EMOTIONAL INTELLIGENCE AS A PREDICTOR OF IMPULSIVE BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS IN ILORIN METROPOLIS

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ABSTRACT: *Emotional intelligence includes awareness, empathy, connections, and self-regulation. Emotionally intelligent people have better relationships, stress management, and personal and professional success. The study examined how emotional intelligence predicts impulsivity in Ilorin metropolitan secondary school students. The research included all 66,236 Ilorin students. 400 students from selected schools were randomly chosen. The study collected data using the Emotional Intelligence Scale (EIS) and Impulsive Behavior Scale (IBS) in a descriptive survey design. Five counselor education experts validated the instrument. The reliability index was 0.87. Four research questions and five hypotheses guided the investigation. Analyses included descriptive and inferential statistics. At 0.05 significance, t-tests were used to test hypotheses, and percentages were utilized for demographic data. The study found that respondents' emotional intelligence includes reading others' emotions and thoughts, understanding nonverbal cues, and ignoring negative moods to continue their day. Impulsive conduct was described as doing scary things, giving up easily, and making up their decision without thinking, among others. Gender does not affect student's emotional intelligence or impulsivity. School type does not affect pupils' emotional intelligence or impulsivity. Class or stage does not affect students' emotional intelligence or impulsivity. Thus, it was recommended that emotional intelligence and skills be taught in schools to help students develop, manage, and control their emotions for improved performance in Ilorin and Nigeria.*

KEYWORDS: Emotional Intelligence, Intelligent, Impulse behavior, Secondary, Students

INTRODUCTION

Emotions are the various feelings associated with mood, temperament, personality, disposition, and motivation. Motivations direct and energize behavior, while emotions provide the affective component to motivation, positive or negative. Strong emotions arouse the autonomic nervous system (Gomez, Campbell & Simon, 2005). The greater the arousal, the more intense the emotion thus, the type of arousal affects the emotion being experienced. An emotion involves physiological arousal, expressive behavior and conscious experience, so that, when one is scared, one's heart beats faster, eyes become wide and one consciously judges that the situation is dangerous and responds either with fight or flight. Emotion is a very important experience that one encounters in life. According to Weiten (2009), emotion lies at the core of mental health.

Impulsivity includes difficulties with response inhibition and the inability to delay gratification, as evidenced by choosing an immediate reward over a long-term benefit (Winstanley, Eagle, & Robbins, (2006). Higher levels of impulsivity may be associated with hedonic eating (ie, eating after energy requirements have been met) patterns (Nederkoorn, Smulders, Havermans, Roefs, & Jansen (2006). To be impulsive then means that one tends to act or decode impetuously, one is incited to act on one's response is actuated by mental impulse. Impulsivity is an unplanned response to internal or external stimuli, without prior forethought and a disregard for potential negative consequences (Bari & Robbins, 2013), may account for reward-seeking behavior, and is associated with higher rates of relapse among addicted individuals (Doran, Spring, McChargue, Pergadia & Richmond (2004).

Impulsivity, which at its extreme is action without forethought, an "implicitization" of behavior, is an important, normal behavioral trait. Impairments in impulse control mechanisms contribute to many disorders, including binge eating, bulimia nervosa, drug addiction, alcoholism, and Internet gaming (Alhassoon, Sorg, Stern, Hall, & Wollman (2015) Gearhardt, Boswell, & Potenza, 2014). Goleman (2004) posited that addiction to maladaptive behaviors is as a result of emotional masking. Effective self-assessment of feelings and emotions connotes emotional intelligence and will help to improve confidence and self-esteem which can assist predicting impulsive behavior impulsive behavior is broadly defined as actions without foresight that are poorly conceived, prematurely expressed unduly risky or inappropriate to the situation, and that often result in undesirable outcome.

Psychologists agree that emotions contain both cognitive and physiological elements. Therefore, cognitive interpretations could shape emotional experience. This brings the link between emotion and intelligence. One who is able to interpret, manage and regulate his emotion adaptively is said to be emotionally intelligent. This aspect of intelligence focuses on what is called emotional intelligence. According to Santrock (2009) even the most intelligent people have not been able to agree on how to define the concept of intelligence. Some experts describe it as the capacity to adapt and learn from experiences. Some still argue that intelligence includes characteristics such as creativity and interpersonal skills (Santrock, 2009). Psychologists have identified eight basic emotions that seem to be experienced universally (across gender, age, and cultural groups). The eight basic human emotions include fear, anger, joy, disgust, acceptance, sadness, surprise and anticipation (Davey, 2004).

