

**LEARNING FOR INTELLECTUAL AND EMOTIONAL DEVELOPMENT AMONG
UNDERGRADUATE STUDENTS IN NIGER DELTA UNIVERSITY, WILBERFORCE
ISLAND, BAYELSA STATE, NIGERIA**

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ABSTRACT: *This paper focused on the relationship between learning for intellectual and emotional development among undergraduate students in the Faculty of Education, Niger Delta University, and Wilberforce Island, Nigeria. The study adopted a survey research design. From a population of 428 final year students, the sample size of 210 was selected using simple random sampling technique. The main instrument used for data collection was a structured questionnaire tagged: ‘Intellectual and Emotional Development Scale’ (IEDS), $r=.89$ and research questions were raised. Percentage and mean scores were used for data analysis. Results showed that, majority of the participants (68.7%) learnt mainly for intellectual development. Most of the participants (66.4%) however exhibited elements of intellectual and emotional development in their learning application. There was a positive relationship between intellectual and emotional development components in their learning process. The paper concluded that undergraduate students exhibited such intellectual elements as comprehension, knowledge application, recall and abstract thinking in the learning process. The paper then recommended that undergraduates should learn not only for intellectual development, but also, for the adaptation of skills to enhance full development of the learner while also promoting skills development.*

KEYWORDS: Learning; Intellectual; Emotional; Development; Undergraduates

INTRODUCTION

The ability to develop and attain high level of intelligence and control human emotion has become imperative (Kalapriya & Anurada, 2015). According to Patrick & Anne (2003) the need to focus on holistic learning attributes that integrate intellectual, and emotional aspects of students’ learning has been advanced regularly throughout the last half century. They argued that the educational system at higher education has struggled for a longtime with the increasing fragmentation of the learning processes.

Abdullah, Elias, Rahil & Uli (2004) reported that classrooms are always filled with young stars displaying a wide range of concerns and behavioural problems that often make learning difficult and ineffective as evident in poor self-awareness, low self-esteem, lack of motivation, low self-discipline, poor peer interaction, inability to express feelings, sadness, anxiety, anger and frustrations. Such state of emotional disconnect hinders the intellectual development of most

students. The role of teacher is to therefore develop the capacity for complex teaching that will prepare them to teach intellectual and emotional development (Foslsom, 2005).

Globally, one of the basic aims of education is to develop a sound and stable personality in an individual to enable the individual have a prosperous, sound and healthy life. In this regard, learning plays a vital role as it brings about education that must encompass both intellectual and emotional development. Learning, according to Kosemani (2002) is a relatively permanent process that is inferred from performance changes due to practice. Morgan, King & Robinson as cited in Kosemani (2002) defined learning as a relatively permanent change in behaviour, which occurs as a result of practice or experience, hence, in learning, three factors are clear, that is;

- i. learning is relatively permanent;
- ii. there is change in behavior; and
- iii. the change in behavior must be as a result of practice or experience.

For learning to take place, there is usually cause and effect relations. The cause is the practice or the experience while the effect is the change in behaviour or change in performance (Aluede & Ojugo, 2007). Educational experts have classified the objectives of education into the development of three domains for easier operations by teachers. These are the cognitive, affective and the psychomotor domains usually referred to as the taxonomy of educational objectives (Achuonye & Ajoku, 2003). Learning therefore develops the intellectual ability of an individual. In the learning process intelligence is well tested. An intellectual is a person who engages in critical study thoughts and reflection about the reality of life and advances solution for the normative problems of society. According to Sara (2014), intellectual development is best defined as child's ability to think about and understand his world.

According to Bakare (2005), all human intellectual functions consist of basic cognitive processes. They are conception, memory, language, reasoning, observing and creativity. He argued that the acquisition of one process or skill is a "sine qua non" to the acquisition of the next higher process. The intellectual development of the individual according to Edward (2006) enable the individual to:

- (a) express what he sees, feels and thinks;
- (b) explore and experiment with sound, texture, colour and creating;
- (c) strengthen one's ability to imagine, create and observe;
- (d) define problems and seek solutions;
- (e) make judgement or decision appropriately;
- (f) rearrange and alter materials for self-satisfaction;
- (g) practice resourcefulness and alternative; and
- (h) gain a sense of self-direction, initiative and independent thinking etc.

