Caruso (2004) found out that academically gifted students in Israel scored higher particularly on MSCEIT understanding emotions branch and managing emotions branch than their less gifted peers. Hence, the present and previous researches clearly indicate the positive contribution of emotional intelligence and emotional skills to students' academic achievement.

However, the present findings with regard to the relation of emotional intelligence and academic achievement in secondary school students contradicted previous findings (Barchard, 2003; Bracket & Salovey, 2006; Marquez, Martin & Brackett, 2006; Sunbul & Alsan, 2007) while consistent with Newsome, Day & Catano(2000) who reported that emotional intelligence has no relation to academic achievement among college students.

One possible explanation for this particular finding could be that average scores taken as academic achievement for secondary school students is less restricted in its range than

academic achievement for university students which many times expressed through letter grades. Thus, it is important to replicate this finding before using in any manner.

5.3 The Relationship between Sex and Emotional Intelligence

The finding obtained in the present study demonstrated that there are significant differences between male and female participants in all EI branches as well as aggregate scores except in using emotions branch.

Evidence showed that female adolescents and young adults scored significantly higher in EI perceiving emotions branch than their counterparts. Results demonstrated that female participants scored higher than males. Furthermore, it can be believed that sex contributed as high strength of association measure as 3% of variance, among other extraneous variables in score of EI perceiving emotions.

There was also significant interaction effect between sex and places of upbringing that evolve variation between male and female participants in score of perceiving emotions. In other words, both of the independent variables (sex and places of upbringing) jointly played great role in manifesting more emotionally intelligent girls than boys. Hence, with certain precaution, it seems possible to say that female participants are somewhat intelligent in perceiving emotions than male participants. This finding confirms to Extremera, Fernandez-Berrocal & Salovey (2006) and Todres et al (2010) who reported that females scored higher than males in perceiving emotions branch.

Some possible reasons can be suggested that might be accountable for the disparity in ability of identifying emotions between male and female adolescents and young adults. It seems that the manner parents socialize and treat their sons and daughters could contribute to such differences depending on the socio cultural values. In the researcher's opinion and the local context, females are more emotion oriented in their interaction while males focus on and encouraged to suppress their emotions. Thus, it has ground in genetic endowments as well as the socialization process of family, neighborhood as well

as the broader cultural context in which individuals' upbrought (Bronfenbrenner, cited in Chaudhary, 2004).

On the other hand, no significant difference between male and female adolescents and young adults in score of EI using emotion branch was found in the present research. This means the scores on EIT using branch has no significant variation between male and female adolescents and young adults.

However, when looking at the mean score closely, minimum difference is detected between the two groups. This implies that both males and females have subtle difference in ability of using their emotions so as to facilitate cognitive tasks.

According to this particular finding, sex has contributed very low strength of association measure of variance (0.4%) in EI using emotion branch. There was also no statistically significant interaction effect between sex and Places of upbringing in EI using emotion branch. In other words, both sex and places of upbringing together didn't contribute for the variation of scores on EI, using emotion branch between female and male adolescents and young adults.

Strictly speaking, however, this result is found to be inconsistent with previous researches (Extremera, Fernandez-Berrocal & Salovey (2006) and Todres et al (2010) who found that females scored significantly higher in EI using emotions for facilitating cognitive tasks than males.

Possible reason for the present findings, as far as the researcher's view is concerned; most of the time females are given little public opportunity to exercise their emotions for cognitive tasks. Most cognitive tasks are done by males and still our society may not encourage females to participate in activities which require more cognition.

With regard to sex differences in understanding emotions, the present finding indicated that there was statistically significant difference between male and female adolescents and young adults in EI understanding emotions. Results demonstrated that female

participants are better in understanding emotions than their counterparts. This implies that sex has played substantial role in the variance of association measure in understanding emotions ability. However, it was found that there was insignificant interaction effect between sex and places of upbringing which didn't produce variation between male and female adolescents and young adults in understanding emotions.

This finding conforms to (Extremera, Fernandez-Berrocal & Salovey, 2006; Mayer, et al, 2003; Mayer, Roberts & Barsade, 2008; Salovey & Grewal, 2005;Todres et al, 2010) who reported that females score higher than males on measures of emotional intelligence including understanding emotions branch.

In the view of the investigator, female adolescents and young adults' ability of understanding emotion may be the combined effect of nature and nurture. That is to mean females are naturally sensitive in noticing emotion expressions as well as understanding them. Similarly, in most cultures, females also expected to be more empathetic for others than males which in turn could contribute for their ability of understanding others' feelings well.

Similarly, the findings obtained in the present investigation demonstrated that there is significant difference between male and female adolescents and young adults in managing emotions. Evidence showed that females were significantly better than their counterparts. Results of descriptive statistics and t- test analysis demonstrated that females scored higher than males in EI managing emotions branch. Furthermore, it can be believed that sex contributed as high strength of association measure as 3.2% of the variance in EI managing emotions score.

However, there was no significant interaction effect between sex and places of upbringing that contribute for the variation observed between males and females in their ability of managing emotions. In other words, both the independent variables (sex and

places of upbringing) did not play substantial role in producing higher score of managing emotions in females than in males.

As illustrated in (table 13), the current finding indicated that there was statistically significant difference between male and female adolescents and young adults in EI total score. Results of descriptive statistics (table 12) shown that female adolescents and young adults scored higher across all branches; perceiving, using, understanding and managing. What implies that females are generally better than males in emotional intelligence as measured by ability based emotional intelligence test. It was also found that there was significant interaction effect between sex and places of upbringing which produced variations between male and female adolescents and young adults in emotional intelligence score entirely. It was also found that sex and places of upbringing could help in scoring higher in EI test in females than males.

This finding conforms to most of former researches done on the area. Among others the current findings go in line with (Adeyemo, 2007; Extremera, Fernandez -Berrocal & Salovey, 2006; Mayer, Salovey, & Caruso 2004; Schutte, et al., cited in Yip, & Marthin, 2006; Sunbul, & Aslan, 2007; Tapia, & Marsh, 2006; Todres et al, 2010; Rouhani, 2008) who reported that females scored higher than males on ability based emotional intelligence as well as perceived or trait emotional intelligence.

5.4 Age and Emotional Intelligence

To find out whether there exists significant difference between participants' age and their scores of emotional intelligence, independent sample t-test was computed. For the analysis participants were categorized into two age groups (15-18 as adolescents and 19-24 as young adults).

The result indicated that there is significant difference in scores of emotional intelligence particularly in using emotions branch ($t = -2.85$, $P<.05$), understanding branch ($t= -3.12$, $P< .05$) and aggregate EI ($t= -3.01$, $P< .05$) between adolescents and young adults. This means that score of emotional intelligence is related to stage of development. This implies

that as ones stage of development increases his/her emotional abilities also tend to increase.

This finding conforms to Goldenberg, Matherson & Mantler (2006), Sunbul & Aslan (2007) and Todres et al (2010) who reported that older participants tend to score higher than younger participants.

Mayer et al (cited in Mayer, Salovey & Caruso,2004) carried out a study that tried to examine developmental trends in EI between adolescent and college age students, its result particularly was consistent with the present finding in that young adult's group scored somewhat higher than the adolescent group. This finding shows how age and experience can be a factor in emotional intelligence development and could be regarded as an indication of emotional intelligence is a class of cognitive intelligence as suggested by the proponents of the ability model of emotional intelligence (Mayer, et al., 2004).

5.5 Educational Level and Emotional Intelligence

One of the independent variable which is given due attention in order to be investigated in relation to EI was students' educational level (secondary and university). In this regard, the present study revealed that there are statistically significant differences in EI using emotions branch, EI understanding emotions branch and EI aggregate scores between secondary school and university students. The independent sample t-test analysis revealed presence of statistically significant difference in scores of EI ($t = -3.47$, $P < .001$) for using emotion branch, ($t= -3.85$, $P < .001$) for understanding emotions and ($t= -3.65$, $P < .001$) for aggregate EI.

This means that students from university accomplished higher mean score on EI using and understanding branches as well as on EI total than students from secondary school.

This particular finding is consistent with a very recent research report carried out by Todres et al (2010) on medical students to see the effect of stage of study on EI. These

researchers reported that students found in their final year of study at medical school scored significantly higher in EI managing branch and EI aggregate compared to those found in their first and second year medical students. Similarly, Sunbul & Aslan (2007) also found that fourth year students scored higher compared to first year students on coping with stress sub scale. This later study was carried out using self report questionnaire not ability based measure.

Furthermore, one of the criteria that help us to consider a particular ability as intelligence is whether that ability increases with advancing education and experience. Mayer, Salovey & Caruso (2004) argue that emotional intelligence fulfills the criteria for cognitive intelligence. Similarly, the present finding tends to correspond to their claim since it showed increase in two branches and aggregate EI. However, students found at both secondary school and university stage did not score statistically in a significant way on EI perceiving emotions branch and EI managing emotions branch.