In general term, some psychologists see intelligence as being a single aptitude while others see it as representing a cluster of aptitudes or mental skills (Davey, 2004) No common definition, interpretation, understanding and conceptualization of intelligence have been found because of the differences in social and cultural definition of what an intellectual behavior is. The term is socially constructed, that is, different cultures and people group see it as being whatever attribute that brings success within that group.

Many scholars as seen above agree that combination of emotion with cognition would lead to a better day to day adaptation and conflicts resolution by not only using one's intellectual capacities but also by the additional information provided by one's emotion.

Most scholars in the field of psychology and counselling have described emotional intelligence to include one or more of the following key components; the ability to recognize, understand and express emotions and feeling; the ability to understand or decipher how other people feel and relate with themselves; the ability to manage and control emotion; the ability to manage, change, adapt and solve problems of personal and interpersonal nature, the ability to generate positive influence and be self-motivated (Santrock, 2009). It is those set of skills that allow a person to use emotion to adapt, to perceive, understand and regulate moods and to use emotional information to improve cognitive processes and reasoning and avoid impulsivity.

To be emotionally intelligent means to effectively manage personal, social and environmental changes by realistically and flexibly coping with the immediate situation, solving problems and making positive decision, being sufficiently optimistic, positive and self-motivated. Another key function of emotional intelligence is self-regulation (Igiri, 2004). In this way one is able to manage emotions so that they work for and not against the person and when effectively managed by the student can minimize the impulsive behavior of the students in secondary schools. According to Akinboye (2002), emotional intelligence refers to one's ability to sense, understand and effectively apply the power and acumen of emotions as a source of human creativity, innovation, information, intuition, influence and a tool of success in human relationships, work and business.

Emotional intelligence competencies as identified by Ayebami and Tonbra (2014) include good character, integrity, empathy, honesty, maturity, impulse control, emotional self-awareness, human dignity, flexibility, reality

testing, trust, mood management and pro-activity. Emotional intelligence (EI) can be defined as the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought" (Mayer, Salovey & Caruso, 2008). In the words of Hein (2007), it is the innate potential to feel, use, communicate, recognize, remember, describe, identify, learn from, manage, understand and explain emotions. It is the mental ability of man which provides emotional sensitivity and potential for emotional management skills that help in maximizing long term health, happiness and survival. It involves knowing how to separate healthy from unhealthy feelings and how to turn negative feelings into positive ones (Hein, 2007).

Emotional intelligence is the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically. Students have to be emotional intelligent to be able to manage their impulsive behavior. Students who are emotionally intelligent would be able to manage stressful situations. Emotional intelligence is a predictor of success. Individuals with higher Emotional intelligence have a greater potential to be successful in a leadership role. It is a fundamental concept that has become a convenient evaluative expression covering a wide variety of domains (Davey, 2004). Over the years the concept has passed through the laboratories of many psychologists trying to find a definition and explanation for the term. For example, singers are described as having intelligent voices, footballers as having intelligent feet, horses as running intelligent races (Davey, 2004).

Emotional intelligence can be developed and trained overtime and its skills allow the nurse to develop effective relationships with the patient. Emotional intelligence is very crucial to student's behavior because students have different personalities, wants and needs including ways of showing emotions. Emotional Intelligence is an umbrella term that captures a broad collection of interpersonal and intrapersonal skills. Interpersonal skills consist of the ability to understand the feelings of others, empathize, maintain and develop interpersonal relationships and above all our sense of social responsibility. On the other hand, interpersonal skills comprise of the ability to understand one's own motivation. Emotional intelligence encompasses the human skills of empathy, self-awareness, motivation and self-control. Its cognitive components reflect the potential for intellectual and emotional growth (Por, Barriball, Fitzpatrick & Roberts, 2011).

Since 1916, when Binet came out with the first ability test till now, the discussion on intelligence has produced various dimensions of intelligence. Modern scholars of intelligence consider the question of whether intelligence is a single mental ability. (You are either intelligent or not) or whether a number of specific abilities make up the overall intellectual ability. In addressing these issues contemporary research on intelligence has opened new dimensions of the concept of intelligence that makes the definition of intelligence more comprehensive.

