

EMOTIONAL INTELLIGENCE AS PREDICTOR OF DELINQUENT BEHAVIOURS AMONG SECONDARY SCHOOL STUDENTS IN PORT HARCOURT METROPOLIS, RIVERS STATE NIGERIA

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ABSTRACT

This study investigated Emotional Intelligence as a predictor of delinquent behaviours among secondary school students in Port Harcourt Metropolis. Six research questions and six hypotheses guided the study. Two instruments were used for the study, Schutte Self Report Emotional Intelligence Test (SSEIT, and Students Delinquent Questionnaire (SDBQ) Correlation Research design was used and 400 sample size was also used for the study. Validity and reliability of the instrument were established, a reliability index of 0.80 for SSEIT and 0.89 for SDBQ were realized. Simple Linear regression was used to answer research questions 1-5, and test its corresponding hypotheses. It was found out that emotional intelligence significantly predicts bullying, fighting and drug abuse, while on the other hand emotional intelligence does not predict truancy and promiscuity. It was recommended that government, parents, psychologists, counsellors and classroom teachers should help raise the child inadequate ways to abstain from delinquent act.

Keywords: Emotional Intelligence, Delinquency, Behaviour, Bulling, Truancy, Promiscus.

INTRODUCTION

As secondary school teacher, the researchers has observed keenly that during play period students act in cruel ways that make other students to avoid them Some on *the other hand act* gently which the psychologist termed as introverts. The researchers observed that some of those students termed “Introverts” are not really introverted but always act carefully taking into consideration the emotions and reactions of other students. The researchers equally observed that students who act in a cruel manner always lack feelings and at times insensitive to their environment. Hence, the researcher’s developed interest in investigating if emotional intelligence can, predict anti-social behaviour of students. Behaviour refers to the way one act or conducts himself, especially towards others or things. According to Elizabeth (2014), it involves a range actions and mannerism made by individuals, organism, systems or artificial entities in conjunction with themselves and their environment which may include other systems or organism around as well as the inanimate physical environment. Human behaviour over the years has been in reaction to its environment. In otherwords, the environment in which an individual finds himself plays a bigger role in determining such an individual’s behaviour. Furthermore, some psychologists and sociologists like Thorndike, Adler, and Osange have argued that the basic factors influencing human behaviour are heredity and environment. The environmental factors may include the physical or geographical places an individual finds himself, such as the family as well as other outward characteristics. On the other hand, heredity factors which may include genetic factors like intelligence quotient, emotional intelligence, etc also may play a bigger role in determining behavioural pattern.

Behaviours are basically of two types, socially acceptable as well as the anti-social ones. Such anti-social behaviours form parts of which are the dependent variables of the present study. Such behaviours are likely manifested during the adolescent period and are referred to as delinquent behaviours. Delinquency according to Kaiban (2015) refers to an offence or misdeed usually of a minor nature especially one committed by a young person. Delinquency otherwise referred to as juvenile delinquency is mostly associated with adolescents, Adolescents at some point or the other manifests behaviour which may be connected with some factors. As discussed earlier some of such factors could be caused by the environment while others could be caused by hereditary. While some experts have widely attributed the cause of delinquency to environmental factors like peer group, location, parental upbringing etc. Some on the other hand like Duisenberg (2009) have attributed some delinquent behaviour to insensitivity and genetical issues.

Emotional intelligence as the independent variable of the study is one of the natural and at times acquired characteristics that make it possible for individuals to master or sense specific situations even before such situations manifest. It involves an individual's ability adjust to various environmental demands. According to Parker, Spears and Jones (2000) emotional intelligence is a state of being emotionally stable in a way that enables one to have an understanding of self and others (interpersonal relationship) as well as the ability to effectively utilize one's emotions which in turn may result in a positive emotional change. They further noted that students with high emotional intelligence are those who score on the conditional intelligence range from 34 and above while those with low emotional intelligence are those who score from 33 downward. Goleman (2006) also asserted that emotional intelligence is the ability to identify, understand, use and manage a person and others emotional state effectively. It involves the intellectual process that leads to the use of emotional feelings to motivate plan end to achieve. Hence one can see emotional intelligence as an interconnection between feelings and things. Goleman (2006) further stated that emotional intelligence (EI) is an individual's ability to perceive, understand and use their own emotional status, leading to effective performance. Research have indicated that EI plays a significant role in the organization, direction and motivation of human activities. It is highly significant in the development of human potentials, teamwork, effective leadership, stress reduction, creativity and innovation (Chopra & Kanji. 2010)

