

Social Status And School Environment As Determinant Of Emotional Intelligence Among In-School Adolescents In Ibadan North Local Government Area Of Oyo State

Akintayo, Samson Olukunle¹, Osundiran, Toluwanimi Esther²

¹Counselling and Human Development Studies
University of Ibadan
Ibadan, Nigeria

Aksamolukunle@gmail.com

²Counselling and Human Development Studies
University of Ibadan
Ibadan, Nigeria

Testheer@gmail.com

Abstract: Emotional intelligence is very vital in the family support system and school environment. This heralded the investigation into social support and school environment as determinants of emotional intelligence among in-school adolescents in Ibadan North local Government area of Oyo State. This study adopted a descriptive research design of correlational type with a random sample of 300 in-school adolescents across four secondary schools in Ibadan North Local Government Areas in Oyo State. Three research questions were generated, data was collected using Singh (2004) Emotional Intelligence scale, Social Support Scale by Zimet, Dahlem, Zimet, and Farley (1988) and School Environment Scale by Debbie et al (2007). The research questions were tested at 0.05 level of significance through Pearson Product Moment Correlation and Multiple Regression Analysis. The result showed that there was a significant relationship between emotional intelligence and social support ($r = 0.584, p < 0.01$), and school environment ($r = .466, p < 0.01$). The independent variables (social support and school environment) also had joint and relative contribution in the prediction of Academic performance. Among others, it was recommended that teachers and facilitators should inculcate into learners the opportunity for shaping the ingredients of emotional intelligence, parents, family members and relatives should understand that giving their children or adolescents the necessary social support will help boost their level of emotional intelligence and School owners and administrators should ensure that a conducive school environment is catered for to enable their students acquire a high level of emotional intelligence.

Keywords: Emotional Intelligence, Adolescents, Social status, School Environment.

Introduction

Emotional intelligence, as the capacity to be aware of, control, express one's emotion and to be able to handle both intra-personal and inter-personal relationships judiciously and empathetically has witnessed unparalleled interest in both literature and with academia. Interest in emotional intelligence has bloomed over the last few years. That it has become a standard concept in general and applied psychology, as well as in applied business settings, is indubitable. Research has confirmed that there is an emotional brain: a place called the limbic system where human emotions originate. It is separated from the rational brain (the neocortex) but the two are connected and develop together. This means that our power to reason and our feelings are intended to be used together. Because of the brain's design, all information goes into the emotional center first and then to thinking center. Emotions come before thought and action (Lewis, 2010). Reeve, (2018), what scientists discovered is that people need emotions and feelings to fire up the motor that drives energy and creativity. If emotions are ignored or blocked in the daily living, motivation and creativity are affected (Lowen, 2013). As a result of these findings, it's become important to understand what everyone feels and how to manage feelings and relationships with others. This is the core of Emotional Intelligence: a term used to describe the complex ability to regulate people's impulses, empathize with others and be resilient in the face of difficulties (Bradberry, 2023). Therefore, emotional intelligence is a product of the amount of communication between the rational and emotional centers of the brain (Goleman, 2021).

Emotional intelligence is the bed rock of sustainability that holds family, couples and relationships between two people firmly (Goleman, Bennett & Barlow, 2012). Its competencies and attributes are core ingredients that make an individual live a peaceful and successful life. Harris (2002) reported that it is a physical touching of affection in a non-sexual nature; shared feelings, closeness without inhibitions; absence of psychological defense; open communication and honesty; intellectual agreement on major issues; spiritual harmony; values and belief systems; sensitive appreciation of the mate's physical and emotional responses; similar values; imparted secrets; genuine understanding, mutual confidence in each other; a sense of warmth; safety and relaxation when together, sexual pleasures lovingly shared; signs of love freely given and received; mutual responsibility in caring, and he said the last one is the heart of every enduring relationship abiding in trust (Whitehead, 2014, Thambiraj, 2015).