Hence, intellectual development is very crucial to the overall development of the individuals. The university is therefore seen as an institution where emotional and intellectual development of learners comes to their peak though the development may go beyond the undergraduate level. However, at the undergraduate level, learning is expected to bring about both emotional and

intellectual development. There is then an observed link between emotion and intellectual progression in the learning process. A learning pattern that could not bring about the development of these factors in an individual is not adequate for the development of that individual and the society.

University education is designed to incorporate both emotional and intellectual development. Bearing in mind that, if a graduate is only developed intellectually, he/she may not be able to manage or regulate his emotions. Likewise, if a graduate is only developed emotionally, he might find it difficult in coping with the changing global system that depend on abstraction and creativity.

Hence, learning among students is geared towards intellectual and emotional development. This perhaps enables them to become better individual in the society.

Meanwhile, William (2013) argued that emotion are stirred up state of feelings. He viewed that emotion is an instructive behaviour that determines an individual state of mind. Emotions are either positive or negative. The positive emotions are pleasant conditions such as, love, joy, affection etc and negative emotions include dis-comfortable situations such as fear, anxiety, anger etc, which may be predicted by the learning process.

An individual who cannot properly regulate his emotion is seen as deviant in the society. Therefore, the emotions of youth such as the undergraduates must be properly developed, through learning. Misatal (2007) further argued that emotional development is the emergence of a child's experience, expression, understanding and regulation of emotion from birth through late adolescence. Emotion is that part of human instinct which gives energy to demonstrate behaviours such as intentionality, persistence, impulse control, social deftness, compassion, intuition and integrity (Kappi, 2002) cited in Kalapriya & Amuradha, (2015).

Emotional development is one level of emotional intelligence, which is the ability to identify, manage and expresse appropriately, including to motivate one self and recognize others emotions as well as building relationship with others (Harahap, 2005). According to Petrum (2014), the classroom is an emotional place, as students frequently experience emotions in such settings. Besides, Lam & Kirby (2002) as cited in Kalapriya & Anuradha (2015) noted that emotional intelligence involves perceiving, understanding and regulating emotions. Hassan (2007) reported argued that emotional intelligence is the ability to understand and comprehend the emotions in order to assess thoughts, and manner of ones intelligence. Emotional intelligence is therefore the ability to sense, understanding and effectively apply the power and sensitivity of emotion as assort of energy, information connection that interact with other people.

Emotional development therefore is the individual's growing ability to regulate and control emotions and to secure relationship. Hence, it is the duty of the faculty to incorporate emotional development into the teaching learning process. This is to ensure that the graduates produced are emotionally stable, as these graduates will in turn teach learners in primary and secondary schools. No society can afford to ignore the emotional development of its' citizens as it imparts on the social and cognitive development of the people. The development of emotion occurs at different stages of the individual development (Odle, 2003). Emotional development start from

birth to adolescents and well-shaped at the secondary and university level through learning and mentoring (Odle, 2003).

In the process of learning, it seems that those who have increased emotional intelligence tend to have increased intellectual intelligence and those who have intellectual intelligence most a times show corresponding emotional intelligence. Though there are exceptional cases. Hence it is evident that learning for intellectual and emotional development among their students do not seem to correlate.

A high emotional intelligence would have helped in maintaining a state of harmony in oneself and also deal with the challenges of living in a learning environment. Henry, Nyaga & Oundo (2014) argued that the purpose of education is to produce good citizens who are morally upright. Education was therefore supposed to prepare learners to make positive contribution to the development of society, but this is often deficit in developing countries. Education was meant for learners to acquire attitude of nationalism, patriotism, adaptability, self-respect, co-operation, a sense of purpose and discipline among others.

