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EFFECTS OF ACQUISITION OF EMOTIONAL INTELLIGENCE SKILLS ON SENIOR SECONDARY SCHOOLSTUDENTS' PERFORMANCE IN TRIGONOMETRY IN PANKSHIN EDUCATION ZONE

By

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Abstract

This study examined to what extent the acquisition of Emotional Intelligence skills could influence students' performance in trigonometry. Quasi-experimental; non-equivalent pre-test, post-test, control group design was used for the study. One hundred and thirty-two (132) SS2 students from two intact classes were sampled from four public secondary schools in Pankshin Education zone using the multi-stage cluster sampling technique. Three research questions and three hypotheses guided the study. The trigonometry interest inventory for this study was adapted from Snow (2011) four phase models as the theoretical foundation. The reliability co-efficient of the study of the total test was 0.98. The experimental group (E) received the treatment of the acquisition of Emotional Intelligence skills (X) as an advance organizers for six weeks and was taught trigonometry sub- topics by the regular class mathematics teacher who was a research assistant using the prepared lesson plans for two weeks. The control group (C) received no treatment of the acquisition of the emotional intelligence skills but was taught by the class mathematics teacher who was also a research assistant. Mean and Standard Deviations were used to answer the research questions while Analysis of Covariance (ANCOVA) was used to analysis the hypotheses. The analysis of the study revealed that the SS2 students exposed to Emotional Intelligence skills had more improvements on their performance in trigonometry than their counter parts that were not exposed to Emotional Intelligence skills. The results also showed that there was a significant difference in the mean scores in the trigonometry interest inventory of SS2 students exposed to Emotional Intelligence skills and those not exposed to Emotional Intelligence skills. The study also revealed that there was a significant difference between the male and female students' mean Trigonometry performance scores in favour of female students. The study recommended amongst others that students should be exposed to the acquisition of Emotional Intelligence skills in schools in order to improve their interest and performance in Trigonometry.

***Keywords**: Emotional Intelligence skills, Trigonometry, Interest, Self-awareness, Self-management and Relationship management*

Introduction

The importance of mathematics in national development in any country cannot be over-emphasized. Mathematics plays a vital role in the development of any nation. Suleiman, Bashar &Ishola (2016) observe that for any nation to develop like the advanced countries, it has to develop the teaching and learning of mathematics in schools. Mathematics is aim at fostering positive attitudes towards appreciating the usefulness and its relevance to a modern society. It is therefore imperative for students to do well in mathematics in order to have a better career in future (Umar & Ibrahim, 2018). Mathematics is seen as the queen of all disciplines and considering its usefulness to other fields of study (Odogwu, 2015), A sound and social foundation of mathematics at the secondary school level is a fundamental requirement for achieving the change agenda in Nigeria. Despite the importance of

mathematics to the development of Nigeria, a review of the performance in internal and external examination has revealed a poor situation. For instance, the percentage of students with credit and above pass in West African Secondary School Certificate Examination (WASSCE) mathematics in Nigeria ranged from 35.41% to 44.18% in 2015 (WAEC, 2015). In 2016 and 2017, the percentage of candidates with five credits and above pass including mathematics and English were 39.68% and 41.54% respectively (WAEC, 2016 & 2017). The table below shows the percentage of students in Nigeria that obtained credit pass and above (A1-C6), pass and below (D7-F9) in the May/June WASSCE in general mathematics between 2013 and 2018.

Year	% passed with credit and above A1-C6	% with pass and below D7-F9
2013	**36.00**	**64.00**
2014	**41.30**	**58.70**
2015	**44.18**	**55.82**
2016	**39.68**	**60.32**
2017	**41.54**	**58.46**
2018	**43.11**	**56.89**

Source: WAEC as cited by Zalman and Wonu (2018)

Trigonometry is a branch of mathematics that studies the relationship involving lengths and angles in triangles (Musa, 2000) cited in Umar, 2017). The author views students' performance in trigonometry as a branch in mathematics as below expectations in internal and external examinations. It is a branch of mathematics that needs to be taught and learned properly because of the relationship between the sides and angles of triangles and the calculations based on them particularly the trigonometry functions (Umar & Ibrahim, 2018). Its study is carried out through observations, constructions and description of sides and angles. It can be deduced that the study of trigonometry provides skills in visual, verbal, logical drawing and application to real life situations in our society. These benefits are necessary skills and abilities needed by all sundry for meaningful and productive life in the modern world of science and technology (Stanley, 2016). Indeed, these trigonometry skills should be sufficient for all students so that they can function successfully as informed consumers, concerned citizens and as competent members of their societies. Hence, trigonometry by its nature and inherent structure is an important and indispensable branch of mathematics which needs to be appropriately educated by mathematics teachers using instructional strategy and techniques.