Emotions are involved in everything people do every action, decision and judgment. Emotionally intelligent people recognize this and use their thinking to manage their emotions rather than being managed by them (Bradberry, & Greaves, 2009). Thus, an individual perceives emotions as consisting of recognizing and interpreting the importance of emotional states including their relations to other sensory experiences. This suggests that understanding one's emotions and that of others is an important aspect of understanding emotional development and management (Hughes & Terrell, 2011). Afolabi, Awosola, and Omole (2010) affirmed that "an individual's emotional intelligence is an indicator of how he or she perceives, understands and regulates emotions".

Sekreter, (2019) opined that emotional Intelligence (EI) has become a very important indicator of a person's knowledge, skills and abilities in workplace, school and personal life in the course of last two decades. It has been deduced from recent studies that EI plays a significant role in the job performance, motivation, decision making, successful management and leadership (Batool, 2013; Sultana, Islam, Islam, Jesmin and Ferdous, 2021). Everyone experiences and relates their feelings and emotions in day to day life. Emotions have valuable information about relationships, behavior and every aspect of the human life around us. The most recent research shows that emotions are constructive and do contribute to enhance performance and better decision making in our personal life and in relating with others (Diener, Thapa and Tay, 2020).

Emotional Intelligence is broadly defined as competency in perceiving, understanding and regulating our own emotions and that of others (Petrides, 2017). Cherniss and Roche, (2020) asserted that emotional intelligence (also known as Emotional Quotient) is one of the hot topics among business leaders and HR professionals lately. Emotional Intelligence (EI) has had a huge impact on management since Daniel Goleman (2005) published his book popular book on EI for a wider audience. From fairly humble beginnings (Goleman, 2021). EI has come into its own as one of the most popular psychological concepts of the last decade. EI has been used by some as an umbrella term that comprises elements such as 'soft skills', 'people skills', and a general ability to cope with life's demands. It constitutes the spice of life adding fun, excitement, brightness, energy, passion, and power to life. It is the non- cognitive aspects of behavior which has become an important aspect of human condition as they affect personal and social adjustment, health, learning, creativity, innovation, entrepreneurship, leadership, stress coping, conflict management, education and human effectiveness (Cockerell, 2008).

Emotional intelligence is emerging as a critical factor in high performance at work, school and at home. World leading organizations are adopting EQ practices into organization development and human recourses. Likewise, leading educators, hospitals, psychologists and coaches are using EQ tools to create positive results and meet pressing educational, family and health social needs. EQ describes the human adaptive capacity to sense, understand and effectively apply the energy and power of emotions as the driving force for personal and social adjustments, learning, creativity, innovations, entrepreneurship, leadership, team skills, conflict resolution and stress coping mechanism. (Akinboye, 2004 in Salami and Ogundokun, 2009).

Adolescence is often a stressful period during development because it involves a pivotal transition from childhood dependency to adulthood dependency and self-sufficiency (Paulsen and Berg, 2016). Skill, (2006) posited that one major challenge that adolescents encounter during their teenage years involves acquiring a sense of personal agency in what often seems to be a recalcitrant word. Adolescents in our societies are viewed as leaders of tomorrow. They are endowed with enormous potentials and talents to succeed in their different ambitions and set goals for life. For these goals to be achieved, it requires dedication, sacrifices, self-discipline, motivation and cordial relationship between them as their parents, peers (both in school and social gathering), and from the environment with which they find themselves. Adolescents at this level are saddled with a lot of responsibilities and challenges which may sometimes result in stress. They need good mental health and functional social supportive networks to be able to succeed in these tasks and pursuits. As the responsibilities and challenges increase and new social relations are established, adolescents, sometimes become uncertain of their abilities to meet these demands. Difficulties in handling the ensuring stressor often lead to decreased performance in areas like academic achievements/performance and interpersonal relations, as such increasing psychological distress and negative attitudes towards learning and life (Mohammad, 2016; Musek, 2024).