Furthermore, Goleman (1995) argued that intelligence quotient (IQ) was not the only critical factor that determines individual success instead, he believes that individual's emotional intelligence plays a large role on success in life and on the job. He also argued that an individual's behaviour is a function of his thinking faculties, his ability to predict other people as well as manipulating behaviours.

Bullying as a variable under delinquent act is a delinquent behaviour which involves an unwanted aggressive behaviour among school aged children that involves a real or perceived power imbalance (<https://www.bullying.gov>). Bullying may include actions like making threats, name-calling, hitting etc. it involves voluntary use of force or threat to coerce, abuse, intimidate or aggressively dominate other people. In the school set up. Various adolescents with serious characteristics at times intimidate weaker children, such attitude could be connected with the emotional intelligence of either the bully or the bullied. Perhaps, children who cannot control their temper may end up throwing punches at their fellow students which may make them fearful or feel inferior.

Fighting otherwise termed “affrony” in this study refers to a violent and noisy light, especially in public places (Hornby, 2015), Oxford Advanced Learner Dictionary. Fighting on the whole is also a delinquent behaviour which manifest in almost everyday life of the adolescent. Adolescents fight in schools, in the house, in the neighborhood etc. it may not be out of place if one opines that fighting is connected to lack of emotional intelligence or even over possession of emotional intelligence. it could be that the inability of adolescents to understand their fellow adolescents may be responsible for fighting behaviour in which they display at every point in time.

Truancy, according to Animasahun, cited in Beeze, Whoosh, Bath and fine (2010), is an anti-social behaviour which involves persistent avoidance of classes. It is an unauthorized or illegal absence from compulsory education. Such absence may be caused by the students on their own free will and usually does not refer to legitimate “excused” absences such as ones related to medical conditions. Most often, school aged adolescents may voluntarily skip classes based on reasons best known to them. As Beeze, Whoosh, Bath, and Fine (2010) noted, “there are a lot of factors that may be responsible for truancy among students which may include their personality make up friends etc. On this premise, it could be that lack of emotional intelligence, may cause students to be truants. This may be due to their inability to understand their teachers, friends and others involved in their education business.

Nnachi (2007), drug abuse is a persistent self-administration of a drug without regard to the medically or culturally accepted pattern. Adolescents from time to time do engage in drug abuse like drinking, smoking, etc. Various reasons have been stipulated for such wasteful act including peer influences, environment etc. However, it could also be that lack of the individual’s ability to understand his environment, people and have strong interpersonal skills may lead to them engage in this form of behaviour. Hence according Umana (2008) individual who have good sense of understanding and intelligence tend to have an advantage over others than when they don’t. From this premise, it could be that lack of emotional intelligence or over sensitivity may result in drug abuse.

Promiscuity is a social problem that involves having casual sex frequently and indiscriminately with different partners or being indiscriminate in the choice of sexual partners. It is a state of being promiscuous. In the secondary schools, promiscuity have become the order of the day. However, these have become a delinquent behaviour among school. According to the United Nations Report (2014) 65% school children are likely to engage in their first sex before the age of 14. Furthermore, the addiction to sex may become stronger thereby making almost 58% promiscuous which may form a permanent mark of personality. This report however means that promiscuity as a delinquent behaviour may either be controlled or encouraged. It is quite agreed that there are a lot of factors that influence promiscuity. Factors like personality, libido etc are numbered among the influences of promiscuity. In addition to this, it could also be that, emotional intelligence may influence promiscuity positively or negatively among school aged adolescents. Lack of ability to control emotions, manage others and have certain adaptable skill may make certain individuals to be loose sexually which ends up in promiscuity.