Roya, Nooraini, Azlina and Afsaneh (2011) asserted that emotional intelligence plays an important role in determining the individual's success at work, in family, social life and individuals' ability to manage relations and surroundings. Emotional intelligence is an emerging construct for applied research and possible interventions, both in scholastic, academic and educational contexts, organizational contexts, as well as at an individual level in terms of people's well-being and life satisfaction. A person is said to be emotionally intelligent depending on one's emotional Quotient measure (Furham, 2001).

Emotional intelligence is the art of handling emotionally charged situations, it involves the ability to stay focused under or within conflict, handle criticism, diffuse anger and manage other forms of confrontation that can make or mar relationship. Akinboye (2003) posited that emotional intelligence is the ability to organize emotions driven perception, intuition and thought as a type of social intelligence that involves ability to identify and monitor one's own and other processes plus the ability to express such emotions ladens behaviour as well as build trust, honesty, fairness, human dignity and integrity in life. Igiri (2004) viewed emotional intelligence emotions to discriminate among them and to use such emotional

information to guide ones thinking, actions and relationships with self and others.

Jetting off on an unplanned vacation, going on a shopping spree, or taking a day off work may represent welcome relief in the quotidian life. However, impulsive actions also have consequences, and impulsiveness has been linked to a variety of high-risk behaviors and a number of psychiatric illnesses. Impulsivity is considered an important element of suicidal behaviors, substance abuse, aggression, personality disorders, attention deficit problems, and criminal behavior (Moeller, Barratt, Dougoherty, Schmitz, & Swann,2001). Characteristics of self-regulation are thoughtfulness, comfort with change, integrity and ability to say no (Ortese& Tor-Anyin(2008) . Students who are able to control their emotions and impulsivity weigh the pros and cons of their decisions.

The breakdown of impulsive behavior among secondary school students poses a lot of challenges on the student's academics, thus, serious attention must be paid to helping students with impulsive behaviors. Emotional intelligence is one of the skills that can be used to safe students. The skill of emotional self-regulation is considered an essential aspect of a child's ability to adapt successfully to the school environment (Posner & Rothbart, 2007).

Various studies have been carried out on emotional intelligence such as joy, anger, fear, disgust acceptance by (Davey 2004). And impulsive behavior actions without foresight by hans Eysenck(2009). For instance, in a path analysis conducted by James Packer (2004) with 667 Canadian school students, the overall degree of correlation between intelligence and scholastic performance was found to be 41 indicating a moderate, yet a statistically significant relationship between them. This means that at least 17% of scholastic performance is a function of emotion-social intelligence in addition to cognitive intelligence.

In another study by Fayombo (2012), who investigated the relationships between emotional intelligence and academic achievement among 151 undergraduate psychology students at The University of the West Indies (UWI), Barbados, making use of Barchard (2001)'s Emotional

Intelligence Scale and an Academic Achievement Scale. Findings revealed significant positive correlations between academic achievement and six of the emotional intelligence components, and a negative correlation with negative expressivity.

However, even though many studies have been carried out on the relationship between emotion and intelligence, to the best of the researcher's knowledge, none has been carried out on emotional intelligence as a predictor of impulse behavior among secondary school students in Ilorin metropolis. The present study tends to fill the gap by examining the relationship between emotional intelligence and impulsive behavior and also to know whether high emotional intelligence can predict a student's level of impulsiveness or low.

Purpose of the study
The purpose of the study was to investigate the predictive power of emotional intelligence on the impulsive behavior of secondary school students in Ilorin metropolis. Specifically, the study seeks to determine Whether gender has any influence on the predictive power of emotional intelligence on Student's impulsive behavior, how school type influences the predictive power of emotional intelligence on student's impulsive behavior and how a class or stage predicts emotional intelligence on impulsive behavior of secondary school students.

Research Questions
Research questions are raised to guide this study.
1. What is the predictive power of emotional intelligence on student impulsive behavior?
2. Does gender have any influence on predictive power of emotional intelligence on students' impulsive behavior?
3. What influence does school type have on the predictive ability of emotional intelligence on students' impulsive behavior?
4. Does class or stage have a predictive ability of emotional intelligence on student's impulsive behavior?