All these invariably pose challenges to the much sought qualities social support network, hence the need to elaborate on the concept of social support. Social support (SS), in the perception of Wellman, Salaff, Dimitrova, Garton, Gulia and Haythornthwaite, (2009) is the perception and actuality that one is for, has assistance available from other people, and that one is part of a supportive social network. These supportive network resources can be categorized into emotional support (nurturance), tangible support (financial assistance), informational support (advice), and/or companionship support (sense of belonging). However, other scholars have also view social support in their own perspective. For example, Zee, Bolger and Higgins, (2020) defined social support as the provision and receipt of tangible and tangible goals, services, and benefits/such as encouragement and reassurance) in the context of informational relationships (e.g. family, friends, co-workers, co-students, and lecturers). It has also been argued that social support is too complex to be limited to a single theoretical concept (Feeney and Collins, 2015), as a result, comprehensive models that incorporate the major elements of most current conceptualization of social support have been developed (Baptista, Alves and Pinho, (2022). These vast elaboration of social support, is hereby viewed as a comprehensive dimension towards understanding it effectively (Korte, 2017).

Social support means the sum of all the relationships that make a person feel as if he or she matters to the people who matter to him or her. Social support can come in many different forms. Experts who study human relationship have identified three main types of social support (Taylor, 2011). Feeney and Collins, (2015), concluded by saying that these forms of social support are meant to have a positive impact on individual adolescent's life and health, but they can also have negative consequences. Moreso, many

studies (Berkman and Glass, 2000; Utz and Breuer, 2017; Zhou and Cheng, 2022; Bjørlykhaug, Karlsson, Hesook and Kleppe, 2022) have demonstrated that being integrated into social networks and receiving high levels of social support are important for mental health, high productivity and performance, as well as encourages attainment of set goals and well-being, particularly for adolescents. The number of social contacts, both close and not too close, is related to higher levels of well-being. Within relationships, different types of support from different sources may benefit health-such as emotional practical and informational support (Birditt, Sherman, Polenick, Becker, Webster, Ajrouch and Antonucci, 2020). Symoens, Colman and Bracke, (2014); Stanton and Campbell, (2014) in their different studies observed that on the other hand, close relationship may be stressful as well as stress relieving, and high levels of negative interaction within relationship increase the risk of mental ill-health. Taken together, Montgomery, (2019) and Andrade, (2020) viewed social support as a morale booster or forces, on which adolescent enjoyed from their parent peers, and/or teachers based on their life pursuit and target goals. They also expatiate that, adolescent's perceived social support is associated with their academic achievement, in that they/adolescents enjoying social support) do fare better in both emotional reasoning and self-efficacy and self-esteem than those who do not perceived their socializers as such. In a contrary view, other scholars posited that, despite the growing body of evidence on the associations between the perception of supportive social relationship, academic achievements, emotional reasoning and high self-efficacy/self-esteem, the mechanisms through which social support exerts its influence on these achievements are seldom, as such supportive social relationships may influence adolescents' behaviour indirectly through motivational and affective mechanisms, that is, may precipitate positive or negative affective experiences, such as (enjoyment, anxiety, anger) as well as adaptive or maladaptive self and task related motivational beliefs (example, self-competence beliefs and subjective value), which in turn predicts the potency of social support network.

Ahmed, Minnaert, van der Werf and Kuypers, (2010) in their own perspective, described social support as a period when youth perceive their parents and teachers as less supportive whereas their perception of peer support peaks to the maximum. Thus, making adolescence stage, an ideal period for the examination of perceived social support on the emotional well-being, self-efficacy as well as behaviour-exhibited, with particular emphasis on affective and motivational mechanisms, which happen to be influx. Social support can be measured as the perception that one has assistance available, the actual received assistance, or the degree to which a person is integrated in a social network. Social support on the other hand has been linked to many benefits for both physical and mental health, but to an extent, social support is not always beneficial, this is in reference to the two main models as proposed to the link between social support and health: the buffering hypothesis and the direct effects hypothesis.

School environment is the basic factor in learning of students and their overall personality development including their emotional intelligence. This environment may differ from teacher to teacher as the school environment is directly co-related and affected by the personality and mode of behaviour of the teacher. A respectful school environment comes from the students' response to how the teacher sets the tone of the school. Positive learning environment comes by involving students and providing clear expectations and positive response to students' queries raised for the purpose of learning and showing concern in solving their learning problems. Teacher's behaviour that reflects emotional intelligence improves emotional creativity, which generates a positive attitude and motivates learners (Dewaele, Gkonou and Mercer, 2018). If the school environment is energetic, encouraging, facilitating, it can help students to avoid any kind of frustration, and to understand each other's emotions, feeling and manage their own and others' emotions. Scientific research, specifically about the functioning of the brain, shows that it is easier to acquire emotional skills in the formative years from birth to late adolescence (Arain, Haque, Johal, Mathur, Nel, Rais and Sharma, 2013)). Education process mostly revolves round students learning and effective environment allows students space and time to interact within the learning and teaching process.