5.6 The Relationship between Places of Upbringing and EI

The evidence from the findings of the analysis that had been presented in the previous chapter indicated that study participants were found to be different in their score of EI as a result of places of upbringing.

It was found that there is a statistically significant difference in mean scores in EI using emotions branch, EI understanding emotions branch, EI managing emotions branch and EI aggregate between participants whose upbringing was entirely urban on one hand and those whose upbringing was partial rural/urban as well as whose upbringing was entirely rural on the other.

In other words, participants whose upbringing was entirely in urban scored higher on emotional intelligence test particularly in using emotions branch, understanding emotions branch, managing emotions branch and aggregate EI. Unfortunately, no previous research done abroad or locally was found in the realm of the present researcher

which could either refute or support these findings. However, it is possible to forward some possible explanations so as to see the outcome of the present research.

According to the bioecological theory of human development, every aspects of development (cognition, emotion, moral, physical, social, etc) can be affected by the overall context in which the individual is raised, lived, worked and so on Bronfenbrenner (cited in Gardner, & kosmitzki, 2002). For instance, a person who is upbrought entirely in urban area may not perceive, use, understand and mange emotions in similar manner compared to an individual whose upbringing was either in semi-urban or rural area. This may mean for example, adolescents and young adults' whose upbringing was in urban center to a greater extent have exposures to different media sources which can in turn impact their emotional development in one way or another. Hence, the differences observed in emotional intelligence test scores between adolescents and young adults whose upbringing was entirely in urban and those whose upbringing was partially urban /rural as well as entirely rural grown can be attributed, at least with some reservation, to factors found in places where they were upbrought as well as the broad cultural contexts in which they were reared. This can be exemplified by taking the reality in Ethiopia. Ethiopia is a country where there are diverse ethnic groups each entertaining unique cultural values, norms, beliefs, etc. Hence, parents, neighborhoods, schools as well as society at large cultivate and acquaint members with emotional knowledges and ways of interpreting emotional informations based on the socio cultural conditions.

In the present finding, it is possible to suggest reasons for the association between adolescents and young adults EI scores and being grown in urban centers. For one thing, entirely urban grown adolescents and young adults have broader exposure to media so that they can get informations that might impact their emotional intelligence.

On the other hand, as mentioned earlier, it was found that there is significant difference in score of emotional intelligence between adolescents and young adults whose upbringing was entirely urban and their counterparts adolescents and young adults

whose upbringing was partial rural/ urban and entirely rural. However, there is no significant difference in EI perceiving emotions branch, EI using emotions branch, EI understanding emotions branch, EI managing emotions branch and EI aggregate scores between adolescents and young adults whose upbringing was partial urban/rural on one hand and their counter-part adolescents and young adults whose upbringing was entirely rural on the other(refer table 14). This indicates that there is no variation among adolescents and young adults whose upbringing was partial rural/urban and adolescents and young adults whose upbringing was entirely rural in their EI scores of perceiving, using, understanding and managing emotions. Like in the previous one, it has been impossible to find a research report on the effect and/or relation of places of upbringing on/to emotional intelligence of adolescents and young adults whose upbringing was partial urban/rural.

In the opinion of the researcher, the major possible reasons for adolescents and young adults who upbrought partially in rural and partially in urban area to score lower on emotional intelligence test than their counterpart, those grown entirely urban could be the amount of exposure they had previously on factors that can enhance ones emotional abilities.

Also, the findings in the present study revealed that there was statistically significant difference between adolescents and young adults whose upbringing was entirely rural and their counterparts; entirely urban grown and partial urban/rural grown adolescents and young adults in EI perceiving emotion branch, EI using emotion branch, EI understanding emotion branch, EI managing emotion branch as well as EI total score.

Findings indicated that adolescents and young adults whose upbringing was entirely rural scored lowest on EI perceiving emotions branch, EI using emotions branch, EI understanding emotions branch, EI managing emotions branch and EI aggregate as compared to adolescents and young adults whose upbringing was entirely urban as well as partial rural/ urban.

To the view of the researcher, respondents who are grown entirely in rural areas had a very limited exposure to different mass media which their scarcity could result not getting important facts about emotional knowledge of other cultures. In line with this, the communal child rearing practice in which the child was upbrought can greatly affect the emotional intelligence of the child. In support of the above idea, Bronfenbrenner (cited in Gardner & kosmitzki, 2002) pointed out that all systems play either a direct and indirect role in the overall development of the person. As the child matures, the range of emotion grows to include the influences of the expanding environment. Here, according to Bronfenbrenner, it includes culture and other external forces that can influence the development of emotions such as fear of strangers, shame, and romantic love.

Besides, life in rural areas is different from life in urban centers. Rural societies tend to incorporate nature's concerns in their world view, while urban societies often overlook environmental issues even if out of compulsion (Chaudhary, 2004). While people in rural areas may have more direct experience of nature, urbanites have more opportunities to human made experiences for instance, mass media (Antonishak, et al., 2005). This impact of places of upbringing, therefore, plays a considerable role in making adolescents and young adults to be less emotionally intelligent than urbanites.

Thus, as participants in the present study came from different corners of the country, especially those taken from Adama University, variations observed in scores of emotional intelligence could be attributed to factors found being upbrought either in urban center or rural area at least tentatively.

In general, the different methods employed in the analysis of data enabled to give appropriate answer for the basic question raised in the investigation.

From mean and standard deviation analysis, the general pattern of participants' scores on each item was found to be lower than experts' scores. As a result, research question 1 is got answer.

From correlational analysis, it was found out that two branches (understanding and managing emotions) of emotional intelligence and aggregate score of EI have statistically significant relationship with academic achievement particularly for university students. But there was no statistically significant relation was seen between emotional intelligence and academic achievement in the case of secondary school students. Hence, research question 2 raised in introduction part is answered.

From independent sample t-test and Partial Eta Squared in ANOVA analysis findings indicated that there was statistically significant differences between male and female students in EI perceiving emotions, understanding emotions, managing emotions as well as aggregate EI scores but no statistically significant difference was seen in EI using emotions branch score among participants. Therefore, basic question 3 is answered.

From independent sample t-test analysis, it was found out that there were significantly differences between adolescents' young adults' and in their scores of EI using emotions, understanding emotions branches as well as aggregate EI. However, there were no differences in scores of EI perceiving emotions and managing emotions branches among adolescents and young adults. Consequently, research question 4 is answered.

From (independent sample t-test) analysis, findings indicated that there were significant difference between secondary school and university students in their score of EI using emotions and understanding emotions branches as well as aggregate EI scores but there were no differences in EI perceiving emotions and managing emotions branches scores among secondary school students. Therefore, research question 5 is answered.

Tukey test, partial Eta squared in ANOVA analysis revealed that Adolescents and young adults whose upbringing was entirely urban are significantly differ in EI using, understanding, managing and aggregate scores. However, there was no significant difference among adolescents and young adults whose upbringings were partial urban/rural and entirely rural in their score on EI both at branches and aggregate levels. Hence, basic question 6 is answered.

From ANOVA and Partial Eta Squared analysis, results indicated that sex and places of upbringing contributed statistically significant role in participants' scores of perceiving emotions and aggregate emotional intelligence scores. However, no statistically significant joint contribution was observed in scores of other branches of emotional intelligence scores. Therefore, research question 7 is replied.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Summary and Conclusion

The objective of this study was to examine the link between emotional intelligence with academic achievement as well as age, sex, educational level and place of upbringing among adolescents and young adults in Adama town. Accordingly, the following specific research questions were proposed for in-depth investigations.

- What is the pattern of EI among participants?
- Is there statistically significant relationship between EI score and academic achievement of secondary and university students?
- Is there statistically significant sex difference in EI score?
- Is there statistically significant difference in EI score between adolescents and young adults?
- Is there statistically significant difference in EI score between secondary school and university students?
- Is there statistically significant difference in EI score among participants coming from different places of upbringing?
- Is there statistically significant interaction effect of sex and places of upbringing on participants' score of EI?

In order to provide appropriate responses to the aforementioned questions, one secondary and one university that are situated in Adama town were selected. A total of 360 students (135 from secondary school and 225 from university populations among which males and females constituted equal portion) were randomly selected. The selected samples were adolescents (age range 15-18) and young adults (age range 19-24), while keeping male and female ratio equal. An ability based test that aimed at measuring participants' level of emotional intelligence was administered.. The test was tried out for the sake of ensuring the reliability and items clarity on pilot samples from both kinds of

participants. Based on the feedbacks gained, some items were discarded and some others were modified so as to bring better understanding on the part of the respondents.

Participant adolescent and young adult students who were selected by different types of sampling techniques completed the general demographic questionnaire and EI test.