From the foregoing and from the researches observations it is pertinent to note that emotional intelligence is an obvious phenomenon which may influence our day to day life. The way one thinks, feels, reacts and responds to stimuli all to a certain extent relate with emotional intelligence. Therefore, in the light of the above assertion, it is the interest of the researchers

to investigate emotional intelligence as a predictor of delinquent behaviours among secondary school students in Port Harcourt Metropolis.

Statement of the Problem

Students' delinquent behaviours account for series of problems encountered in the teaching-learning process. *This* is evidence within and without the classroom environment for instance, a student who does not consider how his or her teacher may feel may likely come to school late. The resulting punishment likely to lead him or her to be truant, aggression, bullying etc. More emphatically is that such behaviours like bullying, truancy, lateness to school stealing, drug abuse and fighting have contributed in no small measure to the reduction of the glory of secondary education in Nigeria (especially in public schools) which in turn have constantly affected the effort towards national development such as culture, moral values, economy technology and general productivity. However, behaviours have fast metamorphosed into the life of secondary school students which needs adequate attention. Being bullied by other students may lead some students into joining bad gangs, cult groups and other hand influences which they may seek in order to avoid such.

On the other hand, the menace of promiscuity often leads to unwanted pregnancies. Contracting of dangerous diseases like HIV/AIDs, which however may lead such youngster to early grave. Hence, having considered the various vices prevalent in the society the problem of the study is "could lack of emotional intelligence predict such delinquent behaviour experienced in the secondary school today or society at large"?

The aim of the study was to investigate emotional intelligence as predictor of delinquent behaviours among public secondary school students in Port Harcourt Metropolis.

Research Questions

The following research questions were postulated to guide the study.

1. To what extent does emotional intelligence predict bullying behaviour among secondary school students?
2. To what extent does emotional intelligence predict fighting among secondary school students?
3. To what extent does emotional intelligence predict truancy among secondary school students?
4. To what extent does emotional intelligence predict drug abuse among students?
5. To what extent does emotional intelligence predict promiscuity among students?

Hypotheses

The following hypotheses were postulated for the study, it will be tested at 0.05 alpha level.

1. Emotional intelligence does not significantly predict bullying behaviour among secondary school students.
2. Emotional intelligence does not significantly predict fighting behaviours among secondary school students.
3. Emotional intelligence does not significantly predict truancy behaviour among secondary school students.
4. Emotional intelligence does not significantly predict drug abuse among secondary school students.

5. Emotional intelligence does not significantly predict promiscuity among secondary school students.

Methodology

The study adopted the correlation research design in investigation. The population of the study consisted of all SS2 students in all the public secondary school in Port Harcourt Metropolis. As at the time of the study, there were 3,913 SS2 student in Port Harcourt Metropolis.

A sample size of 400 were selected for the study. Simple random sampling technique was used to select 10 schools from all the public schools in Port Harcourt Metropolis. Through simple balloting, the researchers randomly selected 10 school adopted the non-proportionate sampling technique to select 40 students from each public school giving a total of 400 respondents.

Two instruments were used for the study. The first is called the Schutte Self Report 'emotional Intelligence Test (SSEIT). This scale is adopted from the works of Nicola Schutte (1998) in order to measure emotional intelligence. The instrument has four sub-scale which are emotion perception, utilizing emotions, managing self-relevant emotion and managing others emotions. It is a 33-item self-report using a 1 (Strongly agree) to 4 strongly disagree pattern. The instruments was responded based on the modified 4-point Likert Scale of 4,3,2,1 for positively keyed items and 1,2,3,4 for negatively keyed items.