In recent times the trend is towards conducting researches on learning environment within school setting that has compelled teacher to modify teaching methodology. Learning environments are typically constructivist in nature, engaging learners in "sense-making" or reasoning about extensive resource sets. Learning environments typically include four components: an enabling context, resources, a set of tools, and scaffolds (Korhonen, Ruhaalahti and Veermans, 2019). Leite, Lencastre, Silva and Borges Neto, (2020) observed that every student has worth for the teacher therefore while managing learning environment the teacher has to take care of his/her each student as everyone has a preferred learning style. Knowing and understanding learning styles helps individuals learn more efficiently. It is very important that teachers are able to handle their own emotions, in particular, their negative emotions. They should identify their own feelings and not blame learners for their feelings. The basic features of learning environment include, no fear about being abused, humiliated, being punished or stress or pressure, or any other factor responsible for students' fear. For a learning environment teacher must show regard and cares for every student and each students are provided coaching according to his/her mental capacities and needs. Every student must get equal chances to participate in school discussions or other related activities. Moreover, teacher teaches content by relating it to real life experiences of students' practical life. In this way teacher may able to develop an atmosphere of motivation that stimulates for creating interest, motivation and also develop adolescents' emotional intelligence. An important element related to learning environment is to have care for every student's feelings, beliefs, emotions, and his/her cultural and social values. In such a learning environment it is possible to manage students' emotional Intelligence" (EI). Some researchers suggest that emotional intelligence can be learned and strengthened, while other claim it is an inborn characteristic. Actually emotional intelligence is not fixed like intelligence quotient (IQ), it can be learned through development intervention strategies, just as there is the possibility of improving academic performance through intervention strategies.

Theorists in cognitive functioning however agree that emotional well-being is essential for learning to occur. In order for adolescents to effectively participate in the learning process, they must be able to cooperate, communicate, self-regulate, and relate to others, abilities that are directly associated with emotional intelligence. The problem is a deficiency in emotional intelligence development in many adolescents and a lack of curricular programmes designed to promote emotional growth in middle and high schools. Without these essential life skills, adolescents are ill equipped to meet the demands of rigorous coursework that focuses on problem solving, working collaboratively with others, and synthesizing complex ideas. Although some adolescents come to school with the ability to self-regulate and understand emotions, skills directly linked to emotional intelligence, others need development in these areas. Unfortunately, middle and high schools in particular, lack curricula that focus on emotional development. High stakes testing and moves toward adolescents' progress models for teacher and school evaluation have put pressure on leadership to concentrate on Common Core Standards specific to mathematics, science, and language arts, leaving little room for whole child developmental models (ASCD, 2007). Unfortunately, many 21st Century learners are lacking in the heuristics of relationship building, self-awareness, and stress management, which can form a barrier to learning. This study therefore intends to investigate socio-support and school environment as determinants of emotional intelligence among in-school adolescents in Ibadan North local Government Area of Oyo State.

The main purpose of this study is to investigate socio-support and school environment as determinants of emotional intelligence among in-school adolescents in Ibadan North Local Government Area of Oyo State. Specifically, the study intends to:

- i. examine the pattern of relationship that exists between socio-support, school environment and emotional intelligence among in-school adolescents.
- ii. examine the joint contribution of socio-support and school environment to the prediction of emotional intelligence among in-school adolescents.
- iii. examine the relative contribution of socio-support and school environment to the prediction of emotional intelligence among in-school adolescents.

Research Questions

1. What is the pattern of relationship that exists between socio-support, school environment and emotional intelligence among in-school adolescents?
2. What is the joint contribution of socio-support and school environment to the prediction of emotional intelligence among in-school adolescents?
3. What is the relative contribution of socio-support and school environment to the prediction of emotional intelligence among in-school adolescents?