The data collected was analyzed using Mean, Standard Deviation, Frequencies and Percentage as well as Pearson Product Moment Correlations, Independent Sample t-test, two way ANOVA, Partial Eta-squared (η2) and test of Tukey procedure (HSD). From the inspection of data analysis, the following findings are obtained:

1. The findings of the present study indicated that participants' scores of emotional intelligence were generally lower when compared to experts' scores. Therefore, it is somewhat possible to conclude with certain reservation that different individual and environmental factors contributed to the variations observed between the two groups' scores of emotional intelligence. Specifically, age, sex, educational level and experiences can be mentioned among the major factors.

2. The correlational analysis disclosed that there were statistically significant positive correlations between academic achievement and emotional intelligence understanding emotions and managing emotions branches as well as aggregate EI scores in the case of university students while there were no significant correlations between scores of emotional intelligence and academic achievement at all in the case of secondary school students.

3. After examining the data using independent sample t-test and partial Eta Squared(η2), statistically significant sex difference (for males and females) was revealed in EI perceiving, using, understanding, managing emotions branches and EI aggregate score. The effect of sex in these variables appears to favor females in all branches and aggregate scores of EI.

4. Young adults scored significantly higher than adolescents on EI using emotions and understanding emotions branches as well as aggregate EI. However, no statistically significant difference were observed on scores of perceiving emotions and managing emotions branches between adolescents and young adults in the present study. This implies the contributions factors such as age, education as well as experience could play in ones level of emotional intelligence.

5. Regarding differences in EI scores between secondary school and university students, the findings obtained disclosed that university students scored significantly higher than secondary school students (on using and understanding emotions branches and aggregate EI).

6. It was found out that adolescents and young adults whose upbringing was entirely urban demonstrated significantly higher emotional intelligence scores (on using, understanding and managing emotions branches and aggregate EI) than their counterpart adolescent and young adult students whose upbringing was entirely rural and partial rural/urban. Therefore, it may be possible to say Urbanicity played somewhat positive role in facilitating things that would help produce more scores on emotional intelligence test than rural areas.

7. Adolescents whose upbringing was partially rural/urban and those whose upbringing was entirely rural scored less on emotional intelligence test (on using, understanding, managing emotions branches and aggregate EI) than their counter part adolescent and young adult students whose upbringing was entirely urban. Hence, it can be said that being upbrought in rural or growing up partially in rural and then partially in urban may not help for emotional intelligence development. This can also be attributed to differences in environmental, cultural and other significant factors found in urban and rural areas.

8. By conducting comparison among adolescents and young adults whose upbringing was entirely rural and those whose upbringing was partial

urban/rural, no significant difference was observed regarding scores on branches and total EI. This may show that the early years of development are critical and exerts huge impact on later developments as asserted by different scholars in the area (Freud, Vygotsky, cited in Papalia, Olds & Feldman, 2004).

9. On the whole ,this study might be the first in the study of adolescents and young adults emotional intelligence in our context; which provides some general hints about the relationship between age, sex, places of upbringing, educational level as well as academic achievement and emotional intelligence.

10. Finally, it should be noted that the finding of this study should be viewed as tentative and interpreted with caution as there are several limitations to the study (unstandardized measurement, short of locally carried out findings, lack of experts for scoring the emotional intelligence test among others). Until these results are replicated with other samples with more standardized instrument, the present researcher does not know if the findings can be generalized confidently to the rest of the populations.

6.2 Recommendations

Emotion has been the neglected aspect of development. More emphases have been directed to cognitions and covert behaviors. One old reason was rational thinking greatly hampered by emotional experiences. It is since recently that scholars realized the interdependence of these three psychological variables. With regard to the present study the following recommendations are made on the basis of the findings and discussions made so far.

- As the finding of this study indicated, participants' level of emotional intelligence was lower than experts. Thus, parents or significant others and teachers should give due attention to students found at secondary and university level in order to develop their abilities of perceiving, using, understanding and managing emotions by encouraging and providing them with social, psychological as well as educational support.

- Since the finding in this study also found presence of relationship between emotional intelligence and academic achievement, School teachers and university instructors should design lessons in a way that appeal to students' emotional needs and enhances emotional abilities. They need to find ways that enhance students' abilities of perceiving, using, understanding and managing emotions of self and others.

- As can be understood from the finding of this study, emotional intelligence seems quite sex oriented psychological construct favoring females in its entire dimensions. Thus, parents, teachers as well as other concerned bodies should designs interventions which enable male adolescents and young adults better perceive, use, understand and manage emotions and emotional informations of self and others. Similarly, since differences were seen in emotional intelligence among adolescents and young adults as well as among secondary school and university students, it appears to be logical suggesting that adolescents and secondary schoolers need age appropriate interventions that would foster their emotional competency.

- As long as place of upbringing is found to be a factor in emotional intelligence, early identification of the level of emotional intelligence seem quite imperative. Since this would enable in designing intervention strategies that considers the cultural and global contexts in order to orient individuals coming from different place of upbringing.

- Despite emotional intelligence is the hottest research topic in the present time abroad, it is very much overlooked in our context. Hence, researchers in the field of psychology (especially developmental psychology) should study this newly emerging construct by relating it to different psychological variables like social relationship, self esteem, self determination, personality types, etc as well as looking into its developmental trajectories and familial, environmental and social protective factors.

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Appendices

APPENDIX -A

Emotional Intelligence Test –Amharic Version

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የሳይኮሎጂ ተቋም

የስሜት ብስለት መመዘኛ ቴስት

የቴስቱ ዓላማ

የዚህ ቴስት ዋና ዓላማ በወጣትነት እና በጎልማሳነት የዕድሜ ክልል ውስጥ የሚገኙ የሁለተኛ ደረጃ እና ዩኒቨርሲቲ ተማሪዎች ስሜት የመለየት፣የመጠቀም፣የመገንዘብ እና በአግባቡ የመቆጣጠር ብስለታቸውን ለመመዘን ታስቦ የተዘጋጀ ነው።ከመመዘኛው የሚገኘው መረጃ ለጥናት እና ምርምር አገልግሎት የሚውል ይሆናል። በመሆኑም ቴስቱን በማስተዋልና በጥንቃቄ መንፈስ እንድትሰሩ ስል በትህትና እጠይቃለው።

ሰለ ትብብራችሁ በቅድሚያ አመሰግናለሁ!!

ማሳሰቢያ፡- በወንድ ፆታ የተፃፈው ስሴት ፆታም ጭምር ያገለግላል።

<u>ክፍል አንድ፡ ግላዊ መረጃ</u>

<u>መመሪያ 1</u>፡ ለቀረቡት ጥያቄዎች ተገቢውን መልስ ስጥ።

1 ፆታህ ምንድነው? ☐ወንድ ☐ሴት

2 ዕድሜህ ስንት ነው?_____

3 በአጠቃላይ ያለህ የወንድምና ዕህት ብዛት አመልክት።

ወንድሞች ------- እህቶች--------- ጠቅላላ----------

4 ለቤተሰብህ ስንተኛ ልጅ ነህ?

☐ የመጀመሪያ ልጅ ☐ መሀከለኛ ልጅ ☐ የመጨረሻ ልጅ ☐ ብቸኛ ልጅ

5 በአብዛኛው ዕድገትህ የት ነው?

☐ ሙሉ በሙሉ ከተማ ☐ በከፊል ከተማ በከፊል ገጠር ☐ ሙሉ በሙሉ ገጠር

6 ሀይማኖተኛነትህን እንዴት ትገልፀዋለህ?

☐ ሙሉ በሙሉ ሀይማኖተኛ አይደለሁም

☐ በከፊል ሀይማኖተኛ ነኝ

☐ ሙሉ በሙሉ ሀይማኖተኛ ነኝ

7 የትምታጠናው የትምህርት ዘርፍ ---------- (ለዩኒቨርሲቲ ተማሪዎች ብቻ)

8 የስንተኛ አመት ተማሪ ነህ? ----------(ለዩኒቨርሲቲ ተማሪዎች ብቻ)

9 አጠቃላይ አሁን ያለህ ውጤት/ጂፒኤ/(ለዩኒቨርሲቲ ተማሪዎች ብቻ) _____

10 የመታወቂያ ቁጥር/የክፍል መለያ ቁጥር _____

ክፍል ሁለት፡ የስሜት ብስለት ቴስት

1. ይህ መመላከቻ አራት ክፍሎች አሉት።
2. ይህ መመላከቻ በግል የሚሰራ ነው።
3. መመላከቻውን በፍጥነት ስራ፤ የዕያንዳንዱን ዐነገር ትክክለኛ ትርጉም ለመረዳት ብዙጊዜ አታባክን።
4. የተሰጠው ግማሽ ሰአት/30/ደቂቃዎች ብቻ ነው።

2.1፡ ስሜትን የመለየት ብስለት

መመሪያ፡ 2 ከ1-18 ያሉት ጥያቄዎች ፎቶ ግራፎችን በመመልከት የሚመለሱ ናቸው። የቀረቡትን ፎቶ ግራፎች በጥሞና ካስተዋልክ በኋላ የተዘረዘሩትን ስሜቶች መንፀባረቅ ከጥያቄው በስተግራ ባለው ክፍት ቦታ ላይ ቁጥሩን በመፃፍ መልስህን ስጥ።በእያንዳንዱ ፎቶ ስር ሶስት ሶስት ጥያቄዎች ቀርበዋል።

ይህ ከታች የሚታየዉ ፎቶ ግራፍ በተነሳበት ቅፅበት፡-

------1. የደስታ ስሜት እንዴት ባለ ሁኔታ ተንፀባርቋል?