Research hypotheses

1. Gender does not have influence on the predictive power of emotional intelligence on students' impulsive behavior.
2. School type does not influence the predictive power of emotional intelligence on the impulsive behavior of students'
3. Class or stage does not influence the predictive power of emotional intelligence on the impulsive behavior of students'

METHODOLOGY

The study employed descriptive survey research. This design increased the quality of the data for this investigation. The best part of this study was measuring the association between emotional intelligence and impulsive conduct in pupils. In Ilorin, Kwara State, Nigeria, the study was conducted. In north-central Nigeria, there is Kwara State. 16 LGAs exist. The research applies to Ilorin, which has three local governments: east, west, and south. West, East, and South Ilorin have existed since the city's founding, which generates all kinds of deviance and performers like students.

Though Yoruba dominates, Nigeria's three primary tribes comprise the majority. Thousands of Nigeria's three major ethnic groups live there. Local industries and commerce are among the economic activities in the region. The result is low student motivation, interest, and dropout rates. To solve emotional issues in classrooms, Kwara State pupils must be studied to understand, regulate, and control their emotions.

The researcher selected male and female secondary school pupils from public and private schools in Ilorin, Kwara State, Nigeria. According to the Ilorin West and Teaching Service Commission, 66,236 students attend senior and junior secondary schools in the local government. Ilorin metropolis and Kwara state secondary school kids are the target population. Students in JSS1–SS3 at public and private secondary schools in Ilorin who have completed 6 years of primary school and 3 years of secondary school were studied. JS1–JS3 are the first three years of secondary education. SS1-SS3 refers to the last three years. JSS1-SS3 was chosen because pupils in these categories exhibit academic stability and are prepared to return if needed.

The study uses multistage sampling. According to the Kwara State Ministry of Education, all private and public secondary schools in Ilorin's local governments were listed. Purposive sampling picked four schools—two private and two public—from each local government, totaling ten. Each school's student population determined the number of selected pupils. One arm from each class level (JSS1–SS3) was randomly selected (balloting). This gave each class's number. A table of random numbers was utilized to draw class numbers. These methods picked 40 students from each school randomly. This research examined 200 people (n = 400).

This researcher employed two tools. Students' emotional abilities were assessed using the SEIRS. Goleman's emotional intelligence concept inspired the instrument. It measures emotional competencies, self-awareness, internal motivation, interpersonal skills, mood control, and empathy in 20 items (Goleman 1998). Additionally, the impulsive behavior assessment scale was used to collect student impulsivity data. Since this model has a solid theoretical foundation, the researchers picked it above others. Researchers updated this instrument after professionals examined and changed certain item wording.

Parts A, B, and C comprised the questionnaire. informs responders. Part B has emotional intelligence scale responses. Its 20 components follow the Four-Likert scale. Strongly agree; say yes; disagree; say no. Section C has the impulsivity scale. It also has 20 items and a Four-Likert scale. True of me; not true of me; not at all true. To ensure accuracy, the questionnaire was face-validated. Four experts considered the questionnaire's face and content validity and recommended retaining and rephrasing the draft. Four hundred pupils were surveyed. Using Kudar-Richardson formula 21, the instrument was made reliable. Scoring and kr21 were used on 20 students' questionnaires.

Four counselor education specialists reviewed and judged the instrument based on validity before administration. Experts confirmed the instrument's face validity for this study. Using split-half reliability, the same group was given the same questionnaire twice to determine if the results were the same. A pilot test was done with JSS and SSS students from Ilorin metropolitan schools to assess the Student Emotional Intelligence Rating Scale (SEIRS).

Descriptive statistics like percentage and frequency count were used. The researchers studied the data as they obtained it and gave a full report thereafter. Data analysis using SPSS The frequency and percentage analyses were univariate. At 0.05 significance, multiple regression analysis tested null hypotheses, whereas frequency distribution and simple percentage were employed to assess demographic data.

RESULTS

This is about the data that was gathered. It displays the study's findings along with a relevant interpretation. In Ilorin metropolis, a total of 400 students were selected for the study. 400 questionnaires were distributed and returned validly filled. Therefore, the analysis and interpretations contained in this section was based on 400 respondents. The study emotional intelligence as a predictor of impulsive behavior among secondary school students in Ilorin metropolis. Three null hypotheses were tested at 0.05 level of significance.

Table 1: Gender Percentage Distribution of Respondents

Gender	Frequency	Percentage
Male	177	44.3
Female	223	55.7
Total	400	100

Table 1 revealed that 44.1% of the respondents are male, while 55.6 % of the respondents are female. Base on this findings majority of the respondents is female.

