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EMOTIONAL INTELLIGENCE AND INTERPERSONAL RELATIONS AMONG UNIVERSITY UPGRADING (GRADE V) TEACHER STUDENTS

Helen Christine Amongin Waiswa, Professor Peter K. Baguma and Associate
Professor Joseph Oonyu

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^{1*}Helen Christine Amongin Waiswa

PhD Student Makerere University College of Humanities and Social Sciences, School of Psychology, Department of Educational, Social and Organizational Psychology, P.O. Box 7062 Kampala, Uganda, East Africa.

*Corresponding Author: chamongin1972@gmail.com

²Professor Peter K. Baguma

Makerere University, College of Humanities and Social Sciences, School of Psychology Department of Educational, Social and Organizational Psychology

³Associate Professor Joseph Oonyu

Makerere University, College of Education and External and Distance Education, Department of Science Education

Abstract

Purpose: This paper examined the relationship between emotional intelligence (EI) and interpersonal relations (IR) among upgrading university teacher students at Makerere University (MAK) and Uganda Christian University (UCU). While the curricula and syllabi in the Teacher Education programmes in Uganda do not clearly stipulate EI as a vital and critical factor, literature shows that EI is responsible for 80% of the success in our lives. IR enables teacher students perform better, be emotionally well adjusted to perform other activities besides teaching, as well as professionally deal with the community within the school.

Methodology: The study used mixed methodology, DCM SPSS 22 data analysis, a sample of 434 Grade V teacher students randomly sampled for qualitative survey design and 75 purposively selected participants for qualitative design, with The ability model of Emotional Intelligence (Mayer et al., 2016).

Findings: Overall emotional intelligence was not significantly related to quality of interpersonal relations ($r = .08, p > .05$). Similarly, all aspects of emotional intelligence were not significantly related to quality of interpersonal relations. Qualitative results show that some participants were not clear about the difference between EI and cognitive intelligence. EI is positively correlated to IR. For better IR, one needs a high level of EI. Conclusively, although the quantitative data showed no significance between EI and IR qualitative data indicated results to the contrary. Subsequently, the teaching of EI especially at the university level is new to the education curriculum of Uganda.

Unique contribution to theory, practice and policy: Most teacher students had not heard of EI. Thus, there is need to put emphasis on IR at all levels of education and to deliberately include EI in the curriculum. Most previous scholarship on EI did not use mixed methodology. This is the first study to use the ability model of EI (Mayer et al., 2016), in an educational research using mixed methods. The study recommends more research, teaching and training in EI and IR in the educational fraternity. Further research needs to be done using the ability model of EI.

Keywords: *Emotional intelligence, Interpersonal relations, Upgrading, Teacher students*

1.0 INTRODUCTION

1.1 Background

The concept of EI started in 1990 and since then researchers have put in numerous efforts to conceptualize, measure, understand and develop it (Asthana & Lodhwal, 2017). According to Hasan (2017), the term ‘emotional intelligence’ appears to have originated with Charles Darwin in 1872 and is necessary for human survival and adaptation. EI is the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically (Anjum & Swathi, 2017), and a part of the non-cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures (Tyagi & Gautam 2017). According to D Goleman (2011), emotion is found in the part of the brain called amygdala. Spitzberg (2003), defines interpersonal competence as “the ability to establish and maintain mutually satisfying relationships with a variety of people across diverse situations.” Boutilier et al. (2013) argue that paying attention and making eye contact creates a positive feeling about you. According to Trommsdorff (2002) IR involves cooperation, compliance, and empathy. Culpeper et al. (2010) define IR as politeness while Haugh (2013) defines it as mutual social connections among people. S. Chauhan and Chauhan (2007) argue that in an increasingly competitive world, qualities like cooperation, resilience, interpersonal skills, team leadership and optimism – which are beyond the realm of intelligence quotient – set star performers apart from average performers.