① ምንም ደስታ አልተንፀባረቀም ② መጠነኛ ደስታ ተንፀባርቋል ③ ከፍተኛ ደስታ ተንፀባርቋል

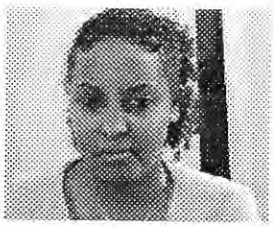
------2. የመደነቅ ስሜት እንዴት ባለ ሁኔታ ተንፀባርቋል?

① ምንም መደነቅ አልተንፀባረቀም ② መጠነኛ መደነቅ ተንፀባርቋል ③ ከፍተኛ መደነቅ ተንፀባርቋል

------3. የተስፈኝነት ስሜት እንዴት ባለ ሁኔታ ተንፀባርቋል?

① ምንም ተስፈኝነት አልተንፀባረቀም ② መጠነኛ ተስፈኝነት ተንፀባርቋል ③ ከፍተኛ ተስፈኝነት ተንፀባርቋል

ይህ ከታች የሚታየዉ ፎቶ ግራፍ በተነሳበት ቅፅበት፡-



------4. የመጸየፍ ስሜት እንዴት ባለ ሁኔታ ተንፀባርቋል?

① ምንም መጸየፍ አልተንፀባረቀም ② መጠነኛ መጸየፍ ተንፀባርቋል ③ ከፍተኛ መጸየፍ ተንፀባርቋል

------5. የፍርሃት ስሜት እንዴት ባለ ሁኔታ ተንፀባርቋል?

① ምንም ፍርሃት አልተንፀባረቀም ② መጠነኛ ፍርሃት ተንፀባርቋል ③ ከፍተኛ ፍርሃት ተንፀባርቋል

------6. የንዴት ስሜት እንዴት ባለ ሁኔታ ተንፀባርቋል?

① ምንም ንዴት አልተንፀባረቀም ② መጠነኛ ንዴት ተንፀባርቋል ③ ከፍተኛ ንዴት ተንፀባርቋል

ይህ ከታች የሚታየዉ ፎቶ ግራፍ በተነሳበት ቅፅበት፡-

------7. የፍርሃት ስሜት እንዴት ባለ ሁኔታ ተንፀባርቋል?

① ምንም ፍርሃት አልተንፀባረቀም ② መጠነኛ ፍርሃት ተንፀባርቋል ③ ከፍተኛ ፍርሃት ተንፀባርቋል

------8. የንዴት ስሜት እንዴት ባለ ሁኔታ ተንፀባርቋል?

① ምንም ንዴት አልተንፀባረቀም ② መጠነኛ ንዴት ተንፀባርቋል ③ ከፍተኛ ንዴት ተንፀባርቋል

------9. የመከፋት ስሜት እንዴት ባለ ሁኔታ ተንፀባርቋል?

① ምንም መከፋት አልተንፀባረቀም ② መጠነኛ መከፋት ተንፀባርቋል ③ ከፍተኛ መከፋት ተንፀባርቋል

ይህ ከታች የሚታየዉ ፎቶ ግራፍ በተነሳበት ቅፅበት፡-

------10. የፍርሃት ስሜት እንዴት ባለ ሁኔታ ተንፀባርቋል?

① ምንም ፍርሃት አልተንፀባረቀም ② መጠነኛ ፍርሃት ተንፀባርቋል ③ ከፍተኛ ፍርሃት ተንፀባርቋል

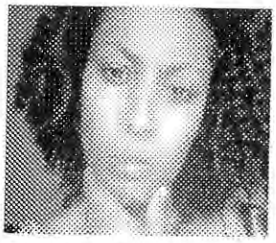
------11. የጭንቀት ስሜት እንዴት ባለ ሁኔታ ተንፀባርቋል?

① ምንም ጭንቀት አልተንፀባረቀም ② መጠነኛ ጭንቀት ተንፀባርቋል ③ከፍተኛ ጭንቀት ተንፀባርቋል

------12. የመፀየፍ ስሜት እንዴት ባለ ሁኔታ ተንፀባርቋል?

① ምንም መፀየፍ አልተንፀባረቀም ② መጠነኛ መፀየፍ ተንፀባርቋል ③ ከፍተኛ መፀየፍ ተንፀባርቋል

ይህ ከታች የሚታየዉ ፎቶ ግራፍ በተነሳበት ቅፅበት፡-



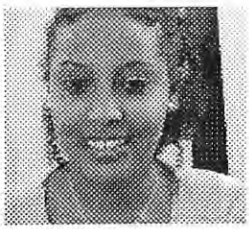
------13. የመፀየፍ ስሜት እንዴት ባለ ሁኔታ ተንፀባርቋል?

① ምንም መፀየፍ አልተንፀባረቀም ② መጠነኛ መፀየፍ ተንፀባርቋል ③ ከፍተኛ መፀየፍ ተንፀባርቋል

------14. የፍርሃት ስሜት እንዴት ባለ ሁኔታ ተንፀባርቋል?

① ምንም ፍርሃት አልተንፀባረቀም ② መጠነኛ ፍርሃት ተንፀባርቋል ③ ከፍተኛ ፍርሃት ተንፀባርቋል

ይህ ከታች የሚታየዉ ፎቶ ግራፍ በተነሳበት ቅፅበት፡-



-----16. የደስታ ስሜት እንዴት ባለ ሁኔታ ተንፀባርቋል?

① ምንም ደስታ አልተንፀባረቀም ② መጠነኛ ደስታ ተንፀባርቋል ③ ከፍተኛ ደስታ ተንፀባርቋል

------17. የተስፈኝነት ስሜት እንዴት ባለ ሁኔታ ተንፀባርቋል?

① ምንም ተስፈኝነት አልተንፀባረቀም ② መጠነኛ ተስፈኝነት ተንፀባርቋል

③ ከፍተኛ ተስፈኝነት ተንፀባርቋል

------18. የመደነቅ ስሜት እንዴት ባለ ሁኔታ ተንፀባርቋል?

① ምንም መደነቅ አልተንፀባረቀም ② መጠነኛ መደነቅ ተንፀባርቋል ③ ከፍተኛ መደነቅ ተንፀባርቋል

2.2: ስሜትን የመጠቀም ብስለት

መመሪያ: 3 በዚህ የመመዘኛው ክፍል ስሜትን ለተለያዩ ተግባራት የመጠቀም ብስለትን የሚመዝኑ ጥያቄዎች ቀርበዋል:: ጥያቄዎቹ የሚያተኩሩት በተለያዩ ሁኔታዎች ምን ዓይነት ስሜት በበለጠ እንደሚያስፈልግ መለየት ላይ ነው::

በስራ ቅጥር ቃለ መጠይቅ ወቅት ተጠያቂው፡-

--------19. የመረጋጋት ስሜት ቢሰማው ምን ያህል ይጠቅመዋል?

1/ ምንም አይጠቅመውም 2/ በመጠኑ ይጠቅመዋል 3/ በጣም ይጠቅመዋል

--------20. የፍርሃት ስሜት ቢሰማው ምን ያህል ይጠቅመዋል?

1/ ምንም አይጠቅመውም 2/ በመጠኑ ይጠቅመዋል 3/ በጣም ይጠቅመዋል

--------21. በራስ የመተማመን ስሜት ቢሰማው ምን ያህል ይጠቅመዋል?

1/ ምንም አይጠቅመውም 2/ በመጠኑ ይጠቅመዋል 3/ በጣም ይጠቅመዋል

ለ10ኛ ወይም ለ12ኛ ክፍል ብሄራዊ መልቀቂያ <u>ፈተና ዝግጅት ወቅት</u> ተፈታኙ፡-

---------22. የመረጋጋት ስሜት ቢሰማው ምን ያህል ይጠቅመዋል?

1/ ምንም አይጠቅመውም 2/ በመጠኑ ይጠቅመዋል 3/ በጣም ይጠቅመዋል

---------23. የስጋት ስሜት ቢሰማው ምን ያህል ይጠቅመዋል?

1/ ምንም አይጠቅመውም 2/ በመጠኑ ይጠቅመዋል 3/ በጣም ይጠቅመዋል

---------24. የእፎይታ ስሜት ቢሰማው ምን ያህል ይጠቅመዋል?

