Education for Social Transformation

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Foreword

The business of education is to empower learners to be better informed so as to be useful to themselves and society. A productive person explores ways of making lasting contributions to the growth and development of society through acquisition of knowledge. There is no doubt that the content of this book has provided a road map on how the field of education could serve as an agent as well as the catalyst of social transformation for all sectors of national life. Teachers as the cornerstone of education must always apply knowledge acquired from researches in education on how the decay in the society can be minimized, mitigated or eradicated.

Educators must have vision for all they need to do for the good of the society so that learners can have positive life purposes that can be actualised for the good of the society with the support of all the stakeholders in the field of education.

To this extent, education should be more than education for education sake, it must be value-ladden and not one that goes by paper qualification. The process of education reform should begin with the certification of teachers. Changing the entry qualification of teachers without looking at deficiencies in the curriculum, teacher-training facilities, motivation of teachers and learners will not help the nation. The clamouring for higher teaching qualification without considering its impact on the cost of financing education is not scientific. Social transformation of the society cannot also come on the heels of the establishment of many tertiary institutions without quality assurance and the relevance of the curriculum to society's quest for greatness, socially, politically, economically, spiritually, health wise and technologically.

The first two articles of this book, written by past Deans of the Faculty of Education, University of Ibadan, Ibadan as well as other articles should illuminate a reader's mind in having a second look at the educational system in Nigeria through its

aims, purposes and philosophy. This can challenge learners to be productive during and after graduation as against the current situation wherein many students suffer from poverty of ideas on how to be self-actualised as well as be interested in the general good of the society.

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Acknowledgements

Contents

Effectiveness of Emotional Intelligence Education in Enhancing Positive Life Skills of Nigeria Prison Inmates

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Abstract

The study investigated the effectiveness of Emotional Intelligence education in enhancing positive life skills of some Nigerian prison inmates. Ninety-one (91) prisoners from Agodi prisons, Ibadan, Oyo State and Ilesa, Osun State whose ages ranged between 18-21 years with a mean of 19.5 were randomly assigned to the intervention condition and the control group. The training lasted for six weeks of 12 sessions. A pre-test, post-test control group design using a 2x3 factorial was adopted. The participants responded to sections A (self concept scale) of Akinboye's Adolescent Personal Data Inventory and Akinboye's Emotional Intelligence test, both at the pre and post intervention sessions. The result indicated that the intervention group performed significantly better than the control group on Akinboye's Emotional Intelligence Test $\{(1,85) = 182.08\ P < 0.05\}$. On the basis of the findings, it was suggested that Nigerian prisoners should be exposed to Emotional Intelligence education which has been found to be effective. Through this training, it is believed that their positive life skills could

be stimulated, enhanced and fully developed to make them better and responsible citizens useful to themselves and the society after incarceration.

Introduction and Background

The alarming rate at which crime is committed in our society leaves nobody in doubt that something is wrong with the entire system. Pages of national dailies in Nigeria are full of crime stories, ranging from bribery and corruption which goes on in high places in the country, to gruesome murder. Hence, Nigerian prisons are over-crowded. For instance, Agodi prisons that was built to accommodate only 120 inmates has 670 as at 15th March, 2005, out of which 602 were awaiting trials.

It has been speculated that many of these criminals lack home training, they have poor interpersonal relationships and are practically antisocial as a result of the kind of environment in which they grew up, in addition to other causes. Animasahun (2003), found that inability to think rationally and objectively remained the root cause of the kind of irrational, unrealistic and criminal tendencies of prison inmates in Nigeria. The product of this is lack of consideration for other people in the society. The golden principles of "Live and let others live", as well as "Do unto others what you expect them to do unto you" are not in their knowledge repertoire. Thus, acute lack, or poor level of emotional intelligence might be responsible for their woes.

What is Emotional Intelligence?

Emotional intelligence can be conceptualized as a set of acquired skills and competencies that predict positive outcomes at home with one's family, in school and at work. In other words, it refers to the basics of positive life skills. It has its roots in the concept of 'social intelligence', first identified by Thorndike (1920). He defined social intelligence as "the ability to

understand and manage men and women, boys and girls to act wisely in human relations" Thorndike (1920: 228). The term emotional intelligence was coined by Salovey and Mayer (1990). According to them, emotional intelligence is a form of social intelligence that involves the ability to monitor one's own feelings and emotions as well as those of others; to discriminate among them and to use this information to guide one's thinking and actions (Mayer & Salovey, 1993). People who possess these are healthier, less depressed and more productive at work and have better relationships. Thus, emotional intelligence is the bedrock of emotional mastery, emotional competency, emotional honesty and emotional literacy (Ezeagulu, 2005).