Methodology

A descriptive research design of the correlational type was adopted for this study. This is suitable because the researcher does not have direct control over independent variables. Inferences about relations among variables are made without direct interaction with independent variables and dependent variable. The population for the study were adolescents in Ibadan North Local Government Area of Oyo State. The multistage sampling procedure was used to select respondents for the study. At the first stage, stratified sampling was used to select four (4) secondary schools (Emmanuel College, UI, Methodist Grammar School, Bodija, Bishop Onabanjo High School, Ashi and Oba Akinyele Memorial Grammar School, Bashorun). Purposive sampling was used to select JSS2 and SSS2 students and this was because the JSS3 and SSS3 were preparing for their final certificate examinations while the JSS1 and SSS1 were believed to be new in the school or just transited from the junior school to the senior section. Lastly, a systematic sampling was used to select every 5th element among students in the selected classes. In all, a total of 362 students were selected to serve as the representative of the entire population.

The research instruments that was used to collect data for this study was a structured questionnaire which was divided into two main sections with three other sub-sections, which are:

Section 1: This section consists of several items purposely designed to measure certain respondents' demographic variables such as Gender, Age, School and Class.

Section 2: This section is divided into three sections

Section A: Emotional Intelligence Scale

Emotional intelligence scale was developed by Singh, (2004). The scale was developed to measure the level of individual emotional intelligence and it originally has 20 items with a reported reliability of .83. In order to revalidate the scale, a pilot study was conducted and the result yielded a reliability co-efficient of $\alpha = .82$ and the items were reduced to 9. Two samples item are: "When I face a problem I focus on what I can do to solve it" and "I understand the reasons for my moods".

Section B: Social Support Scale

Social support scale is an instrument adapted from Zimet, Dahlem, Zimet, and Farley (1988) to measure people's subjective evaluations of social support adequacy. It assessed the perceptions of social support adequacy from three different sources: family, friends, and significant other. It is a five point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree. The scale after

its revalidation possesses a reliability coefficient of .71 which signifies that the scale is good enough to measure social support of secondary school adolescents.

Section C: School Environment Scale

The school environment scale was developed by Debbie et al (2007). The scale was developed to measure the context in which learning takes place whether it is conducive enough to facilitate teaching-learning process. It has five (5) likert scale response format ranging from strongly disagree, disagree, undecided, agree, strongly agree. The scale was subjected to a revalidation after a pilot study has been conducted and a reliability coefficient of .73 was reported. Two samples item are: "Learning about different cultures or perspectives is an essential part of my college education" and "grades are assigned fairly and impartially in this school".

Results

Research question one; What is the pattern of relationship that exists between social support, school environment and emotional intelligence among in-school adolescents?

The above research question was tested using pearson product moment correlation (PPMC). It is presented in the table below:

Table 1: Zero Order Correlation showing the pattern of relationship between social support, school environment and emotional intelligence.

Variable	N	Mean	St-Dev	Df	r	P
Emotional Intelligence	362	46.56	8.104	360		
Social Support		31.10	5.066		.584**	<.05
School environment		28.86	4.398		.466**	<.05

** significant level at 0.01, * significant level at 0.05

Source: field survey

Table 1 revealed the pattern of relationship between social support, school environment and emotional intelligence; emotional intelligence reveals a significant positive relationship with social support $r(360) = 0.584$, $p < 0.05$ and school environment $r(360) = .466$, $p < 0.05$. Therefore, this indicates that there is a significant positive relationship between social support, school environment and emotional intelligence.

Research Question Two: What is the joint contribution of social support and school environment to the prediction of emotional intelligence among in-school adolescents?

Table 2: Summary of regression for the joint contribution of social support and school environment to the prediction of emotional intelligence among in-school adolescents.

R = .624 ^a R Square = .389 Adjusted R square = .385 Std. Error = 6.35620						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7636.611	2	3818.305	114.24	.000 ^b
	Residual	11999.186	359	33.424		
	Total	19635.797	361			

Source: field survey

Table 2 reveals significant joint contribution of social support and school environment to the prediction of emotional intelligence. The result yielded a co-efficient of multiple regressions $R = 0.624$ and multiple R-square = 0.389. This suggests that the two factors when combined accounted for 38.5% ($\text{Adj.}R^2 = .385$) variance in the prediction of emotional intelligence. The other factors accounting for the remaining variance are beyond the scope of this study. The ANOVA result from the regression analysis shows that there was a significant effect of social support and school environment to the prediction of emotional intelligence, $F(2, 359) = 114.24$, $P < 0.05$.