Secondly (SDBQ) the Students' Delinquent Behaviour Questionnaire was used to assess the extent of delinquency students are engaged in. This instrument is composed of the following delinquent behaviour: bullying, fighting, truancy, drug abuse as well as promiscuity, It consisted 5 major sections A, B, C, D & E. each of the sub-sections contains 10 items in all which in all consisted of 50 items. The instrument also adopts the 4-point Likert Scale of strongly agree, agree disagree and strongly disagree. The instrument have maximum of 200 add a minimum of 50 scores.

Since the Schutte Self-report emotional intelligence test (SSEIT) is a standardized emotional intelligence instrument, the degree to which it purports to measure what its meant has been proven overtime based on face, content and construct validity. On the otherhand the validity of students' delinquent behaviour questionnaire (SDBQ) was determined by giving it out to two expert in measurement and evaluation University of Port Harcourt. The experts having made necessary input, moderations and alteration, the researchers then ensured that their corrections were affected writing out the final version of the instrument.

The reliability of 0.90 was reported for SSEIJ which informed the researchers that the instrument adopted is highly reliable. However, since this reliability was determined in a foreign place, the researchers decided to give it a bit local content by testing it again with 30 students within Port Harcourt who are not part of the targeted sample and a reliability coefficient of 0.80 was realized meaning that the instrument is equally good for Nigerian use.

Furthermore, the reliability of the student delinquent behaviour questionnaire (SDBQ) was determined through Cronbach alpha method of reliability. The instrument administered to a pilot-testing group of 30 students who were not be part of the sample hut. Having similar characteristics with the sample. After their response, the researchers subjected their scores to

Cronbach alpha Reliability Technique. A reliability coefficient of 0.89 was realized indicating that the instrument is high and reliable enough.

The researchers administered the instrument on a face to face basis to the respondent. Necessary instructions were provided to guide the respondents in the response. The researchers also employed the service of a research assistant who helped in the distribution and collection. After the respondents might have finished their response, the researchers collected the instrument on the spot. The researchers used simple regression as well as the analysis to answer the research questions 1-5 and its corresponding hypotheses.

Data Presentation

Research Question One: To what extent does emotional intelligence predicts bullying behaviour among secondary school students?

Hypothesis one: Emotional intelligence does not significantly predict bullying behaviour among secondary school students.

In order to answer the research question and test its corresponding null hypothesis. The data obtained were subjected to simple linear regression using SPSS. The analyses of the results obtained are summarized presented in Table 1. The sample size (N), mean standard deviation (Sd) and regression coefficient (R) were shown in the table.

Table 1: Simple regression analysis of emotional intelligence as predictor of bullying behaviour.

R	R ²	Adj.R ²	Std. Error	Unstandardized B			
0.122	0.015	0.012	4.512	0.225			
ANOVA							
	Sum of Sq.	d.f	Mean Sq.	F	α	Sig	Result
Regression	122.306	398	122.306				Significant (Reject Ho)
Residual	8104.191	398	20.362	6.007		0,015	
Total	8226.498	399			0.05		

The analysis reveals that R 0. 122, R² 0.015, adjusted R² 0:0 1 2. Standard error 4512 while unstandardized B coefficient is 0.225. From this values and specifically the R² values, it is evident that emotional intelligence predicts only about 1 .5% of bullying behaviour displayed by students. The unstandardized B also revealed that for every one unit increase or decrease in emotional intelligence scale, there is a corresponding 0.225 unit increase or decrease 'in bullying scale.

The analysis of variance also revealed F-value of 6.007 and a significance value of 0.015. Hence from the sig value (p 0.015<0.05) which was less than the chosen alpha of 0.05, the null hypothesis rejected, meaning that students that are emotionally intelligence do not have tendency of bullying behaviour among secondary school students.

Research Question Two: To what extent does emotional intelligence predicts fighting among secondary school students?

Hypothesis Two: Emotional intelligence does not significantly predicts fighting among students.

In order to answer the research question and test its corresponding null hypothesis. The data obtained were subjected to simple linear regression using SPSS. The analysis of the result

obtained are summarized and presented in Table 1.2. The sample size (N) mean standard deviation (Sd) and regression coefficient (R) were shown in the table.