Table 2: Percentage Distribution of Respondents Based on School Type

School Type	Frequency	Percentage
Private	181	45.3
Public	219	54.7
Total	400	100

Table 2 revealed that 45.3% of the respondents are from private school, while 54.7% of the respondents are from public schools. Base on this findings majority of the respondents is from public school.

Table 3: percentage distribution of Respondents Based on Class

Class	Frequency	Percentage
JSS	156	39
SSS	244	61
Total	400	100

Table 3 revealed that 39% of the respondents are junior secondary school students, while 61% of the respondents are senior secondary school students. Based on this findings majority of the respondents are senior secondary school students.

Table 4: Mean and Rank Order Analysis of Respondents` View Based on Emotional Intelligence

S/n	As far as I am concerned:	Mean	Rank
11	I am good at reading other people's reactions and feelings	2.13	1st
16	I set challenging goals and take calculated risks	2.04	2nd
4	I find it easy to understand the nonverbal message over other people	2.04	2nd
12	I often neglect bad mood and go on with my day	2.04	2nd
19	I admit my own mistakes and confront unethical actions in others	2.03	3rd
18	I recognize how my feelings affect my performance	2.02	4th
7	By looking at facial expression I recognize the emotion people are experiencing	2.01	5th
20	Other people find it easy to confide in me	1.98	6th
5	I easily recognize my emotions as I experience them	1.95	7th
15	Sometimes I am in a bad mood and I cannot explain why	1.95	7th
10	I present myself in a way that make good impression of others	1.94	8th
9	I seek out activities that makes me happy	1.93	9th
8	Am capable of controlling my emotions	1.92	10th
17	I continuously learn in order to improve my performance	1.88	11th
s14	I notice when my mood changes	1.86	12th
13	I quickly adapt socially with others	1.84	13th
6	When I am in positive mood solving problem is easy for me	1.83	14th
3	If somebody says something positive about me, I like it	1.83	14th
2	I have control over my emotions	1.65	15th
1	I can tell how people are feeling by listening to the tone of their voice	1.41	16th

Table 4. showed responses on mean and rank order analysis on emotional intelligence among secondary school students in Ilorin metropolis. The results revealed that items 11, 16, 4, 12 and 19 were ranked as the top 5 on the scale by the respondents. Item 11 which stated that I am good at reading other people's reactions and feelings was ranked first with mean score 2.13; item 16 which stated that I set challenging goals and take calculated risks was ranked 2nd with mean score 2.04; item 4 which stated that I find it easy to understand the nonverbal message over other people was also ranked 2nd with mean score 2.04.

Item 12 which stated that I often neglect bad mood and go on with my day was ranked 2nd as well with mean score 2.04; while item 19 which stated that, I admit my own mistakes and confront unethical actions in others was ranked 3rd with mean score 2.03. also, item 18 which stated that I recognize how my feelings affect my performance was ranked 4th with mean score 2.02; item 7 which stated that, by looking at facial expression I recognize the emotion people are experiencing was ranked 5th with mean score 1.95; item 20 which stated that, other people find it easy to confide in me was ranked 6th with mean score 1.98. while 5 and item 15 which stated that I easily recognize my emotions as I experience

them and sometimes, I am in a bad mood and I cannot explain why were both ranked 7th with mean score 1.95.

Item 10 which stated that I present myself in a way that make good impression of others was ranked 8th with mean score 1.94; item 9 which stated that I seek out activities that makes me happy was ranked 9th with mean score 1.93; item 8 which stated that Am capable of controlling my emotions was ranked 10th with mean score 1.92; item 17 which stated that I continuously learn in order to improve my performance was ranked 11th and item 14 which stated that I notice when my mood changes was ranked 12th with mean score 1.86; item 13 which stated that I quickly adapt socially with others with mean score 1.84 was ranked 13th ; item 6which stated that When I am in positive mood solving problem is easy for me was 14th with mean score 1.83.

Item 3 which stated that if somebody says something positive about me I like it was ranked 14th as well with mean score 1.83 while item 2 which stated that I have control over my emotions was ranked 15th with mean score 1.65 and item 1 which stated that, I can tell how people are feeling by listening to the tone of their voice was ranked 16th on the scale with mean score 1.41. Since thirteen out of twenty items have

mean scores that are below the mid-cut off point of 2.50, it can be concluded that most of the students have low emotional intelligence.