Research Question three: What is the relative contribution of social support and school environment to the prediction of emotional intelligence among in-school adolescents?

Table 3: Summary of regression for the relative contributions of social support and school environment to the prediction of emotional intelligence among in-school adolescents.

Models		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1.	(Constant)	10.071	2.756		3.654	.000
	Social support	.749	.082	.468	9.134	.000
	School environment	.458	.094	.248	4.848	.000

Source: field survey

Table 3 shows that the two predictive factors are potent predictors of emotional intelligence. The most potent factor was social support ($\beta = .468$, $t = 9.134$, $P < 0.05$) followed by school environment ($\beta = .248$, $t = 4.848$, $P < 0.05$). This implies that social support and school environment increases the tendency high emotional intelligence.

Discussion of the Findings

The first research question examined the pattern of relationship that exists between social support, school environment and emotional intelligence among in-school adolescents. The result shows that there is a significant positive relationship between each of the variables (i.e social support and school environment) and emotional intelligence. The result for social support yielded a coefficient of: $r = 0.584$, $p < 0.05$, which signifies a significant relationship between social support and emotional intelligence. This correlates the result of research conducted by Iruloh & Ukaegbu (2015) which aimed at investigating the relationship between emotional and social intelligence and the social support network among young people. The result showed a positive correlation between emotional and social intelligence and social support networks among young people. It also corroborates the research conducted by Radi (2002) where he examined the correlation between parental maltreatment and neglect with cognitive, emotional and social intelligence for children, the results linked abuse and neglect of parents negatively with the cognitive, emotional and social intelligence of children.

The participants' school environment also showed a significant positive relationship with emotional intelligence. The result of school environment and emotional intelligence yielded a coefficient of $r = 0.466$, $p < 0.05$. This supports the findings of Powell and Powell (2010) who asserted that Teachers with high emotional intelligence create classrooms that are physically and psychologically safe. If children are frightened about their physical safety, their learning will be dramatically impeded.

The second research question examined the joint contribution of social support and school environment to the prediction of emotional intelligence among in-school adolescents. The result showed there was a significant joint contribution of social support and school environment to the prediction of emotional intelligence. This suggests that the two independent factors combined accounted for 38.5% ($\text{Adj. } R^2 = .385$) variation in the prediction of emotional intelligence. This implies that social support and school environment determines adolescents' level of intelligence. This result was supported by the works of Gregory *et al* (1996) which indicated that children continue to develop a different and evolving basis and reference for the strategies of comfort, consolation and empathy, so they can be able to provide social support in the form of sensitive, knowing, cooperative and conscious emotions to the other persons who need social support. Social support from parents or other adolescences are the most important factors that develop their emotional intelligence. Likewise, Powell and Powell (2010) agreed and acknowledged that relationship between EI and student-centered classroom management approach because individuals with EI are able to relate to others with compassion and empathy, have well developed social skills, and use this emotional awareness to direct their actions and behaviour.

The third research question examined the relative contribution of social support and school environment to the prediction of emotional intelligence among in-school adolescents. The result shows that the two predictive factors (social support and school environment) are potent predictors of emotional intelligence. The most potent factor was social support ($\beta = .468$, $t = 9.134$, $P < 0.05$) followed by school environment ($\beta = .248$, $t = 4.848$, $P < 0.05$). The implication is that social support and school environment accounts for an increased level of emotional intelligence among in-school adolescents. This result corroborates the findings of Iruloh & Ukaegbu (2015) who conducted a study aimed at investigating the relationship between emotional and social intelligence and the social support network among young people. The result showed a positive correlation between emotional and social intelligence and social support networks among young people.