1/ ምንም አይጠቅመውም 2/ በመጠኑ ይጠቅመዋል 3/ በጣም ይጠቅመዋል

ህዝብን የሀገር ዳር ድንበር ለማስከበር እንዲነሳሳ የሚያደርግ ዘፈን በሚዘጋጅበት ጊዜ አዘጋጁ፡-

--------25. የፍርሃት ስሜት ቢሰማው ምን ያህል ይጠቅመዋል?

1/ ምንም አይጠቅመውም 2/ በመጠኑ ይጠቅመዋል 3/ በጣም ይጠቅመዋል

--------26. የንዴት ስሜት ቢሰማው ምን ያህል ይጠቅመዋል?

1/ ምንም አይጠቅመውም 2/ በመጠኑ ይጠቅመዋል 3/ በጣም ይጠቅመዋል

--------27. የመነሳሳት ስሜት ቢሰማው ምን ያህል ይጠቅመዋል?

1/ ምንም አይጠቅመውም 2/ በመጠኑ ይጠቅመዋል 3/ በጣም ይጠቅመዋል

ለፍርድ ቤት የዓይን ምስክርነት በሚሰጥበት ጊዜ መስካሪው ፡-

--------28. የመረጋጋት ስሜት ቢሰማው ምን ያህል ይጠቅመዋል?

1/ምንም አይጠቅመውም 2/ በመጠኑ ይጠቅመዋል 3/ በጣም ይጠቅመዋል

--------29. የመደናገጥ ስሜት ቢሰማው ምን ያህል ይጠቅመዋል?

1/ምንም አይጠቅመውም 2/ በመጠኑ ይጠቅመዋል 3/ በጣም ይጠቅመዋል

--------30. የድፍረት ስሜት ቢሰማው ምን ያህል ይጠቅመዋል?

1/ምንም አይጠቅመውም 2/ በመጠኑ ይጠቅመዋል 3/ በጣም ይጠቅመዋል

የተጣሉ ሰዎችን በማስታረቅ ወቅት አስታራቂው፡-

--------31. የተነሳሽነት ስሜት ቢሰማው ምን ያህል ይጠቅመዋል?

1/ምንም አይጠቅመውም 2/ በመጠኑ ይጠቅመዋል 3/ በጣም ይጠቅመዋል

--------32. የደስታ ስሜት ምን ያህል ቢሰማው ይጠቅመዋል?

1/ምንም አይጠቅመውም 2/ በመጠኑ ይጠቅመዋል 3/ በጣም ይጠቅመዋል

--------33. የውጥረት ስሜት ምን ያህል ቢሰማው ይጠቅመዋል?

1/ምንም አይጠቅመውም 2/ በመጠኑ ይጠቅመዋል 3/ በጣም ይጠቅመዋል

2.3፡ ስሜትን የመገንዘብ ብስለት

መመሪያ፡ 4 በዚህ የመመዘኛው ክፍል የስሜት መለዋወጥን እና የስሜት መደባለቅን የመገንዘብ ብስለትን የሚመዝኑ ጥያቄዎች ቀርበዋል። ትክክል የሆነውን መልስ በመምረጥ መልስህን ፃፍ።

-------34. ከበደ በአንድ የግል ባንክ ውስጥ የሂሳብ ሰራተኛ ነው። በስራውም ሆነ በግል ሕይወቱ ደስተኛ ነው። ከበደ እሱ እና የስራ ባልደረቦቹ ጥሩ ክፍያ እንዲሁም መልካም አያያዝ እንደሚደረግላቸው ይሰማዋል። በዛሬው ዕለት ግን ከእርሱ በስተቀር ለሌሎች ከእሱ ጋር አብረውት ለሚሰሩት ሰራተኞች በጠቅላላ ጠቀም ያለ የደሞዝ ጭማሪ ተደርጎላቸዋል። ከበደ ይህ መደረጉን ባወቀ ጊዜ የሚሰማው ስሜት የ---------- እና---------- ናቸው።

1. አግራሞትና ድንጋጤ
2. ሰላምና ፀጥታ
3. ተራነትና ጥፋተኝነት
4. ኩራትና ተሰሚነት
5. ሀፍረትና ስጋት

-------35. ዮርዳኖስ የዩንቨርሲቲ ተማሪ ነች።ብዙ ያልሰራቻቸው ስራዎች እንዳሉ ስታስብ ስጋትና መጠነኛ ጭንቀት ተሰምቷታል። በዚህ ላይ ዛሬ ሌላ መምህር በሶስት ቀን ጊዜ ውስጥ ተሰርቶ መቅረብ ያለበት ተጨማሪ ፕሮጀክት በሰጡ ጊዜ ሊሰማት የሚችለው ስሜት

1. መሸበር
2. ሀፍረት
3. ድብርት
4. ውጥንቅጥ
5. ራስን መጠራጠር

-------36. አለሙና ጥሩወርቅ ባልና ሚስት ናቸው።አለሙ የቢሮ ሰራተኛ ሲሆን በስራውም ታታሪ የሚባል ነው።ሆኖም ብዙጊዜ ከሚስቱ ጋር በሰአት አጠቃቀሙ ላይ ይጨቃጨቃሉ።ይሽውም አለሙ አብዛኛውን ጊዜውን በቢሮ የሚያሳልፍ ሲሆን በዕረፍት ጊዜውም ጭምር ስለ ስራው ማውራት እና መጨናነቅ ይሥተዋልበታል።በመሆኑም ከሚስቱ ጋር በደስታ የሚያሳልፈው ጊዜ አለ ለማለት ያስቸግራል። በዚህም የተነሳ ሚስቱ የተደበላለቀ ስሜቶች ይሰሚታል። በይበልጥ ሊሰሚት የሚችሉት ስሜቶች----------

1. ድንጋጤና ያለመረጋጋት
2. ያለመረጋጋትና የጦፈ ንዴት
3. ፍርሃትና ብስጭት
4. ብቸኝነትና መሳቀቅ
5. ሀዘንና ጭንቀት

-------37. አንድ ሴትዮ መኪና እያሽከረከረች ወደ ስራ ቦታ በመጓዝ ላይ እያለች ሌላ አሽከርካሪ መስቀለኛ መንገድ ላይ ድንገት በፍጥነት አቋርጧት አለፈ።ያቋረጣት ሰው ቤተሰቦቹን ከአየር መንገድ ለመቀበል ረፍዶበት የነበረ ነው።ሴትዮዋ በክስተቱ ሊሰማት የሚችለው ስሜት ------- ሲሆን በአንጻሩ ሰውየው ደግሞ በማርፈዱ የ --------- ስሜት ሊሰማው ይችላል። (እንደቅደም ተከተላቸው)

1. ያለመረጋጋት/ጭንቀት
2. ውጥረት/ንዴት
3. ሀዘን/ፀፀት
4. ንዴት/ውጥረት
5. ተነሳሽነት/መሳቀቅ

-------38. አቶ ሀይለማሪያም አዜብ የምትባል የ23 ዓመት ሴት ልጅ አለቻቸው።አዜብ ልታገባ የቀራት የ1 ሳምንት ጊዜ ብቻ ነው።አቶ ሀይለማሪያም አዜብ ልታገባው የመረጠችውን ሰው ፈፅሞ አልወደዱትም። በመሆኑም ስለልጃቸው የወደፊት ህይወት ሲያስቡ በጣም ይጨንቃቸዋል።ይህን ሀሳብ መነሻ በማድረግ አቶ ሀይለማሪያም በልጃቸው ሰርግ ዕለት ሊሰማቸው የምችለው ስሜት በይበልጥ የትኛው ነው?

1. የንዴት
2. የብስጭት
3. የድንጋጤ
4. የደስታ
5. የፀፀት

-------39. የኤች አይ ቪ ኤድስ(HIV/AIDS) ምርመራ አድርጎ ውጤቱን በመጠባበቅ ላይ ያለ ሰው በይበልጥ ሊሰማው የሚችለው ስሜቶች የትኞቹ ናቸው?

1. መረጋጋትና ተጨዋችነት
2. ጭንቀትና ፍርሃት
3. ንዴትና ብስጭት
4. ሀፍረትና መሳቀቅ
5. ድንጋጤና ራስን መሳት

-------40. የመፀየፍ እና የንዴት ስሜቶች በአንድ ላይ ሲከሰቱ የውህደቱ ውጤት ሊሆን የሚችለው ስሜት ---------- ነው::

1/ መከፋት
2/ ማፈር
3/ ድፍረት
4/ ጥላቻ
5/ መደነቅ

-------41. ከሚከተሉት ውስጥ የሃፍረት ስሜት እንዲሰማ ሊያደርግ የሚችለው የትኛው ነው?