Table 5: Mean and Rank Order Analysis of Respondents` View Based on Impulsive Behavior

S/n	As far as I am concerned:	Mean	Rank
18	I sometimes like doing things that are a bit frightening	2.36	1st
4	I tend to give up easily	2.33	2nd
19	I usually make up my mind immediately without reasoning	2.32	3rd
14	Unfinished task does not really bother me	2.31	4th
20	I do not like to stop and think over before I do something	2.30	5th
15	I'll try anything once	2.27	6th
11	I have troubles resisting my cravings (for food, dressing etc.)	2.26	7th
12	I often get involved in things I later wish I could get out of	2.26	7th
13	Once I get going on something I hate to stop	2.26	7th
17	When I feel rejected, I will often say things that I later regret	2.23	8th
3	When I am very happy, I can't seem to stop myself from doing things that can have bad consequences	2.19	9th
5	I tend to lose control when I am in great mood	2.17	10th
10	I always keep my feelings under control	2.16	11th
16	I quite enjoy taking risks	2.13	12th
6	When I am upset, I often act without thinking	2.13	12th
7	Others are shocked or worried about the things I do when I am feeling very excited	2.13	12th
2	I have troubles controlling my impulses	2.07	13th
8	I often make matters worse because I act without thinking when I am upset	2.07	13th
9	Sometimes, there are so many little things to be done that I just ignore them	2.07	13th
1	I have a reserved and cautious attitude towards life	1.67	14th

Table 5 showed responses on mean and rank order analysis on impulsive behavior among secondary school students in Ilorin metropolis.

The results revealed that items 18, 4, 19, 14 and 20 were ranked as the top 5 on the scale by the respondents. Item 18 which stated that, I sometimes like doing things that are a bit frightening was ranked 1st with mean score 2.36; item 4 which stated that I tend to give up easily was ranked 2nd with mean score 2.33; item 19 which stated that I usually make up my mind immediately without reasoning was 3rd with mean score 2.32; item 14 which stated that unfinished task does not really bother me was ranked 4th with mean score 2.31; item 20 which stated that, I do not like to stop and think over before I do something was ranked 5th with mean score 2.30; item 15 which stated that I'll try anything once was ranked 6th with mean score 2.27.

Items 11, 12, and 13 which stated that I have troubles resisting my cravings (for food, dressing etc.), I often get involved in things I later wish I could get out of , once I get going on something I hate to stop was ranked 7th with mean score 2.26 respectively; item 17 which stated that when I feel rejected, I will often say things that I later regret was ranked 8th with mean score 2.23; item 3 which stated that when I am very happy I can't seem to stop myself from doing things that can have bad consequences was ranked 9th with mean score 2.19.; item 5 which stated that I tend to lose control when I am in great mood was ranked 10th with mean score 2.17; item 10 which stated that I always keep my feelings under control was ranked 11th with mean score 2.16; items 16, 6, 7, which stated that I quite enjoy taking risks, when I am upset I often act without thinking, others are shocked or worried about the things I do when I am feeling very excited respectively were all ranked 12th with mean score 2.13.

Item 2 which stated that I have troubles controlling my impulses, item 8 which stated that I often make matters worse because I act without thinking when I am upset, and item 9 which stated that sometimes there are so many little things to be done that I just ignore them were all ranked 13th with mean score 2.07; item 1 which stated that I have a reserved and cautious attitude towards life was ranked last (14th) on the scale

with mean score 1.67. Since eleven out of twenty items have mean scores that are below the mid-cut off point of 2.5, it can be concluded that most of the students do not have control over their impulsive behavior.

Hypotheses Testing

In this study, the three (3) formulated null hypotheses were tested with t- test and ANOVA at 0.05 significance level. The results are presented thus:

Hypothesis One: *Gender does not have influence on the predictive power of emotional intelligence on students' impulsive behavior.*

Table 6: Mean, Standard Deviation and t-value on the Respondents' view on influence of emotional intelligence on students' impulsive behavior.

Gender	N	Mean	SD	Df	Cal. t value	Cri. t value	P value	Decision
Female	223	38.42	10.14	398	0.264	1.96	.948	H_{o2} not rejected
Male	177	38.14	11.09					

Significance 0.05 alpha level

Table 8 showed mean, standard deviation and t-value on the respondents' view on significant difference on predictive power of emotional intelligence on students' impulsive behavior of respondent based on gender. The p value (.948) is greater than 0.05 alpha level of significance, and the calculated value (-0.264) is lesser than critical value (1.96), thus we do not reject the hypothesis.