1.2 Statement of the Problem

Whereas there have been a number of studies on Emotional Intelligence, the relationship between EI and IR has not been explored. Kabunga and Jesse (2016) in their study of EI among psychotherapists in Northern Uganda found that 60.0% possessed high levels of self-awareness, 60.3% reported high levels of social awareness, 55.6% scored highly in self-management and 70.1% scored highly in social skills. Whereas EI is responsible for between 32% to 74% (Petrides, 2017) and 80% of the success in our lives (Pawlow, 2009), teacher education programmes in Uganda do not clearly stipulate EI as a vital and critical issue even when psychology and professional ethics are included in the teacher education curriculum. This study, therefore, seeks to understand the relationship between EI and IR among upgrading university teacher students (Grade V).

1.3 Objective of the study

This study aims to establish the relationship between Emotional Intelligence and Interpersonal Relations among upgrading university teacher students (Grade V) at Makerere University and Uganda Christian University.

2.0 EMOTIONAL INTELLIGENCE AND INTERPERSONAL RELATIONS: SOME LITERATURE

2.1 Theoretical Framework

2.1.1 Peplau’s theory of Interpersonal Relations and Rivers et.al (2012) theory of Emotional Intelligence

The study was guided by Peplau’s theory of IR (1952). Although the theory was developed for nursing, it was chosen because of the closeness of nursing to teaching in terms of the nature of interaction with people. The theory emphasises the experiences derived from relationships, the need for and goals of those experiences. Like nursing, teaching is an

interpersonal process that involves interaction between two or more individuals with a common goal. Stewart & Klein (2016), argue that it is important to consider the application of theory at the outset of research rather than at the point of data analysis.

Rivers et al. (2012), in defining EI point out four relatively distinct emotional abilities which include perceiving, using, understanding and managing emotion. This model differs from those postulated by Bar-On and Parker (2000), Daniel Goleman (1998), Petrides and Furnham (2001), and Wong et al. (2004). Useful emotion enables proper labelling of emotions leading to more positive social interactions, as opposed to deficits in labelling that lead to display of behavioural and learning problems (Izard 2001). The university upgrading (Grade V) teacher students expressed both positive and negative emotions even in relation to interpersonal interactions.

2.2 Empirical Literature on emotional intelligence and interpersonal relations

Raghubir (2018), argues for four qualities in the attributes of EI. These include self-awareness, self-management, social awareness and social/relationship management. However, given that the study was limited to a North American context, seminal work regarding EI and teaching was missed. The work also focuses on the conceptual clarity of EI and does not discuss any measurement tools such as the ability model of Mayer, Caruso, and Salovey (2016). Allan (2017) and Lai (2018) argue that politeness is necessary in IR. However what counts as politeness or impoliteness varies among cultures. The limitation of these studies therefore is the use of the words *ritual*, *politeness* and *impoliteness* as used in Korea and Japan. The Ugandan culture needs to be interrogated. Ruvalcaba-Romero et al. (2017), have studied the mediating effect of EI, and argue that culture, self-esteem, positive emotions, and interpersonal relationships play an important role as mediators between emotional abilities and life satisfaction. When EI skills improve, interpersonal relations also improve, making life more satisfying.

According to Ugwu et al. (2017), all the three burnout dimensions that include emotional exhaustion, depersonalization, and personal accomplishment are significant predictors of Counterproductive Work Behaviour (CWB). In studying addiction to the internet, Seyyedani (2017), subcategories EI into knowledge of one's emotions, control of emotions, self-motivation, detection of emotions in others and control of relationships. He argues that persons who are addicted to the internet have low EI and poor IR.

Vasileia et al. (2017), show the negative aspects of both IR and EI in bullying. While the bully has more 'friends', the victim usually has less friends. Bullies seemed to score higher in emotionality. Interpersonal closeness could be a factor which related to victimization. According to Nishant Gaur and Gupta (2017), the core characteristics of EI are self-awareness, self-regulation, self-motivation, empathy and social skills. Nguyen (2017), implied an interactive process that involves EI and IR. Cooperation between institutions, family, and society for the purpose of psychology students' career value orientation entailed interaction that required high EI level and positive IR to attain. The author however does not mention these concepts.