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

1.   Identifying emotions – ability to realise one's own feelings and the feeling of those around oneself;

2.   Using emotions: ability to access an emotion and reason with it (use it to assist thought and decisions);

3.   Understanding emotions; ability to identify and comprehend 'emotional chains' i.e. transition from one emotional state to another;

4.   Managing emotion: ability to self-regulate emotions and manage them in relation to others in the environment.

Goleman's (1995) best selling book, *Emotional Intelligence*, offered the first proof that emotional intelligence is important. Building on the work of Salovey and Mayer (1990), Goleman (1995) identified five basic elements or components of emotional intelligence, namely:

(i)   Self-awareness: observing oneself and recognising a feeling as it happens.

(ii)   Managing emotions: consciously handling feelings so that they are appropriate realising what is behind a feeling; finding ways to handle fear and anxieties, anger and sadness.

(iii)   Motivating oneself: channeling emotions in the service of a goal; emotional self-control, delaying gratification and stifling impulses.

(iv)   Empathy: sensitivity to other's feelings and concerns and taking their perspectives into consideration; appropriating the differences in how people feel about things.

(v)   Handling relationships: managing emotions in others; social competence and social skills.

Bar-On (1996) explained emotional intelligence as one's ability to deal successfully with other people and with one's feelings. Hence, emotional intelligence involves one's awareness of one's feelings and the feelings of others and the capacity to utilise this in directing one's behaviour. It is different from general intelligence which describes the g-factor and an ability to think in the abstract. Akinboye (2003) defined emotional intelligence as a set of non-cognitive abilities that influence human ability to success in life and at work place. He stressed that for human beings to be successful in life and place. He stressed that for human beings to be successful in life and work place, they need the skills of emotional intelligence such as good character, including attributes such as honesty, energy, trust, integrity, intuition, imagination, resilience, purpose, commitment, influence, motivation, sensitivity, humour, courage, conscience and humility.

Goleman (1995) has earlier identified two main types of competence: Personal competence and Social competence. Personal competence includes self-awareness, self-regulation, and motivation. Social competence includes empathy and social skills.

Akinboye's (2002) model of emotional intelligence included emotion, thought and creativity driven skills. Emotional intelligence, according to him, describes the ability to organise emotion-driven perception, intuition, creativity and thought processes and also the ability to express such emotion laden behaviour intrapersonally as well as interpesonally to build trust, honesty, integrity, fairness, human dignity and integrity in life and at work. Emotional intelligent competencies, according to him include good character, integrity, empathy, honesty, maturity, impulse control, emotional self-awareness, human dignity, flexibility, reality testing, trust etc. These competencies require skills in introducing feelings, paying attention to feelings, giving significance to feelings, thinking about feelings and taking these feelings into account in deciding how to act in life, at work and community at large.

Akinboye (2002) further noted that emotional intelligence is a stronger predictor of success in life and at work place than intelligence quotient. He concluded that emotional self-awareness helps individuals to develop 'metamood' which empowers them to pull back and recognise the need to take it easy and be less 'mad' from the ongoing, it could be deduced that the following conceptual components of emotional intelligence according to Grayson (2004) were relevant. These include (A) Intrapersonal: Emotional self-awareness, Assertiveness, Self-regard, Self-actualisation, Independence. (B) Interpersonal: Empathy, Interpersonal relationship, Social responsibility. (C) Adaptabilioty: Problem solving, Reality testing, Flexibility. (D) Stress Management: Stress tolerance, Impulse control. (E) General Mood: Happiness, Optimism, Certain authorities that have worked with emotional intelligence training

on groups of individuals reported abundant success. These include: Abraham (2000), who studied 121 customer service representatives and concluded that emotional intelligence predicted a large amount of the variance in both job and satisfaction and organisational commitment of these individuals. Yost and Tucker (2000) in a study of 73 students of finance and business who were divided into groups for a specific project, also observed that emotionally intelligent teams were more effective because they had higher problem-solving abilities, better performance, and better grades. Their results suggest that emotionally intelligent individuals, who work well with others and elevate the groups collective emotional intelligence, will be most valued and sought-after employees.