Trigonometry links concepts about shapes and space with other mathematical ideas such as ratio, deduction and mathematical proofs. It provides an opportunity to link what is observed in real life situations with the world of trigonometry classroom (Omenka, Kyeleve&Tali, 2018). Unfortunately, many students do not experience the richness, connections or creativity that trigonometry gives. Instead they often perceive it as another memory exercise where rules and formulae must be learnt by rote along with methods for working out problems. Examiners observed that students' poor performance in mathematics in general is due to the inability to understand the concepts in trigonometry which requires students' acquire some effective emotional intelligence skills for learning the concepts. Salleh and 0thman (2014) observe that there are reasons for poor performance of students which are associated with the acquisition of emotional intelligence skills.

Achor, Imoko and Jimin (2012) also observe that some of the factors that affect the performance of students in mathematics are students' interest and attitude, gender and teachers'

attitude to work. Currently, in many parts of the world, the search area is now being focused on the emotional stability of the learner and the emotional state of the mind of an individual is managed. For instance, for students to achieve high academic standards, it requires hard work, self-discipline, dedication, sacrifice, motivation, positive attitude and cordial relationship between students and teachers in the school system (Venessa, 2013; Kajuru&Isah, 2014). In other words, the development of the cognitive domain has to be combined with the development of the emotional quotient of the learner to perform well in school and outside. In general, interest and attitude towards a subject predict performance in the subject. Unfortunately, many students in Nigeria perform poorly in mathematics as many of them are seen avoiding mathematics lessons and the related activities in schools.

Obodo (2005) states that without a clear understanding of trigonometry concepts architectural design are impossible. This implies the fact that before an individual can function well in the society, he or she must possess or have relatively good knowledge of mathematics especially concepts in trigonometry. The author stresses that especially in this era of technological development which is highly rooted in the study of mathematics. Being a basic tool needed for effective daily breakthrough and technological development are facilitated by the precise language of mathematics. Obodo (2005) observes that interest is a motivational factor that is linked with educational attainment in that students are more likely to engage in academic activity, students pay more attention and generate higher performance if they are interested.

These variables of learning are known to be the determinants of human behaviour, therefore, a way to improve the performance in mathematics is to improve the interest and attitudes of students towards the subject. Mckenna and Hallahan (2010) observe that a well- developed individual interest encourages self-regulated pursuit of goals as well as enable a person to anticipate subsequent steps in working with tasks. The authors further stress that a learner that is well developed in interest will persevere to work or address a question even in the face of frustrations. It has been acknowledged also that interest makes a significant contribution to what people pay attention to and remembered. Some researchers have attributed the problem of poor performance of students in mathematics to low level of Emotional Intelligence (EI) among students and have posited that it should be included in the school curriculum (Oyinloye, 2005; Nelson & Law, 2005; Fayombo, 2012)

In other words, the emotional and cognitive developments of a learner are necessary to build high performance, productive and positive students. Emotional intelligence has been shown to predict students' academic performance in higher educational institutions (Denga, 2005; kurumeh, 2008; Salami, 2010). Hence, there is the need to examine if emotional intelligence skills such as self –awareness, self- management, social awareness and relationship management could affect the performance of students in trigonometry at the secondary school level. Salovey and Mayer, (1990) cited in Azuka, (2014) sees Emotional Intelligence as the ability to monitor one's feelings and that of others, to discriminate among them and to use this information to one's guide actions and thinking. Emotional intelligence is a combination of skills and abilities that are necessary for students to survive in life and in particular do well in school subjects. These skills according to the authors include: (a) Self- awareness described as self- observation and recognition of feelings as the occurred (b) Self-management which involves self- managing emotions, appropriate handling of emotions or the realization that prompted a specific emotion are addressed, (c) Empathy which is the sensitivity towards others, concerns feelings or perspective (d) Motivating oneself which consisted of self-control, shifting impulses or delaying gratification (e) Handling relationship which involves managing others emotions and exercising social competence. Azuka (2014) observes that Intelligence Quotient (IQ) is no more the only

measure of success but emotional intelligence, social intelligence and luck can also play a vital role in a person's success.