Hypothesis Two: *School type does not influence the predictive power of emotional intelligence on the impulsive behavior of students'*

Table 7: Analysis of variance on the significant influence the predictive power of emotional intelligence has the impulsive behavior of students based on school type

Groups	sum of squares	df	mean square	cal.F –ratio	crit.F-ratio	p.value
Between groups	64.547	1	64.547	0.046	3.94	0.660
Within Groups	132354.151	398	332.548			
Total	132418.698	399				

Table 7 shows Analysis of Variance on the significant influence the predictive power of emotional intelligence has the impulsive behavior of students based on school type. The result reveals that the calculated F-ratio of .046 is lesser than the critical F-ratio of 3.94 at 0.05 alpha level of significance (P-value 0.830>0.05). On this basis the null hypothesis which states there is no significant influence the predictive power of emotional intelligence has on the impulsive behavior of students based on school type is therefore not rejected. It can therefore be concluded that there is no significant relationship between predictive power of emotional intelligence and impulsive behavior base on school type.

Hypothesis Three: *Class or stage does not influence the predictive power of emotional intelligence on the impulsive behavior of students'*

Table 8: Analysis of variance on the significant influence the predictive power of emotional intelligence on the impulsive behavior of students' base on class

Groups	Sum of Squares	df	Mean Square	Cal.F –ratio	Crit.F-ratio	p.value
Between groups	46.179	1	46.179	0.139	3.94	.710
Within groups	132372.519	398	332.594			
Total	132418.697	399				

Table 8 shows Analysis of Variance on the significant influence the predictive power of emotional intelligence has the impulsive behavior of students based on class or stage. The result reveals that the calculated F-ratio of .139 is lesser than the critical F-ratio of 3.94 at 0.05 alpha level

of significance (P-value 0.710 >0.05). On this basis the null hypothesis which states that there is no significant relationship between predictive power of emotional intelligence on the impulsive behavior of students based on class is therefore

not rejected. It can therefore be concluded that there is no significant relationship between predictive power of emotional intelligence and impulsive behavior base on class.

Table 6: Mean, Standard Deviation and R-value on the Respondents' View on the Correlation Between Emotional Intelligence and Impulsive Behavior among Secondary School Students in Ilorin Metropolis.

Variables	N	Mean	SD	Df	Cal. r Value	Crit. r Value	P value	Decision
Emotional Intelligence	400	38.29	10.560	294	0.335	0.195	0.00	H$_{O1}$ Rejected
Impulsive Behavior	400	43.68	11.719					

Table 6 showed mean, standard deviation and R-value on the respondents' view on the correlation between emotional intelligence as a predictor on impulsive behavior among secondary school students in Ilorin Metropolis. P value (0.00) is lesser than 0.05 alpha level of significance and the calculated r value (-0.298) is

less than the critical r value (0.195), hence the null hypothesis was accepted. This implies that there is no significant relationship between emotional intelligence and impulsive behavior among secondary school students in Ilorin Metropolis.

DISCUSSION

The findings revealed that emotional intelligence as a predictor of impulsive behavior are establishing new relationship with the respondent's view on emotional intelligence including being good at reading other people's reactions and feelings, they find it easy to understand the nonverbal message over other people, often neglecting bad mood and go on with their day among others and the respondents view on impulsive behavior as doing things that are a bit frightening sometimes, tendencies to give up easily, usually making up their mind immediately without reasoning among others.

The findings on the study reinforce prior evidence linking emotional intelligence with students' behaviors and attitudes (Tagliavia, Tripton, & Matteri,2006); Salami&Ogundokun, (2009) by showing the salutary effects on emotional intelligence on students' attitude and behavior. Students who had high emotional intelligence i.e., could perceive and understand their own emotions and could manage their behavior. The findings of the study also support the submission of Howard (2018) regarded impulsiveness as reflecting a failure to control internal emotional impulses and its expression as involving not just cognitive and behavioral manifestations. The emotionally impulsive

individual responds to a stimulus or event on the basis of an immediate emotional reactions such as desire or anger (Wingroove&Bond,2001).