Hasan (2017), postulates that emotions are personal experiences that arise from a complex interplay of physiological, cognitive and situational variables, and motivate inter and intra-personal relationships. EI facilitates the ability to perceive, appraise and express emotions, think and regulate emotions.. Intrapersonal and inter-personal awareness, and self-regulation, were found to cause significant effect on EI among the B.Ed. trainee teachers above 25 years.

Since the current study deals with B. Ed. Grade V teacher students, it was important to take these differences into consideration for comparison purposes.

In their study, Faraji et al. (2017) aimed to identify the role of EI, self-esteem, and perceived social support in predicting life satisfaction and found that these variables increase people's feelings of satisfaction with their life by paving the way for identifying problems, effectively using resources to solve them and being optimistic. Could this be true for Grade V teacher students as well? Pekaar et al. (2018), postulated that EI models and instruments vary considerably in the precise composition of the EI dimensions included. Self-reported measures of EI are criticized in the literature as reported by Roberts (2010) because of the potential influence of a social desirability bias. On the positive side, self-reported EI instruments demonstrate good incremental validity over cognitive intelligence and personality compared with ability EI tests as reported by O'Boyle et al. (2011).

Estrada et al. (2018), argue that EI comprises four emotions—pride achievement, gratitude, guilt-shame and anger—as influencing variables in any negotiation. Anger, for example, can hinder objectivity, cause a loss of trust, and lead to retaliation instead of agreement. Emotions they argue are inherently social, and psychological traditions emphasize the importance of emotion for interpersonal interactions. Thus promoting the need for EI in universities.

Vyas (2017), looks at three components of emotional skills, including emotional expressiveness, emotional sensitivity and emotional control, and finds that high levels of EI are associated with putting people at ease, self-awareness, balancing personal life and work, straightforwardness and composure, building and mending relationships. Similarly, Kohli (2017), finds that the better a person regulates his/her emotions, the more ethically strong they are, and the better their organisation functions.

Furthermore, Mapfumo et al. (2012), argue that training institutions should not just focus on curricula and methodological issues but also on equipping students in dealing with interpersonal relationships with other staff in the schools in which they serve their attachment. Female students in particular they argue, are easily stressed under such environments and therefore need training in assertiveness which hopefully will enhance EI (see Amongin, Baguma & Oonyu 2012). Noble, et al. (2012), and Harris and Sass (2012), argue that, in an increasingly competitive world, qualities like initiative, cooperation, resilience, interpersonal skills, team leadership and optimism (which are beyond the realm of cognitive intelligence), should be encouraged.

2.3 Research Gaps

The conceptual clarity of emotional intelligence and its relation to interpersonal relations was a gap in the literature of the education system in Uganda. Emotional intelligence attributes such as self-awareness, self-management, social awareness and social/relationship management needed to be measured among the sample at Makerere and Uganda Christian University Mukono in relation to teacher training. Positive and negative concepts of interpersonal relations needed to be interrogated. The ability model of Mayer, Caruso, and Salovey (2016) as a measurement tool had not been used in the educational system.

3.0 RESEARCH METHODOLOGY

This study follows a mixed methods research design and concurrently deploys qualitative and quantitative research methods. A survey was conducted using the Likert Scale. Simple randomization was done thus obtaining a random sample of 473 grade V teacher students.