Moss (2001), in a study of health care executive found that emotional intelligence could be linked to leadership style. Duckett (2002) carried out a research and based on it suggests that emotional intelligence can be learned at any age of life, it can increase employees' cooperation, motivation, productivity and increased profits. Bohenski (2002) also stated that individuals with higher than average emotional intelligence display strong awareness and high levels of interpersonal skills. They are empathetic, adaptable, able to cope with pressures and generally experience less stress.

Animasahun (2002) pointed out that some of the reasons that led many of the Nigerian prisoners behind the bars include: Lack of home training, poor interpersonal relationships, poor social skills, no set goals, lack of purpose, no focus, lack of self-acceptance, poor thinking, irrational behaviours, poor decision making skills, lack of problem solving skills, and frustration.

Coincidentally, all these are part of the characteristics of a non emotionally intelligent person, which therefore means that lack of or poor level of emotional intelligence might be the roof of societal evils. In other words, if the prisoners are fortunate

to be trained in emotional intelligence skills, as Ducket(2002) asserted that emotional intelligence can be learnt at any stage of life, probably, their negative life skills and penchant for crime commission could be greatly reduced and their positive life skills enhanced to make them better citizens in the society after incarceration. It is strongly believed that inculcation of emotional intelligence skills (Akinboye, 2002) would lead to acquisition and enhancement of positive life skills which prisoners need to make them self-sustaining citizens after incarceration.

Hypotheses

There is no significant difference in the emotional intelligence scores of the experimental participants and their counterparts in the control group.

Design

The study adopted a pretest group design, using a 2 x 3 factorial. The experimental group and the control constituted the row while the level of self-concept (Low, Moderate and High) of the participants formed the column.

Participants

A sample of eighty-nine (89) prisoners were randonmly selected from Agodi Prison, Ibadan, Oyo State and Ilesa Prison, Osun State. Their ages ranged from 18 to 21 years with a mean age of 19.5. Their scores in the self-concept scale of the Adolescent Personal Data Inventory (APDI) were used to categorise them into different levels of self-concept. they finally balloted for assignment into the treatment and control groups.

Instrumentation

Two major instruments were used. Section A (Self concept scale) of the (APDI) (Akinboye, 1977) was used to categorise the

participants into different levels of self-concept. The second, and more important test used was Emotional Intelligence Test, Akinboye (2002), which was actually utilised at the pre and post intervention stages of the experiment. The self-concept scale, calculated by factor analytic approach was 0.67 and the coefficient alpha for an internal consistency analysis was 0.75. The Emotional Intelligence Test is a 59 item self-report instrument designed on a five-point scale to test respondents' level of Emotional Intelligence. The inventory has an internal consistency reliability indicated by a coefficient alpha of 0.87 after 3 weeks and test reliability, r=0.80 after 2 months.

Procedure

Emotional Intelligence training was employed to enhance the positive life skills of the priosners. It lasted for six weeks of 12 sessions. The first meeting with participants in the two prisons focused on general introduction, establishment of rapport and administration of the self-concept test which was used to match them into the three levels of self-concept. The Emotional Intelligence test was also administered to all the participants to collect pretest scores. Then, they balloted for the experimental and the control groups. The experimental group was trained in Emotional Intelligence skills for six weeks. The outline of the 10 training sessions is summarised below:

1.   A critical explanation of Emotional intelligence, benefits of being emotionally   intelligent and consequences of lack of emotional intelligence.

2.   Learning emotional mastery skills and the dos and don'ts of emotionl mastery.

3.   Self-knowledge and emotional awareness training as well as principles of understanding emotions and using feelings.

4.   Developing self-confidence and re-channelling distruptive emotions.

5.   Principles of flexibility and adaptability.

6.   Setting a goal of excellence and awareness of obstacles.

7.   Looking for opportunities instead of waiting for them.

8.   Understanding the feelings of others and services orientation.

9.   Mis-communication of feelings and consequences

10.   Principles of conflict resolution and harmonious living.

The 12th session was devoted to administration of the same Emotional Intelligence Test Taken at the first session in order to obtain the post test scores; as well as showing appreciation, and training the control group in some principles of emotional intelligence.