1/ ሀላፊነትን መወጣት ያለመቻል
2/ ዓላማን ከግብ ማድረስ
3/ የጥቅም መነካት
4/ አጋራችንን ማጣት
5/ የአደጋ ማንጎበብ

2.4: ስሜትን የመቆጣጠር ብስለት

መመሪያ: 5 በዚህ የመመዘኛው ክፍል ስሜት የመቆጣጠር ብስለትን የሚመዝኑ ጥያቄዎች ቀርበዋል:: በተሰጡት ሁኔታዎች ላይ በመመርኮዝ የቀረቡትን ተግባሮች ውጤታማነታቸውን መዝን::

ከበቡሽ ላለፉት ሁለት ቀናት ሶደሬ በመዝናናት ላይ ነበረች::ዛሬ ጠዋት ቤቷ ስትመለስ በጣም ዘና ከማለቷም በላይ ውስጧ በደስታ ተሞልቷል::የሚከተሉት ተግባሮች እያንዳንዳቸው ምን ያህል ይህንን ስሜቷን ማቆየት እንደሚችሉ ውጤታማነታቸውን መዝን::

-------42. ልትሰራ ያሰበቻቸውን ስራዎች ዝርዝር ማውጣት ምን ያህል ስሜቷን ማቆየት ይችላል?

1/ ሙሉ በሙሉ አያዋጣትም
2/ በመጠኑ አያዋጣትም
3/ በከፊል አያዋጣትም በከፊል ያዋጣታል
4/ በመጠኑ ያዋጣታል
5/ ሙሉ በሙሉ ያዋጣታል

-------43. የሚቀጥለው ዕረፍቷን የት ሄዳ እንደምትዝናና ማሰብ ምን ያህል ስሜቷን ማቆየት ይችላል?

1/ ሙሉ በሙሉ አያዋጣትም
2/ በመጠኑ አያዋጣትም
3/ በከፊል አያዋጣትም በከፊል ያዋጣታል
4/ በመጠኑ ያዋጣታል
5/ ሙሉ በሙሉ ያዋጣታል

-------44. ይህ ዓይነት ስሜት ብዙም ስለማይቆይ በማለት ስሜቷን ችላ ለማለት መወሰን ምን ያህል ስሜቷን ማቆየት ይችላል?

1/ ሙሉ በሙሉ አያዋጣትም
2/ በመጠኑ አያዋጣትም
3/ በከፊል አያዋጣትም በከፊል ያዋጣታል
4/ በመጠኑ ያዋጣታል
5/ ሙሉ በሙሉ ያዋጣታል

-------45. በድብርት ውስጥ የነበረችውን እናቷን ጠርታ እሷን በደስታ ማነቃቃት ምን ያህል ስሜቷን ማቆየት ይችላል?

1/ ሙሉ በሙሉ አያዋጣትም
2/ በመጠኑ አያዋጣትም
3/ በከፊል አያዋጣትም በከፊል ያዋጣታል
4/ በመጠኑ ያዋጣታል
5/ ሙሉ በሙሉ ያዋጣታል

ሳምሶንና ኤልያስ በአንድ መ/ቤት ከ10 ዓመታት በላይ በአንድ የስራ ክፍል አብረውሰርተዋል። በመሆኑም ሁለቱ ሰዎች ጥሩ ጓደኝነት አዳብረዋል። ከቅርብ ጊዜ ወዲህ ግን ኤልጫስ የሳምሶን አለቃ ተደርጎ ተሹሟል። ሳምሶን ኤልያስ አለቃ ከሆነ በኋላ የፀባይ መለውጥ አምጥቷል የሚል ስሜት አድሮበታል።ይኸውም ኤልያስ አብዝቶ የአለቅነት ስሜት እያንፀባረቀብኝ ነው ብሎ ያምናል።ከዚህ ሀሳብ በመነሳት መልካም ግንኙነታቸው እንዲቀጥል ለማድረግ የሚከተሉት ተግባሮች ሳምሶንን ምን ያህል ውጤታማ እንደሚያደርጉት መዝን።

------46. ሳምሶን አሁን ኤልያስ ያለበትን የስራ ሀላፊነት ለመረዳት ቢሞክርና ግንኙነታቸውን ከለውጡ ጋር ለማስማማት ጥረት ቢያደርግ ጓደኝነታቸውን ምን ያህል ይታደገዋል?

1/ ሙሉ በሙሉ አይታደገውም
2/ በመጠኑ አይታደገውም
3/ በከፊል አይታደገውም በከፊል ይታደገዋል
4/ በመጠኑ ይታደገዋል
5/ ሙሉ በሙሉ ይታደገዋል

------47. ሳምሶን ፊት ለፊት ቀርቦ ለኤልያስ የፀባዩን መለወጥ ቢነገረው ጓደኝነታቸውን ምን ያህል ይታደገዋል?

1/ ሙሉ በሙሉ አይታደገውም
2/ በመጠኑ አይታደገውም
3/ በከፊል አይታደገውም በከፊል ይታደገዋል
4/ በመጠኑ ይታደገዋል
5/ ሙሉ በሙሉ ይታደገዋል

------48. ሳምሶን ስራውን ቢለቅ ጓደኝነታቸውን ምን ያህል ይታደገዋል?

1/ ሙሉ በሙሉ አይታደገውም
2/ በመጠኑ አይታደገውም
3/ በከፊል አይታደገውም በከፊል ይታደገዋል
4/ በመጠኑ ይታደገዋል
5/ ሙሉ በሙሉ ይታደገዋል

-------49. የፀባዩን መለወጥ ከኤልያስ በላይ ላለ ሀላፊ ቢያስረዳ ጓደኝነታቸውን ምን ያህል ይታደገዋል?

1/ ሙሉ በሙሉ አይታደገውም
2/ በመጠኑ አይታደገውም
3/ በከፊል አይታደገውም በከፊል ይታደገዋል
4/ በመጠኑ ይታደገዋል
5/ ሙሉ በሙሉ ይታደገዋል

ወይንሸት፣ሄለን እና ዝናሽ ጓደኛሞች ናቸው። ከዕለታት አንድ ቀን በአጋጣሚ በተነሳ ጉዳይ ላይ ሲከራከሩ ከቆዩ በኋላ ወይንሸት በክርክሩ በጣም ተበሳጭታ አኮረፈች።በዚህ ጊዜ ሄለን እና ዝናሽ እየተሳሰቁ በወይንሸት ላይ ማሾካሾክ ጀመሩ።ነገሩተካሮ ወይንሸት ቻው ሳትላቸው እንዳኮረፈች ወደ ቤቷ ሄደች።በንጋታው ወይንሸት ነገሮችን ለማስተካከል ፈለገች። ከዚህ ሀሳብ በመነሳት ወይንሸት መልካም ጓደኝነታቸው እንዲቀጥል ለማድረግ የሚከተሉት ተግባሮች ምን ያህል ውጤታማ እንደሚያደርጓት መዝን።

-------50. ወይንሸት ምንም እንዳልተፈጠረ ለማስመሰልና ጓደኞቿም ይህንኑ ያደርጋሉ ብላ ተስፋ ብታደርግ ምን ያህል ያዋጣታል?

1/ ሙሉ በሙሉ አያዋጣትም
2/ በመጠኑ አያዋጣትም
3/ በከፊል አያዋጣትም በከፊል ያዋጣታል
4/ በመጠኑ ያዋጣታል
5/ ሙሉ በሙሉ ያዋጣታል

-------51. ጉዳዩን ለማንሳት እና ይቅረታ ለመጠየቅ እንዲሁም ጓደኞቿም ይህንኑ ያደርጋሉ ብላ ተስፋ ብታደርግ ምን ያህል ያዋጣታል?

1/ ሙሉ በሙሉ አያዋጣትም
2/ በመጠኑ አያዋጣትም
3/ በከፊል አያዋጣትም በከፊል ያዋጣታል
4/ በመጠኑ ያዋጣታል
5/ ሙሉ በሙሉ ያዋጣታል

-------52. የሁሉም ስሜት በረድ እስኪል ድረስ ተወት ብታደርግ ምን ያህል ያዋጣታል?

1/ ሙሉ በሙሉ አያዋጣትም
2/ በመጠኑ አያዋጣትም
3/ በከፊል አያዋጣትም በከፊል ያዋጣታል
4/ በመጠኑ ያዋጣታል
5/ ሙሉ በሙሉ ያዋጣታል

-------53. በግልፅ ያደረጉት ነገር እንዳበሳጫት ዘርዝራ መንገር፣የእነሱንም ሀሳብ መስማት እና መፍትሄ መፈለግ ምን ያህል ያዋጣታል?

1/ ሙሉ በሙሉ አያዋጣትም
2/ በመጠኑ አያዋጣትም
3/ በከፊል አያዋጣትም በከፊል ያዋጣታል
4/ በመጠኑ ያዋጣታል
5/ ሙሉ በሙሉ ያዋጣታል

APPENDIX -B

Emotional Intelligence Test- The English Version

Addis Ababa University

Institute of psychology

Emotional Intelligence Test

Objective

This test is designed mainly to gather data concerning emotional abilities (such as ability to perceive, use, understand and manage emotional experiences of self and others) of adolescent and young adult students. The informations gained from the test will be used for research purpose. Hence, I cordially request you all to do the test carefully so that you would contribute your part for the success of the study.