Out of these, 458 were from MAK (261 male, 161 female and 36 missing data) and 15 were from UCU (06 male, 06 female and 03 missing data). Fifty Year One and Two teacher students from MAK and 15 from UCU were interviewed, meeting Flynn and Korcuska (2018)'s suggestion of no fewer than 60 and no more than 150 subjects. Seven lecturers from MAK, and three from UCU were used. The sampling methods domain items included snowball and purposeful sampling methods. Validation and truth making were ensured through the credibility, transferability, dependability and confirmability of the data collection process throughout data analysis to interpretation stage of data. Reliability and validity are conceptualized as trustworthiness, rigor and quality in qualitative paradigms. The Mayer et al. (2016) ability model of EI was adopted and given to all the 473 respondents. The model has a reliability coefficient of 0.691. A structured questionnaire with a reliability coefficient of 0.730 (more than its original) was administered. The content validity of the tool was 0.863. The interpersonal instrument was obtained by combining the Interpersonal Solidarity Scale Location (Wheeless 1978), Confirmatory Factor Analysis of the Youth Experiences Survey for Sport (YES-S) (Sullivan et al. 2015), dimensions of brand personality measurement model (Aaker 1997), dimensions of brand personality measurement model (Bosnjak et al. 2007), dimensions of brand personality measurement model (Geuens et al.2009) and the dimensions of brand personality measurement model (Caprara et al. 2001). Seven professors and senior lecturers from Makerere University, vetted the instrument. Permission and approval were obtained from the Makerere University College of Humanities and Social Sciences Research and Ethics Committee, the School of Psychology Ethics Committee, and the National Council for Science and Technology. Quantitative data analysis was carried out using SPSS/STATA software applications and results are shown in Section 4.0. SPSS was used to calculate the validity of the final survey instrument. Qualitative data was described, interpreted and explained. Data reduction, display and verification were done using Nvivo 12 trial software. Memos were used during the analysis of qualitative data. Results are shown in Section 4.0.

4.0 RESEARCH FINDINGS

4.1 Introduction

Both quantitative and qualitative results are presented.

4.2 Qualitative Findings

Bio-data of Upgrading University Teacher Students (Grade V) from the Group Interviews

Table 1 shows the demographic data of upgrading university teacher students (Grade V).

Table 1: Upgrading university Teacher Student’s (Grade V) Bio-data

Person	Age	Training Background	Year of study	Marital Status	Gender
Cases\\Agriculture group	25 - 40	Secondary school teacher	Year 2	Married = 09 Single = 08	Male = 13 Female = 04
Cases\\IPSS group	29 - 43	Primary school teacher	Year 1	Married = 06 Single = 00	Male = 03 Female = 03
Cases\\Arts group	26 - 43	Secondary school teacher	Year 2	Married = 05 Single = 03	Male = 06 Female = 02
Cases\\UCU	29 - 48	Primary school teacher	Year 2	Married = 13 Single = 01	Male = 08 Female = 06
Cases\\Business education group	25 - 40	Secondary school teacher	Year 1	Married = 08 Single = 03	Male = 09 Female = 02
Cases\\Science group	25 - 40	Secondary school teacher	Year 2	Married = 04 Single = 05	Male = 08 Female = 01
Cases\\UCU	26 - 43	Primary school teacher	Year 1	Married = 10 Single = 00	Male = 03 Female = 07

Table developed from NVivo 12 Trial Version

Secondary school teacher students had more representation than primary school ones. Year one teacher students had three references (0.18% coverage) while year two had four references (0.23% coverage). University Lecturers, who were interviewed for their interaction with the sample comprised of five females and six males. Three of the females were from MAK and two were from UCU. Of these, two key informants were from MAK and one was from UCU. Five of the males were from MAK and one was from UCU. Of these, the two key informants were from MAK. The general age was from 28 to over 60 years. Eight participants were above 35 years while three were below. All the females were above 35 years. All the three males below 35 years were from MAK. Ten participants were married. Only one male from MAK was not married. In Uganda, marriage is usually associated with physical maturity and responsibility (showing positive IR). Many of the participants had served at the university level for nine years or more. Key informants from MAK had served the university for over 20 years.

4.2.1 Research question 1: What are the upgrading university teacher students’ (Grade V) perceptions of Emotional Intelligence and Interpersonal Relations?

Figure 1 shows that ‘emotions’, ‘group’, ‘discussions’ and ‘interpersonal’ perspectives stood out among the discussions in all the group interviews, as significant words.

constituted positive IR while negative IR included failure to get along with others, back-biting, disrespect, selfishness, pride, and not caring about others' feelings.

4.2.2 Research question 2: What is the level of Emotional Intelligence of upgrading university teacher students (Grade V)?

Table 2 shows self-reported levels of EI by participants.

