The relationship between Emotional Intelligence and stress level among Secondary School Students with Albinism in Shinyanga Region, Tanzania.

George Mwala
Master of Social Psychology.
University of Dar es salaam, School of Education, 2020

This study investigates the relationship between emotional intelligence and stress level among students with albinism. It was guided by three research objectives. Firstly, to determine levels of emotional intelligence among SWA. Secondly, to examine levels of stress among SWA, and thirdly, to explore the magnitude of relationship between emotional intelligence and stress levels among SWA. The bar-on model of emotional intelligence and the transactional model of stress and coping guided the study. The study used a quantitative research approach and utilized the correlation design. Probabilistic sampling through stratified and single-stage cluster sampling techniques was used to select areas and respondents. Questionnaires were used to collect data from 80 respondents and data was analysed descriptively by using SPSS software version 24 by running percentage, frequency and mean to determine the levels of emotional intelligence and stress. Furthermore, data were analysed inferentially to explore the strength of the correlation between EI and stress levels in its dimension through Spearman rank order. The results revealed that the majority of the students with albinism had the highest level of emotional intelligence 69.25%, 25.5% had moderate level and 5.25% scored the lowest level. In stress level, 52.6% had the highest level of the stress, 37.53% had moderate while 21.48% had the lowest level among students with albinism. Nevertheless, there was weak positive and negative magnitude of relationship between EI and stress levels in its dimensions for students with albinism. It implies that in the increase of each unit in EI, the stress level decreased in small unit depending on the domains correlated. The study conclude that students with albinism in secondary schools had the highest level of emotional intelligence having an average of 3.2 while, on stress, students with albinism had a moderate level of the stress with an average of 2.6. The magnitude of the relationship between EI and stress level in its dimensions was weak and it was not statistically significant. The study recommends that education stakeholder should plan and provide training on emotional intelligence and stress among students in order to help them to cope with various life aspect, also, counseling programme should be strengthened in schools to assist students with the highest level of stress and the lowest level of emotional intelligence.