Conclusion

This study investigated social support and school environment as determinants of emotional intelligence among in-school adolescents in Ibadan North Local Government of Oyo State. From the study it was discovered that the entire variables under study jointly predicted emotional intelligence among in-school adolescents, accounting for 38.5% variance in the prediction of emotional intelligence among in-school adolescents. It was further discovered that the most potent factor was social support and was followed

by school environment. Pearson correlation also showed that social support and school environment have significant positive relationship with emotional intelligence which means that increase in social support will have a resultant increase in emotional intelligence while increase in the conduciveness of the school environment will also have a resultant increase in the emotional intelligence of in-school adolescents.

Recommendation

Based on the findings of this study, the researcher recommends that; teachers and facilitators should inculcate into learners the opportunity for shaping the ingredients of emotional intelligence; they should also make learners understand that academic success is not only by a learner's fund of facts but by knowing what kind of behavior is expected of them in getting along in peace with other children; parents and other family members and relatives should be made to understand that giving their children or adolescents the necessary social support will help boost their level of emotional intelligence and lastly, school owners and administrators should ensure that a conducive school environment is catered for to enable their students acquire a high level of emotional intelligence.

References

- Afolabi, O. A., Awosola, R. K., & Omole, S. O. (2010). Influence of emotional intelligence and gender on job performance and job satisfaction among Nigerian policemen. *Current Research Journal of Social Sciences*, 2(3), 147-154.
- Ahmed, W., Minnaert, A., van der Werf, G., & Kuyper, H. (2010). Perceived social support and early adolescents' achievement: The mediational roles of motivational beliefs and emotions. *Journal of youth and adolescence*, 39, 36-46.
- Andrade, A. T. (2020). *Parenting on Purpose: Strategies to Support the Social-Emotional Competency of Adolescents in Secondary School* (Doctoral dissertation, Azusa Pacific University).
- Arain, M., Haque, M., Johal, L., Mathur, P., Nel, W., Rais, A., ... & Sharma, S. (2013). Maturation of the adolescent brain. *Neuropsychiatric disease and treatment*, 449-461.
- Baptista, N., Alves, H., & Pinho, J. C. (2022). Uncovering the use of the social support concept in social marketing interventions for health. *Journal of Nonprofit & Public Sector Marketing*, 34(1), 1-35.
- Batool, B. F. (2013). Emotional intelligence and effective leadership. *Journal of business studies quarterly*, 4(3), 84.
- Berkman, L. F., & Glass, T. (2000). Social integration, social networks, social support, and health. *Social epidemiology*, 1(6), 137-173.
- Birditt, K. S., Sherman, C. W., Polenick, C. A., Becker, L., Webster, N. J., Ajrouch, K. J., & Antonucci, T. C. (2020). So close and yet so irritating: Negative relations and implications for well-being by age and closeness. *The Journals of Gerontology: Series B*, 75(2), 327-337.
- Bjørlykhaug, K. I., Karlsson, B., Hesook, S. K., & Kleppe, L. C. (2022). Social support and recovery from mental health problems: A scoping review. *Nordic social work research*, 12(5), 666-697.
- Bradberry, B. (2023). Emotional intelligence.
- Bradberry, T., & Greaves, J. (2009). *Emotional Intelligence 2.0*. TalentSmart.
- Cherniss, C., & Roche, C. W. (2020). How outstanding leaders use emotional intelligence. *Leader to Leader*, 2020(98), 45-50.
- Cockerell, L. (2008). *Creating magic: 10 common sense leadership strategies from a life at Disney*. Crown Currency.
- Dewaele, J. M., Gkonou, C., & Mercer, S. (2018). Do ESL/EFL teachers' emotional intelligence, teaching experience, proficiency and gender affect their classroom practice?. *Emotions in second language teaching: Theory, research and teacher education*, 125-141.
- Diener, E., Thapa, S., & Tay, L. (2020). Positive emotions at work. *Annual review of organizational psychology and organizational behavior*, 7(1), 451-477.
- Feeney, B. C., & Collins, N. L. (2015). A new look at social support: A theoretical perspective on thriving through relationships. *Personality and social psychology review*, 19(2), 113-147.
- Goleman, D. (2021). *Leadership: The power of emotional intelligence*. More Than Sound LLC.
- Goleman, D., Bennett, L., & Barlow, Z. (2012). *Ecoliterate: How educators are cultivating emotional, social, and ecological intelligence*. John Wiley & Sons.
- Harris, A. (2002). Effective leadership in schools facing challenging contexts. *School Leadership & Management*, 22(1), 15-26.
- Hughes, M., & Terrell, J. B. (2011). *Emotional intelligence in action: Training and coaching activities for leaders, managers, and teams*. John Wiley & Sons.
- Korhonen, A. M., Ruhalahti, S., & Veermans, M. (2019). The online learning process and scaffolding in student teachers' personal learning environments. *Education and Information Technologies*, 24, 755-779.
- Korte, D. S. (2017). *The influence of social support on teacher self-efficacy in novice agricultural education teachers* (Doctoral dissertation, University of Missouri--Columbia).
- Leite, E. A. M., Lencastre, J. A., Silva, B. D., & Borges Neto, H. (2020). Learning style in a virtual environment: a study with elementary school teachers at in-service training.
- Lewis, M. (2010). of The Human Emergence Emotions. *Handbook of emotions*.