Hypothesis one revealed that gender does not influence the emotional intelligence of students and their impulsive behavior. Table 8 showed mean, standard deviation and t-value on the respondents' view on significant difference on predictive power of emotional intelligence on students' impulsive behavior of respondent based on gender. The p value (.948) is greater than 0.05 alpha level of significance, and the calculated value (-0.264) is lesser than critical value (1.96), thus we do not reject the hypothesis.

This implies that the gender difference among the respondents have no influence on the emotional intelligence of students' impulsive behavior. This might due to the fact that male and female students have emotional intelligence and impulsive behavior.

The finding of this study disagrees completely with Ahmed (2009) who concluded that males have higher emotional intelligence as compared to the female. The finding also agrees partially with Bracket (2001), Mayer, Salovey and Caruso (2002) who indicated clear significant gender differences in emotional intelligence, but with predominance for women than men while this study found men to be more emotionally intelligent than women. This finding agrees

partially with Aquino (2003), Bracket & Rivers (2006) who did not find any significant difference in emotional intelligence between males and females. This finding is also in conflict with Ishak, Jdaitawi, Ibrahim and Mustapha (2001) who indicated that gender has no moderating influence on the relationship between emotional intelligence and students' behavior.

One of the reasons for this could be because females are able to express their emotions and feelings more freely as compared to males. The disparity could also be explained in the type of measure used. This study used self-report measure which evaluators argue that it is very fake able and can be manipulated by men for their advantage at the detriment of women who often underscore themselves.

Hypothesis two revealed that School type does not influence the emotional intelligence of students and their impulsive behavior. Table 7 shows Analysis of Variance on the significant influence the predictive power of emotional intelligence has the impulsive behavior of students based on school type. The result reveals that the calculated F-ratio of .046 is lesser than the critical F-ratio of 3.94 at 0.05 alpha level of significance (P-value 0.830>0.05). On this basis the null hypothesis which states there will no significantly influence the predictive power of emotional intelligence has on the impulsive behavior of students based on school type is therefore not rejected.

It can therefore be concluded that there is no significant relationship between predictive power of emotional intelligence and impulsive behavior base on school type. This finding disagrees with Waddar and Aminabhavi (2010) whose study reveal that student's government schools (public) had significantly higher self-efficacy and emotional intelligence as compared to students in private schools. Rao (2012) showed that there was significant effect of school type on cognitive attainment but he found no significant main effect of school type on students' attitude to practical Physics. Attitude is more related to emotional expression. So, the study did not show any significant relation of school type and emotional intelligence.

Hypothesis three revealed that Class or stage does not influence the emotional intelligence of students and their impulsive behavior. Table 8 shows Analysis of Variance on the significant influence the predictive power of emotional intelligence has the impulsive behavior of students based on class or stage. The result reveals that the calculated F-ratio of .139 is lesser than the critical F-ratio of 3.94 at 0.05 alpha level of significance (P-value 0.710 >0.05). On this basis the null hypothesis which states that there is no significant relationship between predictive power of emotional intelligence on the impulsive behavior of students based on class is therefore not rejected. It can therefore be concluded that there is no significant relationship between predictive power of emotional intelligence and impulsive behavior base on class level.

Conclusion

This research work examined emotional intelligence as a predictor of impulsive behavior among secondary school students in Ilorin metropolis. The findings showed mixed issues on emotional intelligence and impulsive behaviour. In addition, it was seen that gender, school type and class does not influence the emotional intelligence of students and their impulsive behavior. Generally, it is evident that emotional intelligence does not predict significantly to the impulsive behavior of secondary school students in Ilorin metropolis.

Recommendations

Following the findings in this study and the conclusions made, it is evident that emotional intelligent is very paramount in the full development of the students' behaviorism, the researcher wishes to recommend the following:

1) the study of emotional skills and behavior skills should be introduced in our school system from the primary to the tertiary levels to enable students to learn how to use these competences for their good in life, work and at school,

2) Curriculum planners and developers should take into consideration the value of emotional intelligence to the development of education in Nigeria.

3) the ministry of education both at the state and federal levels should make the teaching and learning of emotional intelligence compulsory in our school system,

4)   training on emotional intelligence should be included in the teacher - education in Nigeria to make teachers competent in handling the teaching of emotional skills,

5)   Parents, counselors and teachers should expose students to situations that can challenge their emotional skills to enable them learn how to use it effectively in life and at school.

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