For your genuine cooperation, thank you!

PART I: BACKGROUND INFORMATION

DIRECTION I: Give Appropriate Response to the Presented Questions

1. What is your sex? ☐ Male ☐ female
2. How old are you? _____
3. How many brothers and sisters do you have?

   No of Brothers _____ No of Sisters _____ Total _____
4. What is your ordinal position?

   ☐ First born ☐ Middle born ☐ Last born ☐ Only born
5. Where is your place of upbringing mainly?

   ☐ Entirely urban ☐ Partial rural and partial urban ☐ Entirely rural
6. How do you express your level of religiosity?

   ☐ Not Religious at all ☐ Partially Religious ☐ Very/Complete Religious
7. Your field of study _____ (for university students only)
8. Year of study _____ (for university students only)
9. The CGPA you secured so far (for university students only) _____
10. Identification Card Number/Roll Number _____

PART II- EMOTIONAL INTELLIGENCE TEST

Note that 1. This test has four sub parts

2. The test should be done independently
3. You should do the test without consuming much time
4. The given time for completing the test is half an hour (30 minutes)

2.1 Emotional Intelligence, Perceiving Emotions (Branch- I)

DIRECTION II- Questions 1-18 will be responded based on the six photos presented below. Look at the photos carefully and rate the extent of emotions expressed on each photo by writing the number on the left side of the question. Under each photo you will respond to three individual items.

At the moment the following photo was taken:

1. to what extent is the emotion of **happiness** expressed?

❶ No happiness is expressed ❷ Moderate happiness is expressed ❸ Extreme happiness is expressed

2. to what extent is the emotion of **surprise** expressed?

❶ No surprise is expressed ❷ Moderate surprise is expressed ❸ Extreme surprise is expressed

3. to what extent is the emotion of **excitement** expressed?

❶ No excitement is expressed ❷ Moderate excitement is expressed ❸ Extreme excitement is expressed

At the moment the following photo was taken:

4. to what extent is the emotion of **disgust** expressed?

❶ No disgust is expressed ❷ Moderate disgust is expressed ❸ Extreme disgust is expressed

5. to what extent is the emotion of **fear** expressed?

❶ No fear is expressed ❷ Moderate fear is expressed ❸ Extreme fear is expressed

6. to what extent is the emotion of **anger** expressed?

❶ No anger is expressed ❷ Moderate anger is expressed ❸ Extreme anger is expressed

At the moment the following photo was taken:

7. to what extent is the emotion of **fear** expressed?

❶ No fear is expressed ❷ Moderate fear is expressed ❸ Extreme fear is expressed

8. to what extent is the emotion of **anger** expressed?

❶ No anger is expressed ❷ Moderate anger is expressed ❸ Extreme anger is expressed

9. to what extent is the emotion of **sadness** expressed?

❶ No sadness is expressed ❷ Moderate sadness is expressed ❸ Extreme sadness is expressed

At the moment the following photo was taken:

10. to what extent is the emotion of **fear** expressed?

❶ No fear is expressed ❷ Moderate fear is expressed ❸ Extreme fear is expressed

11. to what extent is the emotion of **anger** expressed?

❶ No anger is expressed ❷ Moderate anger is expressed ❸ Extreme anger is expressed

12. to what extent is the emotion of **disgust** expressed?

❶ No disgust is expressed ❷ Moderate disgust is expressed ❸ Extreme disgust is expressed

At the moment the following photo was taken:

13. to what extent is the emotion of **disgust** expressed?

❶ No disgust is expressed ❷ Moderate disgust is expressed ❸ Extreme disgust is expressed

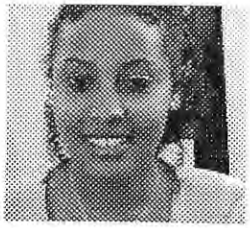
14. to what extent is the emotion of **fear** expressed?

❶ No fear is expressed ❷ Moderate fear is expressed ❸ Extreme fear is expressed

15. to what extent is the emotion of **sadness** expressed?

❶ No sadness is expressed ❷ Moderate sadness is expressed ❸ Extreme sadness is expressed

At the moment the following photo was taken:



16. to what extent is the emotion of **happiness** expressed?

❶ No happiness is expressed ❷ Moderate happiness is expressed ❸ Extreme happiness is expressed

17. to what extent is the emotion of **excitement** expressed?

❶ No excitement is expressed ❷ Moderate excitement is expressed ❸ Extreme excitement is expressed

18. to what extent is the emotion of **surprise** expressed?

❶ No surprise is expressed ❷ Moderate surprise is expressed ❸ Extreme surprise is expressed

2.2 Emotional Intelligence, using Emotions to facilitate thought (Branch- II)

DIRECTION III: this section of the test concentrates on using emotions for facilitation of cognitive tasks. Your task is rating the usefulness of each emotions presented for successful accomplishment of the stated tasks.

19. To what extent ***being in a relaxed mood*** during a job interview might be useful for an interviewee?

❶ Not useful at all ❷ Moderately useful ❸ Extremely useful

20. To what extent ***being in a fearing mood*** during a job interview might be useful for an interviewee?

❶ Not useful at all ❷ Moderately useful ❸ Extremely useful

21. To what extent ***feeling confident*** during a job interview might be useful for an interviewee?

❶ Not useful at all ❷ Moderately useful ❸ Extremely useful

22. To what extent ***feeling confident*** during preparation for exams might be useful for an examinee?

❶ Not useful at all ❷ Moderately useful ❸ Extremely useful

23. To what extent ***being in a tensioned mood*** during preparation for exams might be useful for an examinee?

❶ Not useful at all ❷ Moderately useful ❸ Extremely useful

24. To what extent ***feeling relieved*** during preparation for exams might be useful for the examinee?

❶ Not useful at all ❷ Moderately useful ❸ Extremely useful

25. To what extent ***being in a fearful mood*** might be useful for a musician composing an inspiring song that initiates peoples' to defend their motherland from outside invaders?

❶ Not useful at all ❷ Moderately useful ❸ Extremely useful

26. To what extent ***being in angry mood*** might be useful for the musician composing an inspiring song that initiates peoples' to defend their mother land from outside invaders?

❶ Not useful at all ❷ Moderately useful ❸ Extremely useful

27. To what extent being ***in excited mood*** might be useful for the musician composing an inspiring song that initiates peoples' to defend their mother land from outside invaders?

❶ Not useful at all ❷ Moderately useful ❸ Extremely useful

28. To what extent ***being in a relaxed mood*** might be useful for testifier while giving an eyewitness in front of jury?

❶ Not useful at all ❷ Moderately useful ❸ Extremely useful

29. To what extent ***feeling shocked*** might be useful for the testifier while giving an eyewitness in front of jury?

❶ Not useful at all ❷ Moderately useful ❸ Extremely useful

30. To what extent ***the feeling of fearlessness*** might be useful for testifier while giving an eyewitness in front of jury?

❶ Not useful at all ❷ Moderately useful ❸ Extremely useful

31. To what extent ***the feeling of excitement*** might be useful for an individual who tries to resolve a conflict between individuals?

❶ Not useful at all ❷ Moderately useful ❸ Extremely useful

32. To what extent ***the feeling of happiness*** might be useful for an individual who tries to resolve a conflict between individuals?

❶ Not useful at all ❷ Moderately useful ❸ Extremely useful

33. To what extent ***the feeling of tension*** might be useful for an individual who tries to resolve a conflict between individuals?

❶ Not useful at all ❷ Moderately useful ❸ Extremely useful

2.3 Emotional Intelligence, Understanding Emotions (Branch- III)

DIRECTION IV: ***This part of the test gives attention to understating change of emotions from simple to complex and blended emotions. Your task is selecting the correct options that are presented under each scenario.***

34. Kebede is an accountant in private bank. He feels good both in his personal life and job related Issues.Kebede feels he and his colleagues are being paid and treated well by the bank's management. However, today, except him the rest of workers in his department have got modest salary increase. Which emotions would be visible on Kebede when he knows what has been done?

❶ Surprised and Shocked
❷ Peaceful and Quite
❸ Humbled and Guilty
❹ Proud and Dominant
❺ Ashamed and worried

35. Yordanos is a university student. When she thinks about the tasks that she has to do, she is worrying a little bit. However, this morning, another instructor brought a project work that has to be worked out and submitted within three days, she would probably feel_____

❶ Stressed
❷ Embarrassed
❸ Depressed
❹ Overwhelmed
❺ Self-conscious

36. Alemu and Tiruwork are married couples. Alemu is an office worker. He is said to be hard worker. However, most of the time he and his wife quarrels on his way of managing his work hours. That is to mean, Alemu expends most of his leisure time at office and when he is at home, he talks about his job as well as shows sign of job related stress. As a result, it is hardly possible to think he passed his leisure time together with his wife happily. His wife on her part is feeling mixed emotions. What emotions she most likely feels_____

❶ Shock and Tension
❷ Tension and Anger
❸ Fear and Strain
❹ Loneliness and
❺ Sadness and Anxiety

37. A woman is driving to work. Meanwhile, another driver crosses her very hastily at crossroads. The man is one who is late for picking his family from airport. Hence, the woman most likely feel_____ by the happening, while the man will feel_____ respectively.