Table 2: The level of Emotional Intelligence of upgrading university teacher students (Grade V) – self-reports

	Male	Female
The level of Emotional Intelligence of upgrading university teacher students (Grade V) (self-reports)	(Most and least common response)	(Most and least common response)
	10 x 2	10 -
	9 x 5	9 x 1
	8 x 14	8 x 2
	7 x 9	7 x 6
	6 x 11	6 x 3
	5 x 3	5 x 8
	4 x 1	4 x 1
	3 -	3 -
	2 -	2 x 1
	1 x 1	1 -

Table developed after Field Group Interviews.

Most participants rated themselves between five and eight, showing that they thought highly of themselves because they equated EI with intelligence quotient (IQ).

4.2.3 Research question 3: What is the relationship between Emotional Intelligence and Interpersonal Relations among upgrading university teacher students (Grade V)?

The following themes came up from Group in-depth interviews identification of other people's emotions, understanding, interpreting, communicating, taking responsibility and avoiding negative emotions like quarrelling. EI positively impacts IR. The lecturers corroborated the findings from the Grade V teacher students. They agreed that both EI and IR are key to teaching, training, and collegial interactions.

4.3 Quantitative findings

This section presents findings from cross-sectional data. Table 3 shows the survey biodata of 449 respondents from MAK and 24 respondents from UCU.

Table 3: Demographic data for the survey sample

	Categories	Frequency	Percentage
Age	20 – 24	07	1.68
	25 – 29	98	23.50
	30 – 34	110	26.38
	35 - 39	102	24.46
	40 – 44	67	16.07
	45 - 49	15	3.60
	50 – 54	06	1.44
	55 – 59	02	0.48
Sex	Male	267	56.4
	Female	167	35.3
Marital status	Married	328	69.3
	Single	113	23.9
Year of study	1	153	32.3
	2	320	67.7
Training background	Primary	192	40.6
	Secondary	260	55.5
Subject taught 1	Arts	107	24.21
	Languages	159	36.00
	Btvvet	20	4.52
	Sciences	156	35.29
Subject taught 2	Arts	195	43.33
	Languages	95	21.11
	Btvvet	15	3.33
	Sciences	145	32.22
MAK	Sample	449	94.9
UCU	Sample	24	5.1

Table developed after NVivo 12 Trial Version analysis.

Through the process of data cleaning the number reduced to 339. Of these, 267 were male, 167 were females and 39 were missing; 328 respondents were married (although the study did not investigate the types of marriages) and 113 were single. The age of the respondents ranged from 23 to 59 years. Most respondents were between 25 and 42 years of age. The older the respondents, the more realistic they were about their EI and IR.

The table shows two categories of training backgrounds of the respondents – primary teacher education and secondary teacher education. There was one outlier, a tutor who was added to the primary teacher education background. Year one respondents were 153 whereas year two respondents were 320. First and second teaching subjects are also shown. While most respondents taught English, with a frequency of 154, some subjects like Luganda and Computer Science had only one respondent. Among the second teaching subjects, Social Studies had a frequency of 96. This can help teacher training institutions and Ministry of Education and Sports to plan on the training needs.

4.3.1 Hypothesis testing

Hypothesis: There is a positive relationship between EI and IR among upgrading university teacher students (Grade V).

Table 4: Correlation analysis of study variables

	1	2	3	4	5	6	7	8	9	10
1 Emotional intelligence (overall)	1									
2 Emotional awareness	0.71***	1								
3 Ability to generate emotions	0.71***	0.39***	1							
4 Emotional knowledge	0.75***	0.40***	0.37***	1						
5 Emotional management	0.68***	0.29***	0.28***	0.35***	1					
6 Awareness of feelings (negative)	-0.04	-0.01	-0.05	0.01	-0.06	1				
7 Awareness of feelings (positive)	0.16**	0.08	0.09	0.14*	0.14**	-0.04	1			
8 Expression of feelings (negative)	0.06	0.14*	0.02	0.02	0.01	0.21***	-0.06	1		
9 Expression of feelings (positive)	0.15**	0.12*	0.10	0.11*	0.11*	-0.02	0.25***	0.28***	1	
10 Interpersonal relations	0.08	0.05	0.06	0.04	0.09	-0.10	0.03	0.02	0.09	1

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$, (SPSS analysed results).