Amongst some empirical researchers, Salleh and Othman (2014) investigated on the effects of integrating emotional intelligence on students' attitudes towards mathematics at the junior secondary school level in Malaysia. The researcher employed a quasi- experimental design involving two non- equivalent sampled groups receiving different treatment. A total of 253 students were involved as research participants. The experimental group received teaching instruction which integrates emotional intelligence while the control group received normal teaching instruction by the teacher. A pre-test was conducted in the first week followed by seven weeks of instruction. A post-test was carried out in the last week. The attitude towards mathematics inventory was used to gauge students' attitude towards mathematics. The research tool used for data analysis was ANCOVA, the research results showed that the experimental group that received teaching instruction which integrates emotional intelligence made statistically significant effects on the students' attitudes towards mathematics. In other words, the research results showed that the integration of emotional intelligence in the teaching and learning has significantly increased students attitudes towards mathematics.

In the same vein, Tami (2012) investigated the effects of emotional support and cognitive motivational messages on mathematics anxiety, self -efficacy and mathematics problem solving. Emotional support messages were designed to alleviate students affective dimension of mathematics anxiety, cognitive motivational messages were designed to reduce students cognitive dimension of mathematics anxiety which related to worry of performing well in mathematics. Eighty mathematics students at a community college in Florida were distributed into four groups (emotional support only, cognitive motivational messages only, emotional support and a control group), they were asked to individually study a computer based module about vocabulary, concepts and formulae related to the Pythagoras theorem for 45-60 minutes. The emotional support group reported significantly lower mathematics anxiety than the emotional non emotional support group. Also the emotional support group scored significantly higher in the post- test of mathematics solving than the non- emotional support group.

Statement of the Problem

The teaching and learning of mathematics has not been satisfactory as students have continuously performed below expectation in internal or external examinations (Umar & Ibrahim, 2018). The situation has persisted despite all efforts being made by the government and all concerns agencies in the education sectors to improve the situation. The interest of learners plays very critical roles on the academic performance of students in schools. Umar and Ibrahim (2018) observe that curriculum instruction which focus only on students' academic aspect has failed to assist students as responsible caring and competent learners Therefore there is the need to combine the development of the cognitive domain and the affective domain of the learners in the curriculum to produce well balanced student\s that can do well in school subjects and also be successful in all their life endeavours. The problem of the study is: What is the effect of acquisition of Emotional Intelligence Skills on the SS2 students' performance in Trigonometry?

Purpose of the Study: The purpose of this study was to examine to what extent the acquisition of Emotional Intelligence skills could influence students in Trigonometry. Specifically; the study sought to:

(1) examine the effect of the acquisition of Emotional Intelligence skills on students' performance in Trigonometry
(2) investigate the effect of the acquisition of Emotional Intelligence skills on students' interest in Trigonometry
(3) determine the effect of the acquisition of Emotional Intelligence skills on male and female students' interest in Trigonometry

Research Questions: To guide the study, the following research questions were asked:
(1) What is the difference in the mean Trigonometry performance scores of students exposed to emotional intelligence skills and those not exposed to?
(2) What is the difference in the mean Trigonometry interest scores of students exposed to emotional intelligence skills and those not exposed to?
(3) What is the difference in the mean Trigonometry performance scores of male and female students exposed to emotional intelligence skills?

Hypotheses: The following research hypotheses were formulated and tested at 0.05 level of significance:
$H_{01:}$ There is no significant difference in the mean Trigonometry performance scores of students exposed to emotional intelligence skills and those not exposed to.
$H_{02:}$ There is no significant difference in the mean Trigonometry interest scores of students exposed to emotional intelligence skills and those not exposed to. :
$H_{03:}$ There is no significant difference in the mean Trigonometry performance scores of male and female students exposed to emotional intelligence skills.

Methodology

The research design used for the study was quasi-experimental design (a non-equivalent pre-test post- test control group design). The population of the study comprised of all the senior secondary two (SS2) Students in public secondary schools in Pankshin Education zone of plateau state. One hundred and thirty two 132 (SS2) students from four intact classes, two schools from each political zone were selected as the sample. The sampling technique used was multi-stage sampling technique. The instrument used for the data collection was the Trigonometry Interest Inventory (TII) adapted from snow (2011) four-phase model as the theoretical foundation. The adapted Trigonometry Interest Inventory (TII) for the study had 20 Items.