Table 2: Simple linear regression of emotional intelligence as predict of fighting behaviour.

R	R ²	Adj.R ²	Std. Error	Unstandardized B			
1.104	0.011	0.008	4.523	0.072			
ANOVA							
	Sum of Sq.	d.f	Mean Sq.	F	α	Sig	Result
Regression	88.480	1	88.480	4.327	0.05	0,038	Significant (Reject Ho)
Residual	8130.018	398	20.447				
Total	8226.498	399					

Table 1.2 reveals that R = 0.104, R² = 0.011, Adjusted R² = 0.008, standard error 4.523 while the unstandardized B 0.072. From the R² values, it is evidenced that emotional intelligence predicts only about 11% of fighting behaviours among students and that for every one unit increase or decrease in emotional intelligence scale, there is additional 0.038 value.

From the analysis of variance, a calculated F= 4.327 while the sig value was 0.038. Hence, since sig- value (P= 0.038<0.05) is less than 0.05 alpha, the null hypothesis is rejected meaning that students that are emotionally intelligent do not have tendency of lighting other students.

Research Question Three: To what extent does emotional intelligence predicts truancy among secondary school students?

Hypothesis three: Emotional intelligence does not significantly predicts truancy among 'school students.

In order to answer the research question and test its corresponding null hypothesis. The data obtained were subjected to simple linear regression using SPSS. The analysis of the results obtained are summarized and presented in Table 3. The sample size (N), mean standard deviation (Sd) and regression coefficient (R) were shown in the table.

Table 3: Simple linear regression analysis of emotional intelligence' as predictor of truancy among students.

R	R ²	Adj.R ²	Std. Error	Unstandardized B			
1.050	0.003	0.000	4.541	0.041			
ANOVA							
	Sum of Sq.	d.f	Mean Sq.	F	α	Sig	Result
Regression	20.661	1	20.661	1.002	0.05	0,317	Significant (Accept Ho)
Residual	8205.836	398	20.618				
Total	8226.498	399					

Table 3 shows R to be 0.050, R² = 0.003, Adjusted R² 0.000, Standard error 4.541 from the R² values, there is an indication that emotional intelligence predict only about 0.3% of truancy among students. The unstandardized B value also implies that for every one unit increase or decrease in emotional intelligence, there is a corresponding 0.041 unit increase or decrease in truancy respectively. The analysis of variance also reveals an f-value of 1.002 and a sig-value of 0.317. Hence, since sig-value (p = 0.317>0.05) is greater than 0.05 alpha

level, the null hypothesis was accepted meaning that emotional intelligence does not significantly predict truancy among secondary school students.

Research Question four: To what extent does emotional intelligence predict drug abuse among students?

Hypothesis four: Emotional intelligence does not significantly predicts drug abuse among secondary school students.

In order to answer the research question and test its corresponding null hypothesis, the data obtained were subjected to simple linear regression using SPSS. The analysis of the result is obtained are summarized and presented in Table 4. The sample size (N), mean standard deviation (Sd) and regression coefficient (R) were shown in the table.

R	R ²	Adj.R ²	Std. Error	Unstandardized B			
1.109	0.012	0.009	4.519	0.100			
ANOVA							
	Sum of Sq.	d.f	Mean Sq.	F	α	Sig	Result
Regression	79.049	1	97.049			0,030	Significant (Reject Ho)
Residual	8129.449	398	20.426	4.751			
Total	8226.498	399			0.05		

From the analysis in table 4 R= 0.109, R² = 0.012, Adjusted R² 0.009, Standard or 4.519 and unstandardized B value = -0.100. From the R² value, it could be seen that emotional intelligence predicts only about 1 .2% of drug abuse among school students. The unstandardized value also indicates that for every one unit increase or decrease in emotional intelligence scale, re is a corresponding = 0.100 unit increase or decrease in drug abuse among students. The analysis of variance also reveals that F = 0. 100 unit increase or decrease in drug abuse among students. The analysis of variance also reveals that F 4.751 while sig-value 0.030. Hence, since the sig-value ($p\ 0.030 < 0.05$) is less that 0.05 alpha, the null hypothesis is rejected meaning that students that are emotionally intelligence do not engage in drug abuse.