Table 6 shows that overall EI is not significantly related to the quality of IR ($r = .08$, $p > .05$). EI has a close affinity to social intelligence under which IR fall. This explains the lack of significant difference between the two variables. They are studied separately in this study because of their different presentations and characteristics.

4.3.2 How managing emotions improves Interpersonal Relations

At MAK, IPSS participants thought that EI enabled them make more friends, think positively, improve relationships, simplify work, live with all categories of people, be self-aware, be confident and have good decision-making skills. The Arts participants said EI enabled them understand friends' emotions and live in harmony with others. The Business Education participants felt that EI enabled harmonious co-existence with others, maintenance of jobs, faith in humanity, resilience and taming of tempers. Agriculture participants said EI facilitated their adaptation to different people, situations and environments, and helped them keep friends and be responsible. The Science participants felt that EI helped them be tolerant,

have a positive attitude, know their strengths and weaknesses, and appreciate individual differences which in turn enabled the building and strengthening of relationships.

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of findings

5.1.1 The relationship between EI and IR among upgrading university teacher students (Grade V) at Makerere and Uganda Christian University, Mukono

All participants supported the view that EI enhances IR. The respondents constantly made reference to staff-boss interactions. The Business Education group agree with Mapfumo et al. (2012) in pointing out the need for training in both EI and IR. Although the respondents had general views of IR and lack of clarity on EI, they were aware of the fact that both were very critical in their profession. The respondents were familiar with both positive and negative emotions. However, linking these to intelligence was completely new to them. To be emotional had always been construed as negative. That one could actually be emotionally intelligent and that this intelligence was very critical in all aspects of life was therefore surprising to them. The study found that EI equipped respondents with self-awareness, confidence, decision-making skills. Making friends enabled them create more opportunities in life. These attributes are similar to those identified by Raghbir (2018) among nurses. EI promotes much more than simply awareness of emotions, and could equip teacher students to relate better with their students and colleagues. Despite the confusion and misapprehension regarding EI as a concept, it is clear that the ability to recognize and understand EI will remain a vital part of Grade V teacher students' practice moving forward. Respondents reported that EI helped them socialize with other people and live in peace and harmony. This was in agreement with Gaur and Gupta's (2017) argument that a self-aware individual is relatively more successful in managing personal and others' emotions which leads to positive relationship building. Individuals who are emotionally aware and stable also easily acquire and create knowledge.

The study further found that living in harmony with others and promoting friendship was highly facilitated by EI. Politeness which Allan (2017) and Lai (2018) argue is necessary in interpersonal relations is implied here. Politeness was esteemed among the participants. The current study also found that EI and IR enabled one to cope and work with others. As such, they learnt to love others, understand and help them. This is in line with Ugwu et al.'s (2017), argument that emotions and EI can help alleviate burnout and lead to better work behavior. Respondents alluded to both the university and work environment, which could actually be made more friendly, conducive to work in and stress free. Thus, teacher students with high EI would have positive IR, good work attitudes and be self-motivated to do their work with or without supervision. The study identified what constituted positive IR and the link between IR and EI. Cooperation, positive criticism, being helpful, living amicably, valuing relations, counselling, understanding others, patience, tolerance, emotional maturity, team spirit, peace-loving, empathy, friendship formation, sharing, care and concern for others, good communication mechanisms, team spirit, love, awareness of others' emotions and accepting others as they were constituted positive IR. The assumption that once relations were positive, there would be no challenges to them would be a wrong assumption. This categorisation had not been found in any other research by the time the study was conducted. The study used self-reports. To boost this up, characteristics of what one would consider a best friend were also categorized as follows: willing to share, helpful, gives advice, available, shares common goals, commitment, gave positive feedback, morally upright, caring and concerned about

one's well-being, cooperative, transparent, a good listener, had developmental ideas, understanding, attentive, trustworthy, friendly, objective, open, gave positive criticism, faithful, could correct one but not in public. One male participant emphasized that, "my wife is my best friend because as of now she is taking care of my children. She is taking care of the family property. And there are some expenses she is incurring on her own when I am not there".