The instruments for the study was face validated by Test and Measurement experts/ Mathematics educators all of the Federal College of Education, Pankshin. A rating scale was developed for this purpose and the ratings by the three experts gave a rational validity of 86%. The scale was also subjected to construct validity test using the contrasted groups' form of convergent validity. The split half was used to determine the reliability of the instrument. The reliability for half of the test was 0.95 and the co-efficient of the whole test was determine by spearman Browns formula which was 0.98 which was considered high enough for the study. The treatment tools used for the experimental group were the Emotional Intelligence Treatment Package (EITPA) and the Trigonometry Activity Based Teaching Package (TABTPA). The EITPA covered all the major aspects of Emotional intelligence skills as outlined. The students were divided into two groups; one group form the experimental group and the other the control group. The Experimental group (E) received the treatment of the acquisition of Emotional Intelligence skills (X) as an advance organizer for six weeks which was taught Trigonometry topics by the regular mathematics teacher who was a research assistants using prepaid lesson plans for two weeks. The control group (C) received no treatment of the acquisition of Emotional

Intelligence skills. All the two groups were administered pre-test and post-test using Trigonometry Interest Inventory (TII) designed by the researcher.

The research questions were answered using descriptive statistics of mean and standard deviation while the Analysis of Covariance (ANCOVA) was employed to analyze and test the three hypotheses at 0.05 level of significance or 0.95 level of confidence.

Results

Research Question 1. What is the difference in the mean trigonometry performance scores of students exposed to emotional intelligence skills and those not exposed to?

Table 1. Pre-test, Post-test Mean and Standard Deviation of Trigonometry Performance Scores in the Experimental and Control Groups

Variables		Pre-TII Test	Post-TII Test	Maximum Score	Mean Difference
Group	N	Mean S.D	Mean S.D		
Control	69	65.03 8.81	65.74 9.04	100	0.71
Experimental	63	61.84 11.97	70.48 10.25	100	08.64

Table 1 reveals the difference between the two groups in the trigonometry performance at pre-test, post-test. The mean scores in the Trigonometry performance of students in the control and experimental groups were 0.71 and 08.64 respectively. This implies that the SS2 students exposed to emotional intelligence skills had more improvement on their Trigonometry performance than their counterparts who were not exposed to emotional intelligence. It concludes that those students exposed to emotional intelligence skills perform better than those not exposed to emotional intelligence skills.

Hypotheses 1(H_{01}): There is no significant difference in the mean Trigonometry performance scores of students exposed to emotional intelligence skills and those not exposed to.

Table 2. Results of One-Way Analysis of Covariance of scores for the Experimental and Control Groups in the Trigonometry Performance

Source	Type III Sum of squares	Df	Mean Square	F	Sig.
Corrected Model	5132.93	2	2566.46	43.13	0.00
Intercept	3677.72	1	3677.72	61.80	0.00
Pre	4393.95	1	4393.95	73.83	0.00
Group	1364.74	1	1364.74	22.93	0.00
Error	7677.07	129	59.51		
Total	623178.00	132			
Corrected Total	128810.00	131			

a. R squared = 40 (Adjusted R Squared =39), b. Computed using Apha = 0.05

Table 2 reveals that the p-value of 0.00 is less than 0.05; therefore the null hypothesis is rejected. This implies that there is a significant difference in the mean Trigonometry performance scores between the students exposed to emotional intelligence skills and those not exposed to emotional intelligence skills. This indicates that the mean difference between the students in the experimental group and the control group was statistically significant in favour of students in the experimental group. The study therefore concludes that students exposed to emotional intelligence skills attained higher mean scores than those not exposed

to emotional intelligence skills. Since the adjusted R Squared is 0.39 which implies that 39% of the variance in the Trigonometry performance score is attributed to emotional intelligence skills treatment.

Research Question 2: What is the difference in the mean Trigonometry Interest scores of students exposed to emotional intelligence skills and those not exposed to.

Table 3: Pre-test, Post-test Mean and Standard Deviations of Trigonometry Interest Scores of Students in the Experimental and Control Groups.