- Lowen, A. (2013). *Pleasure: A creative approach to life*. Simon and Schuster.
- Mohammad, N. (2016). *Grit levels and academic performance in Emirati male and female college level students in the Emirate of Dubai* (Doctoral dissertation, The British University in Dubai).
- Montgomery, C. (2019). *Examining the Influence of Family and Social Support on Student Retention and Completion at Community Colleges*. University of Louisiana at Lafayette.
- Musek, J. (2024). *Personality Psychology: A New Perspective*. Springer Nature.
- Paulsen, V., & Berg, B. (2016). Social support and interdependency in transition to adulthood from child welfare services. *Children and Youth Services Review*, 68, 125-131.
- Petrides, K. V. (2017). Intelligence, emotional. *Reference Module in Neuroscience and Biobehavioral Psychology*, 1(6), 1-6.
- Reeve, J. (2018). *Understanding motivation and emotion*. John Wiley & Sons.
- Salami, S. O., & Ogundokun, M. O. (2009). Emotional intelligence and academic self-efficacy as predictors of academic performance among senior secondary school students in Oyo state, Nigeria.
- Sekreter, G. (2019). Emotional intelligence as a vital indicator of teacher effectiveness. *International Journal of Social Sciences & Educational Studies*, 5(3), 286.
- Skill, S. R. (2006). Adolescents' development Of Personal Agency. *Self-Efficacy Beliefs of Adolescents*, 45.
- Stanton, S. C., & Campbell, L. (2014). Psychological and physiological predictors of health in romantic relationships: An attachment perspective. *Journal of personality*, 82(6), 528-538.
- Sultana, R., Islam, M. R., Islam, M. T., Jesmin, F., & Ferdous, S. (2021). The relationship between emotional intelligence and organizational performance: an exploratory study in Bangladesh. *The Journal of Asian Finance, Economics and Business*, 8(8), 513-524.
- Symoens, S., Colman, E., & Bracke, P. (2014). Divorce, conflict, and mental health: How the quality of intimate relationships is linked to post-divorce well-being. *Journal of Applied Social Psychology*, 44(3), 220-233.
- Taylor, S. E. (2011). Social support: A review. *The Oxford handbook of health psychology*, 1, 189-214.
- Thambiraj, E. (2015). *Mystery of Relationships Through the Lens of Scriptures: Marriage, Sex, and Intimacy*. iUniverse.
- Utz, S., & Breuer, J. (2017). The relationship between use of social network sites, online social support, and well-being. *Journal of media psychology*.
- Wellman, B., Salaff, J., Dimitrova, D., Garton, L., Gulia, M., & Haythornthwaite, C. (2009). Computer networks as social networks: Collaborative work, telework, and virtual community. In *Knowledge and communities* (pp. 179-207). Routledge.
- Whitehead, E. E. (2014). *Fruitful Embraces: Sexuality, Love, and Justice*. iUniverse.
- Zee, K. S., Bolger, N., & Higgins, E. T. (2020). Regulatory effectiveness of social support. *Journal of personality and social psychology*, 119(6), 1316.
- Zhou, Z., & Cheng, Q. (2022). Relationship between online social support and adolescents' mental health: A systematic review and meta-analysis. *Journal of Adolescence*, 94(3), 281-292.