Characteristics of negative IR were listed as; poor communication, arrogance, failure to manage negative feedback, intolerance, enmity, lack of socialization, egocentrism, a feeling of independence, using negative and offensive words, disunity, hatred, lack of cooperation, lack of empathy, selfishness, emphasis on others' weaknesses, attacking others' personality, leaving alone, being late, lack of appreciation, despising others, disrespect, low self-esteem. These characteristics are similar to Seyyedani's (2017) findings on addiction to the internet. According to him, persons who are addicted to the internet have low EI and poor IR. This led to low self-esteem, and lack of empathy, assertiveness, emotional self-awareness, and individual self-expression. The EI of addicted students was less than that of normal students. They lacked optimism and happiness, and thus, suffered from depression. Knowledge and control of one's emotions, self-motivation, detection of emotions in others and control of relationships explained 80% of the change in the rate of addiction to the internet. EI was critical for healthy IR so as to avoid addictions of any kind especially internet addiction. About half of the Grade V teacher students were below 35 years which was a critical mass for negative IR indicators especially, addiction. These negative aspects of IR and EI are shown by Vasileia et al. (2017) in their study on bullying. According to them, bullying is a manifestation of low social acceptance, high Machiavellism, low self-esteem and low problem-solving abilities. The study found that EI and IR are linked to each other. EI is the driver and has a positive causal effect on IR. Both EI and IR help people stay, support and work together for long periods. To have good EI, there must be good IR. "The intelligence level of the emotions will certainly affect how somebody behaves and therefore acts. If the relationship is poor, oh, then of course also performance will be poor. Performance in general, discipline, achievement, behaviour, social interaction, all will not work" (Participant). IR deals with character while EI shows the nature of the person. EI enables one to know other people's personalities, be flexible, diplomatic and exercise considerate judgement. A key participant reported, "You are able to identify, understand, interpret and communicate and you take responsibility".

Understanding and ability to control emotions led to good handling of relations with others. EI enabled one to keep away from some circumstances which would lead to trouble, for example, after learning that the husband had been caught in an illicit relationship with another woman, they would avoid reacting negatively and not spy on him, to avoid trouble. This could be out of fear of the consequences or having a sense of wisdom. 'So, I learn to control myself and I keep away myself. By so doing I would have prevented chaos. I am hurting but I control that hurting because I will be more hurt if I see everything on the scene rather than hearing', said one participant. The answers to these questions show that EI has a very strong positive relationship with IR. Positive attributes of IR are a manifestation of the presence of EI on the part of the person that has them. Whereas research shows that EI is part of IR clearly more emphasis has been given to general IR than to EI in the education sector.

5.2 Conclusion

It was interesting to note that whereas the Grade V teacher students were familiar with both positive and negative emotions, linking these to intelligence was completely new to them.

There were divergent views from participants regarding the concept of EI. These included emotions, feelings and even cognitive aspects. Most of the participants ranked themselves highly on the level of EI. The phenomenological method helped to bring out the essence of participants' consciousness and lived experiences in the teaching and learning environment. Their lived experiences were manifested in their perceptions of EI and IR in relation to achievement. The study concluded that EI was positively and significantly related to IR.

5.3 Contribution to Knowledge

The teaching of EI especially at the university level is new to the education curriculum of Uganda. Most teacher students had not heard of EI. The teaching of IR after primary school was equally new. Thus, there is need to put emphasis on IR at higher levels of education and to deliberately include EI in the curriculum. Previous scholarship on EI was mostly quantitative. This is the first study to use the ability model of EI (Mayer et al., 2016), in an educational research using mixed methods.

5.4 Recommendations

EI needs more research especially in the educational circles and in the area of pedagogical approaches to EI and IR. EI and IR need to deliberately be included in the curriculum and syllabi of teaching at university. A clear distinction needs to be made between EI and IR and how these impact on human growth, development and learning at all levels of the educational system. Further research needs to be done on these concepts and the ability model of EI.

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Conflict of Interest

None

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