Data Analysis

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

Results

It was hypothesised that there is no significant difference in the emotional intelligence scores of the experimental subjects and their counterparts in the control group. The hypothesis was tested by subjecting the emotional intelligence scores of the participants to statistical analysis using ANCOVA. The obtained results are displayed in tables 1-3.

Table 1: Table X-means and Adjusted Y-means of participants' Emotional Intelligence Scores based on Treatment (Rows) and Self-Concept Levels (Columns)

Rows	Columns								
Groups	Enhanced Positive Life skills								
	Low self concept			Moderate self concept			High self concept		
	N	x-mean	y-mean	N	x-mean	y-mean	N	x-mean	y-mean
Emotional Intelligence Training Group	21	58.67	86.07	11	75.89	61.36	14	67.00	81.09
Control	20	55.05	58.05	10	59.90	57.59	15	60.27	59.13

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

Rows	1	2	3
1	86.07	75.89	81.09
2	58.08	57.59	59.13

Table 3: Analysis of Covariance (ANCOVA) of Subjects' Emotional Intelligence Scores based on Treatment (Rows) and Levels of Self Concepts Columns

Variation	Source	SS	DF	MS	F	P
Emotional	Rows	776.445	1	776.445	182.08	<0.001
Intelligence	Columns	29.184	2	14.592	3.42	NS
Skills	Interaction	23.970	2	11.985	2.81	NS
	Within	5097.667	85	4.264		

The tabular details in tables1-3 were obtained through the analysis of covariance. The results indicated that experimental group performed significantly better on Emotional Intelligence tests than their counterparts in the control group. Table 3 in particular proved that the treatment programme has statistically significant effect on subjects' emotional intelligence thereby enhancing their positive life skills (F=182.08 df =1/85, P<Q.05). However, self concept levels of the participants had no significant interaction effect.

Discussion

The hypothesis which states that there is no significant difference in the emotional intelligence scores of the experimental subjects and their counterparts in the control group has been rejected based on the results of the analyzed data. Specifically, a significant difference was noticed in the emotional intelligence scores of subjects exposed to training compared with their non-treated counterparts. The training group demonstrated their superiority over the control.

Thus, the study has established the effectiveness of Emotional Intelligence training in enhancing the positive life skills of the prisoners because the experimental group scored significantly higher on the emotional intelligence scale than the control.

This finding confirmed the earlier submission of Ducket (2002) that emotional intelligence can be learnt at any stage of life. It also corroborated the submissions of Akinboye (2002, 2003) that inculcation of emotional intelligence skills reduces negative life skills and enhances positive life skills of the individuals. The study also supports the position that emotionally intelligent teams are more effective in positive performance as earlier submitted by Yost and Tucker (2000). The fact that individuals with higher than average emotional intelligence

display strong awareness and high levels of interpersonal skills further lend credence to the findings of Bohensky (2002). Finally the finding that the level of self-concept of the participants produced no significant effect on their emotional intelligence performance is in consonance with Ogunbawo (1988) and Adebayo (1995) which means anybody could acquire skills of emotional intelligence regardless of the level of self concept.

Implications

Training in emotional intelligence has been proved to have the ability of reducing negative life skills and to enhance positive life skills of the individuals whereby a hardened criminal with earlier displayed lack of home training, poor interpersonal skills, poor social skills, no set goals, irrational behaviours and poor decision making; turns to be a pleasant individual displaying good character, fairness, honesty, integrity, empathy, awareness, human dignity, flexibility etc. With this, discharged prisoners would no longer be interested in committing crime but uphold the principle of 'live and let others live'. It is therefore highly imperative for prison officials, psychologists and everyone who deals directly with prisoners to learn emotional intelligence training skills and use them to train the inmates to actually produce the desired reformation for which prison is established.

Conclusions

This study has proved that emotional intelligence education is good for the prisoners for it is highly effective in enhancing their positive life skills. Therefore, there is the need to expose the prisoners to emotional intelligence training so as to equip them sufficiently with positive life skills which they actually need to be properly integrated into the society after incarceration.

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