Research Question Five: To what extent does emotional intelligence predicts promiscuity among secondary school students?

Hypothesis five: Emotional intelligence does not significantly predict promiscuity among secondary school students.

In order to answer the research question and test its corresponding null hypothesis, the data obtained were subjected to simple linear regression using SPSS. The analysis of the results obtained are summarized and presented in Table 5. The sample size (N), mean standard deviation (Sd) and regression coefficient (R) were shown in the table.

Table .5: Simple linear regression of emotional intelligence as predictor of promiscuity among students.

R	R ²	Adj.R ²	Std. Error	Unstandardized B			
0.009	0.000	0.002	4.546	0.008			
ANOVA							
	Sum of Sq.	d.f	Mean Sq.	F	α	Sig	Result
Regression	0.638	1	0.638			0.861	Insignificant (Reject Ho)
Residual	8.225.86082	398	20.668	0.031			
Total	21.498	399			0.05		

The analysis reveals that $R = 0.009$, $R^2 = 0.002$ standard error = 4.546 and unstandardized $B = 0.008$. From the R^2 value, it is evidence that emotional intelligence does not predict promiscuity in any way as it records 0.0% (zero prediction). The analysis reveals F to be 0.031 and sig-value to be 0.861. Hence since the sig-value ($p = 0.861 > 0.05$) is greater than 0.05 chosen alpha, the null hypothesis is rejected and alternate accepted meaning that emotional intelligence does not significantly predicts promiscuity among secondary school students.

DISCUSSION OF FINDINGS

From research findings two, it is reported that emotional intelligence significantly predicts fighting behaviour among secondary school students in Port Harcourt metropolis. This result means that having ability to recognize one's emotion as well as that of others can prevent one from engaging in a fight. It means that emotions could be one thing that does not jointly relate with behaviour. This finding also justifies that when individuals are angry, they automatically lose the ability to manage or find it difficult to control their emotions. This finding may come because most of the students do not develop the full capacity to manage or control their emotions in the face of a problem. The result of this finding however is not very surprising to the researchers because they are quite aware of the extent people could go when they are angry. They take note of the fact that even mature people could engage themselves in a fight how much more young students. On the other hand, the result also means that how high an individual scores in emotional intelligence could also determine whether such an individual can go into a fight or not. This implies that individuals who are highly intelligent emotionally may be involved less in fights than those who score low. This result of the present study is in support with that report by Rodge, Larrd, Lochman and Zehi (2002) who reported that there is a significant relationship between emotional intelligence and fighting behaviour among students. On the contrary, the report of Nkeng (2005) noted that emotional intelligence had no significant relationship with aggressive behaviour.

Research finding one reveals that emotional intelligence significantly predicts bullying behaviour among students. The findings mean that how intelligent an individual emotionally can actually determine if he gets bullied or if he bullies another student. This implication means that if individual students do not have good emotional intelligence skills, they may certainly be involved in bullying behaviour or may be victims of bullying by other students.

On the other hand, students with a good sense of EI will certainly avoid such behaviour. From this, it could be that such students, especially those with high EI, will know how to manipulate others who may develop bullying tendencies. This result may come because many students are quite aware of the prevalence of bullying in their school. They know that such behaviour exists and irrespective of the cause, the result may come just because of their knowledge of the prevalence of such behaviours. Just like the other findings on fighting, the result is not surprising in any way because, just like the findings on fighting, bullying behaviour is directly associated with fighting and as such the result is expected. The present finding also supports that earlier reported by Asheba (2008) who noted that emotional intelligence scales a significant positive correlation with bullying behaviour among adolescents. Similarly, Lomas, Stough, Hansen and Downey (2012) reported that participants with a lower level of emotional intelligence report more frequent bullying behaviours than those with higher reports. A contrary report by Stains and Staines (2009) revealed that

there were no significant relationship with the emotional intelligence of the Latinos and their bullying behaviour.