❶ Insecurity, unease
❷ Stress, Anger
❸ Sadness, Regret
❹ Anger, Stress
❺ Excitement, Frustration

38. Ato Hailemariam is Azeb's father. She is going to marry in just a week time. Ato Hailemariam did not like the man Azeb going to marry. As a result, Ato Hailemariam worries a lot when thinking about Azeb's future life. Depending on this idea, what emotion Ato Hailemariam most likely feel on his daughter's wedding day?

❶ Anger
❷ Annoyance
❸ Shock
❹ Happiness
❺ Guilt

39. Which emotions most likely visible on an individual who undergone bloods test for HIV/AIDS and waiting outside for the result?

❶ Relaxation and playfulness
❷ Anxiety and fear
❸ Anger and annoyance
❹ Embarrassment and frustration
❺ Shock and unconfident

40. When the emotions of disgust and anger felt simultaneously, the resulting blended emotion would be ----------

❶ Sadness
❷ Embarrassment
❸ Fearlessness
❹ Hatred
❺ Surprise

41. From the following conditions, which one can result emotion of shame?

❶ Fail to fulfill ones responsibility
❷ Achieving a goal
❸ Loss of benefits
❹ Loss of a loved one
❺ Presence of threat

2.4 Emotional Intelligence, Managing Emotions (Branch- IV)

DIRECTION V: This part of the test's intention is to measure your ability of managing different interpersonal relations and decision ability regarding emotional situations. Here you are required to rate the effectiveness of different actions in bringing the desired emotional situations.

Kebebush had been refreshing herself in 'Sodere' for the past two days. When she returned home this morning, she was feeling relaxed and happy. Based on this context, rate the extent of effectiveness of actions that Kebebush would take to maintain her present mood.

42. To what extent making a list of tasks that she wanted to do maintain her mood?

❶ All in all ineffective
❷ Moderately ineffective
❸ Half ineffective half effective
❹ Moderately effective
❺ All in all effective

43. To what extent thinking about where and when she would go on her next vacation maintain her mood?

❶ All in all ineffective
❷ Moderately ineffective
❸ Half ineffective half effective
❹ Moderately effective
❺ All in all effective

44. To what extent deciding to ignore the feeling since it wouldn't last anyway maintain her mood?

❶ All in all ineffective
❷ Moderately ineffective
❸ Half ineffective half effective
❹ Moderately effective
❺ All in all effective

45. To what extent calling her mother who was in a depressed mood and trying to excite her maintain her mood?

❶ All in all ineffective
❷ Moderately ineffective
❸ Half ineffective half effective
❹ Moderately effective
❺ All in all effective

Samson and Elias have been working together in an organization for over ten years. As a result, the two men formed well developed friendship. Recently, however, Elias has promoted into a boss position of Samson. Samson believes that since Elias became his boss his behavior completely changed. That is to mean, Samson feels Elias is showing a very bossy character on him. Based on this context, rate the extent of effectiveness of actions that Samson would take to maintain their friendship.

46. To what extent if Samson takes into account the work responsibilities of Elias and tries to fix the changes could maintain their relations?

❶ All in all ineffective
❷ Moderately ineffective
❸ Half ineffective half effective
❹ Moderately effective
❺ All in all effective

47. To what extent if Samson tells exactly the behavioral changes that Elias brought would maintain their relations?

❶ All in all ineffective
❷ Moderately ineffective
❸ Half ineffective half effective
❹ Moderately effective
❺ All in all effective

48. To what extent if Samson leaves his job would maintain their relations?

❶ All in all ineffective
❷ Moderately ineffective
❸ Half ineffective half effective
❹ Moderately effective
❺ All in all effective

49. To what extent if Samson explains the issue to the boss at the top of Elias would maintain their relations?

❶ All in all ineffective
❷ Moderately ineffective
❸ Half ineffective half effective
❹ Moderately effective
❺ All in all effective

Woinshet, Helen and Zinash are friends. One day, they were talking about different issues. In the meantime, the discussion changed into some kind of quarrels. Woinshet who was reflecting different opinions from the two got upset. But Helen and Zinash started laughing and gossiping at her .the issue got worsens and Woinshet went home without saying goodbye.

The next day, however, Woinshet wanted to settle the issue. Based on this context, rate the extent of effectiveness each actions (50-53) that Woinshet would take to maintain their friendship.

50. To what extent if Woinshet acts as if nothing happened would maintain their friendship?

❶ All in all ineffective
❷ Moderately ineffective
❸ Half ineffective half effective
❹ Moderately effective
❺ All in all effective

51. To what extent if Woinshet raise the issue and ask for apology for what happened and believing that her friends do the same would maintain their friendship?

❶ All in all ineffective
❷ Moderately ineffective
❸ Half ineffective half effective
❹ Moderately effective
❺ All in all effective

52. To what extent if Woinshet keeps quite till the two friends cool down would maintain their friendship?

❶ All in all ineffective
❷ Moderately ineffective
❸ Half ineffective half effective
❹ Moderately effective
❺ All in all effective

53. To what extent if Woinshet rise the issue, tells what they have done to bother her and listening to theirs concerns also and finding solutions would maintain their friendship?

❶ All in all ineffective
❷ Moderately ineffective
❸ Half ineffective half effective
❹ Moderately effective
❺ All in all effective

APPENDIX -C

SCORING KEY FOR EMOTIONAL INTELLIGENCE TEST*

Items	ALTERNATIVES		
	1	**2**	**3**
1	.1	.7	.2
2	0	.5	.5
3	.2	.6	.2
4	.1	.6	.3
5	.7	.2	.1
6	.2	.8	0
7	.5	.4	.1
8	.1	.4	.5
9	.5	.2	.3
10	.5	.4	.1
11	.2	.7	.1
12	.8	.2	0
13	.8	.1	.1
14	.7	.3	0
15	.1	.2	.7
16	0	.7	.3
17	.2	.6	.2
18	.8	.2	0
19	0	.1	.9
20	.7	.2	.1
21	.1	.2	.7
22	0	.3	.7
23	.4	.6	0
24	.5	.3	.2
25	.6	.2	.2
26	.6	.3	.1
27	.2	.1	.7
28	0	.2	.8
29	.9	0	.1
30	.2	.5	.3
31	.1	.3	.6
32	.1	.7	.2
33	.7	.3	0

	ALTERNATIVES				
	1	**2**	**3**	**4**	**5**
34	1	0	0	0	0

35	.7	0	0	.3	0
36	0	0	0	.9	.1
37	0	0	0	1	0
38	.3	.3	0	0	.4
39	0	1	0	0	0
40	0	0	0	1	0
41	1	0	0	0	0
42	.1	.2	.1	.2	.4
43	.1	0	.2	.1	.6
44	.8	.1	0	0	.1
45	.1	.3	.1	.2	.3
46	.1	0	.1	.3	.5
47	.2	0	.4	.3	.1
48	.7	.1	.1	0	.1
49	.8	0	.1	0	.1
50	.3	.1	.6	0	0
51	.1	0	.1	.6	.2
52	0	0	.4	.5	.1
53	0	0	0	.3	.7

* The scoring key was prepared based on 8 psychology postgraduate students' and 1 PhD holder psychology instructor's responses on 53 items. Correct answers were determined by calculating the percent that each option is selected.

APPENDIX - D

List of Secondary Schools and Higher Education Institutions found in Adama Town

Secondary Schools

1. Awash Primary and Secondary School
2. YeAdama Tsehay Primary and Secondary School
3. St Joseph Secondary and Preparatory School
4. Nafyad Primary and Secondary School
5. Dembela General Secondary School
6. Adama General Secondary School
7. Goro General Secondary School
8. Holly Angels Primary And Secondary School
9. No 4 Secondary School

Higher Education Institutions

1. Central University College(Adama Campus)
2. Royal University College(Adama Campus)
3. Rift Valley University College
4. Unity University – (Adama Campus)
5. Adama University
6. Harambe College
7. Addis Ababa Medical College – (Adama Campus)
8. Adama Poly Technique College
9. Sub – Saharan College
10. Adama Technique College
11. Oromia college

Declaration

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

Name: Mulugeta Dadi

Signature: _____

Place: Addis Ababa University, Addis Ababa

Date: June, 2010

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

Name: Belay Tefera

Signature: _____