Variables		Pre-TII Test		Post-TII Test		Maximum Score	Mean Difference
Group	N	Mean	S.D	Mean	S.D		
Control	69	66.05	8.71	66.92	8.88	100	1.77
Experimental	63	63.48	11.47	73.75	8.19	100	11.62

From table 3, the post- test mean scores for both the control and the experimental groups showed that both groups had improvements on their scores in the Trigonometry interest inventory after the treatment. However, the difference between the pre-test and the post-test mean scores in the Trigonometry Interest Inventory for the control and experimental group's were1.77 and 11.62 respectively. This implies that the SS2 students exposed to emotional intelligence skills showed more interest in Trigonometry than their counterparts that were not exposed to emotional intelligence skills.

Hypothesis 2 (H_{02}): There is no significant difference in the mean Trigonometry interest scores of students exposed to emotional intelligence skills and those that are not exposed to

Table 4: Results of One-Way Analysis of Covariance of Students Scores in the Experimental and control groups in trigonometry Interest Inventory

Source	Type III Sum of squares	Df	Mean Square	F	Sig.
Corrected Model	2686.53a	2	1343.27	28.77	0.00
Intercept	2129.24	1	2129.24	45.60	0.00
Pre	1867.31	1	1867.31	39.99	0.00
Group	1221.21	1	1221.21	26.15	0.00
Error	3175.46	68	46.70		
Total	353762.00	71			
Corrected Total	5862.00	70			

a. R squared = 46 (Adjusted R Squared =44), b. Computed using Apha = 0.05

From table 4, since the value of the significance of p-value of 0.00 is less than 0.05 then null hypothesis is rejected. This implies that there is a significance difference in the mean interest scores in the Trigonometry interest inventory between students exposed to emotional intelligence skills and those not exposed to emotional intelligence skills. Thus, the SS2 students exposed to emotional intelligence skills significantly improved on their interest in Trigonometry than the other SS2 students who were not exposed to emotional intelligence skills. Since the adjusted R Squared is 0.46, this suggests that 46% variance in the Trigonometry interest inventory scores of SS2 students is due to the treatment of the emotional intelligence skills.

Research Question 3: What is the difference in the mean Trigonometry performance scores of male and female students exposed to emotional intelligence skills?

Table 5: Pre-test, Post-test Mean and Standard Deviations of Trigonometry performance Scores of Male and Female Students in the Experimental Group

Variables		Pre-TII Test		Post-TII TEST		Maximum Score	Mean Difference
Gender	N	Mean	S.D	Mean	S.D		
Male	79	64.87	8.89	64.20	9.23	100	----------
Female	53	61.55	13.22	67.10	11.16	100	5.55

Table 5 reveals that there was no increase in the mean Trigonometry performancescores of male students. The SS2 female students in the experimental groups had a mean score increase of 5.55 in the Trigonometry performance after the treatment. The study indicates that the mean score increase of 5.55 in the female students trigonometry performance was attributed to the emotional intelligence skills treatment. This implies that the SS2 female students exposed to emotional intelligence skills at post-test had more improvements in their performance in Trigonometry.

Hypothesis 3 (H_{03}): There is no significant difference in the mean Trigonometry performance scores of male and female students exposed to emotional intelligence skills.

Table 6:Results of One-Way Analysis of Covariance of Trigonometry performance Scores of Male and Female Students in the Experimental Group

Source	Type III Sum of squares	Df	Mean Square	F	Sig.
Corrected Model	2580.31[a]	2		19.94	0.00
Intercept	1600.80	1	1600.80	24.74	0.00
Pre	2452.38	1	2452.38	37.90	0.00
Sex	342.19	1	342.19	5.29	0.03
Error	3753.13	58	64.71		
Total	269416.00	61			
Corrected Total	6333.44	60			

a. R squared = 41 (Adjusted R Squared =39), b. Computed using Apha = 0.05

Table 6 reveals that since the p-value of 0.03 is less than the crit.-value of 0.05 then the null hypothesis is rejected. This implies that there is a significant difference in the mean Trigonometry performance scores between SS2 male and female students exposed to EI skills. Thus, the SS2 female students exposed to emotional intelligence skills significantly improved on their performance in Trigonometry than the male counterparts exposed to emotional intelligence skills. The adjusted R Squared is 0.39 which suggests that 39% of the variance in the Trigonometry score of SS2 female students is attributed to the treatment of the EI skills.