Research findings three reveals that emotional intelligence does not significantly predicts truancy among secondary school students. This results means that one's level of understanding of self and others as well as their self management technique does not relate or influence student decision to cut classes or hang about during school hours. The results implies that student who hang about or stay away from classes may be influenced by other factors apart from their level of emotional intelligence. It could be factors like peer influence, personality. Socio-economic status not their level of emotional intelligence.

Their findings may come because students are aware of the fact that truants do that all by themselves which may be caused by their association with others. The results of this findings to the researcher is surprising because they thought that one level of emotional sense can actually determine, if they are being influenced by friends or whatever case that may cause them to be engaged truants behaviours. The findings is however contrary to that reported earlier by Lingard and Brooks (2009) as well as Petrides, Norah and Adrian (2002) who reported that people with low emotional intelligence are more inclined to delinquent behaviour of truancy than those with higher emotional intelligence.

From research findings four, it was revealed that emotional intelligence significantly predicts drug abuse among students. This findings however means that an individual's level of self understanding and others can actually determine if she will be involved in drug use and abuse. It means that for students to be involved in drug abuse like alcoholism, smoking and others, their level of perception of self and other will come into play from this, it could be; U students with high EI may engage less in drug abuse and related activities and also those with low EI may be tossed about by friends who are indulging in such act. The findings may be because most students are quite aware that if they know themselves, and understand, their purpose in school. it will be difficult for anybody to lure them into drugs or any other substance abuse. This result is expected because from the personal observations of the researcher, it only students without any sense of selfworth do engage in drugs likes smoking marijuana drunkenness etc. the result is in line with that conducted by Catalano, Berghind. Ryan and Hawkins (2002) who reported that individuals score on a test of intelligence predicts their test scores on alcohol use. This was also supported by the findings of Risse and Douglas (2008) who noted a strong relationship between emotional intelligence and at risk behaviours of adolescents.

Research findings five reveals that emotional intelligence does not significant predicts promiscuity among students in Port Harcourt metropolis. 'This results means that one cannot develop promiscuous tendencies based on how well he understands himself or herself or how well he is able to manage his or her emotions. The findings here may be surprising because the student sees promiscuity as related to other factors like peer association, socio-economic status and other factors. They may have failed to know that the act of promiscuity is more or less in individualized pattern of behaviour that should be or above external influences. However, the findings is surprising because if one has emotional management skills, then certainly such an individual will be able to control his or her level of sexual activities. The findings of' (2002) reported contrary to this present one when he noted that all sub-variables including emotional intelligence has significant relationship with promiscuity among adolescents in schools.

CONCLUSION

Based on the findings and the result of the analysis, the following conclusion were drawn. Emotional intelligence predicts delinquent behaviour such as bully, lighting and drug abuse. On the other hand, emotional intelligence does not predict truancy and promiscuity.

RECOMMENDATIONS

Based on the findings of the study, the researchers recommend that:

- Ways of raising students' emotional intelligence should be sought by counselling psychologist and classroom teachers. Also strict punishment should be placed on bullying to help in reducing the menace because failure might lead to truancy or late coming by students.
- Strict measures against fighting should also be made and implemented on culprits of fighting.
- Teachers as well parents should try to ensure that students report to school as at when due. Other measures to minimize the level of truancy in schools should be sought instead of concentrating effort on emotional intelligence which has no relationship or influence over such.
- The need to be drug free should be emphasized. Hence, NGOs, governments as well as counsellors should carry out adequate sensitization programme in order to reduce the menace of drugs among secondary school students.
- Sexual education should be emphasized also in schools. The dangers at' premarital sex like teenage pregnancy, school dropout, death risk aids should be reechoed to the student order to make them know the need to abstain from premarital sex.

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