Discussion of Results: The study showed that the SS2 students exposed to EI skills had more improvements on their Trigonometry than their counterparts that were not exposed to emotional intelligence skills The ANCOVA results showed that there was a significant difference in the mean Trigonometry performance scores of SS2 students exposed to EI skills and those not exposed to EI skills. This result also showed that the SS2 students exposed to EI skills had more improvement in their interest in Trigonometry than their counterparts who were not exposed to EI skills. The ANCOVA revealed that there was a significant difference in the interest inventory means Trigonometry scores between SS2 students exposed to EI skills and those not exposed to

EI skills. The result also showed that the SS2 female students exposed to EI skills had more improvements in their performance in Trigonometry than their male counterparts who were also exposed to EI skills. However the ANCOVA indicated that there was a significant difference in the mean scores in the Trigonometry performance between SS2 male and female students exposed to EI skills.in favour of the female students.. The result of the study indicated that there was the need for students to motivate themselves and develop interest in all their academic pursuits in order to succeed.

When students understand themselves, recognizing their strengths and weaknesses and learn to motivate themselves, these would help to generate their interest in order to perform well in school subjects This result support the earlier study by Salami (2010) who found out that EI skills predict students interest and attitude towards the study of school subject\s including mathematics. The results of this study is also consonance with (Tami, 2012; Salleh& Othman, 2014; Odogwu 2015) who reported that EI instructions significantly lowers mathematics anxiety and improves problems solving abilities and attitude towards learning. The result of this study is also in line with the study of Grant (2009) that EI skills improve behavour and performance in schools including attendance records among students. Students can record higher attendance.

The researcher in this study reported that the students paid more attention to the mathematics lessons especially during trigonometry more than before the treatment of EI skills. This study corroborates with the study reported by Vanessa (2013) that traits of EI skills was found to be negative related to depression, anger, anxiety, disruptive behaviour. This is because emotional intelligence students are better able to place themselves in a positive state of mind. This research reveals that individual with high levels of emotional intelligence are expected to recognize, manage and use their emotions to eliminate the ensuing obstacles and advance their performance better than students with low level of emotional intelligence (Aremu, 2005; Carmeli, 2003). This result is also related to the findings of Snow (2011); Fayombo (2012) who revealed that compared to control group, students exposed to social emotional learning skills enhanced attitudes and positive social behaviour that can improve students' performance.

This study also showed that SS2 students in the control and experimental groups had improvements in both the pre-TII and post-TII. It also revealed that the students exposed to EI Skills had more gained scores in Trigonometry interest inventory than those not exposed to EI skills. This supports the earlier research findings that students exposed to EI skills performed higher in accordance to measures of students' interest in mathematics (Nworgu&Ezeh 2009; Ebisine, 2010).

Generally, the findings of this study re-inforce prior evidence linking emotional intelligence skills with students' interest and performance (Salami 2010; Salami &Ogundokun 2009) by showing the salutary effects of emotional intelligence which could perceive and understand students own emotions and of others which could manage their emotional behaviour and perform well in their academic work. Emotional intelligence also helps students to develop intrinsic motivation, self-discipline and appreciate teachers' skills and efforts which could help students develop appropriate interest and participate well in activities that could bring about academic success

Conclusion: The study concluded that the acquisition of emotional intelligence skills by students improves their performancein the study of Trigonometry.Acquisition of emotional intelligence skills by students also improves their interest in the study of Trigonometry and also concluded that the acquisition of emotional intelligence skills by female students improves their performances more than their malecounterparts in the study of Trigonometry.

Recommendations: Based on the findings from this study, the following recommendations are proffered:

1. Students should be exposed to the acquisition of emotional intelligence skills in schools in order to improve their performance in mathematics generally.
2. The study of emotional intelligence skills should be included in the secondary school curriculum.
3. The study of emotional intelligence could be integrated into some school subjects so that school personnel's including administrators and teachers should be trained on emotional intelligence skills and how to improve the emotional intelligence of students.
4. Teacher Education curriculum needs to include some inputs on emotional literacy in order to assist teachers learns how to develop and improve the emotional intelligence skills of both male and female students.
5. Schools authorities should design appropriate strategies such as emotional intelligence literacy activities to enhance the emotional intelligenceskills of students in schools in order to improve their interest and performance.

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