Statement of the Problem

Due to high stakes placed on excelling in cognitive achievement as driven basically by intellectual development, learning in recent time seems to be all about passing tests without the right attitude attached towards attaining such development ends. This situation has perhaps made many universities to produce graduates who are seemingly intellectual bankrupt and emotionally unstable within the social system. Besides, undergraduate students presently hardly exhibit vital components of emotional development in the process of learning and finally, there seem not to exist any empirically established relationship between intellectual and emotional development in the learning process among students in most faculties especially in the education who are expected to be nation builders. This situation has become of serious concern to empirically researchers consequent upon which this paper was conceived to establish the relationship between learning for intellectual and emotional development among students of the Niger Delta University, Nigeria.

Research Objectives

The study was aim at ascertaining the relationship between learning for intellectual and emotional development among undergraduate students in the faculty of education, Niger Delta University. The specific objectives were to:

- i. ascertain whether undergraduate students learn only for intellectual development;
- ii. establish the elements of intellectual development in the learning process among undergraduate students;
- iii. determine the components of emotional development in the learning process among undergraduate students; and
- iv. find out how the intellectual and emotional development of undergraduate students can be enhanced through the teaching– learning process.

Research Questions

- i. Do undergraduate students only for intellectual development?

- ii. To what extent do undergraduate students in the faculty of education exhibit elements of intellectual development through learning process?
- iii. What components of emotional development are exhibited among undergraduate students through the learning process?
- iv. How can the elements of intellectual and emotional development be enhanced through the teaching-learning process?

REVIEW OF LITERATURE

Learning, Intellectual and Emotional Development

The concept learning is a complex process that is not easily defined (Ehorban, Moradi & Dehshiri, 2013). Learning is a psychological process that cuts across psychology and education. It occupies very important place in human life as most of what we do is influenced by what we learn and how we learn them. For example Nwankwo, Kemjika & Ekeh (2006) argued that:

“Learning involves acquisition of knowledge, idea, habits, skills, attitudes, beliefs and other human covert and overt qualities. It can take place through conceiving instruction as in the classroom situation or through personal study or through observation (P.53).

Learning is a dynamic process whereby, through interactive, experience insights or cognitive structure of life spaces are changed and become more meaningful. Ogwudire, (2000) cited in Aluede & Ojugo (2007) argued that it is more helpful to consider learning as both a process and as an outcome. As a process, learning is seen as a series of activities by which change is brought about in the behaviour of an individual. And as an outcome, learning is considered as an end product or result of a series of activities one engages in the course of learning. Learning is thus affected by various factors. Alhassan (2006) categorized the factors into learners, teachers and environmental related factors. However, Nwankwo, Kemjika and Ekah, (2006) classified these as internal and external factors.

Internal Factors

Internal factors are psychological variables that influence human learning They include the following as enumerated by Nwankwo, Kemjika and Ekeh, (2006).

Intelligence: the quality of one’s intelligence guides one’s learning. Those with higher intelligence are known to learn much better than those with lower level intelligence. Heredity and genetics characterisations are critical in this context.

Motivation: this is inner drive to go for and achieve certain goal. Motivation, whether intrinsic or extrinsic, influences one’s learning. This could be evident in the environmental situations or contexts where learning takes place.

Maturation: the mature stage of individual affects his learning. This is because intellectual and emotional maturity determines learning stability.

Memory: the quality of one’s memory also affects learning. Memory is concerned with assimilating, processing, storing and retrieving information as good memory system enhances learning than poor memory.

Attitude: attitude towards learning, will influence the outcome of the learning.

Readiness: This is the psychological willingness to study, perform or learn. How ready one is for the learning experience influence ones learning of materials.

Similarly, Nwankwo, Kemjika & Ekeh (2006) also listed social climate in classroom, home environmental factors, reinforcement, punishment and use of psychoactive drugs as external factors that affects learning. Psychologist and educationist have argued that the way by which a student perceives or conceives learning is the way in which such student will learn. According to Gharban, Moradi and Dehshiri (2013), students conceive learning in various ways.

The deeper an individual conceives learning, the more such individual will achieve learning and vice visa. Students' attitude towards learning is the therefore the conception of students towards learning. Thus, Nwankwo, Kemjika & Ekeh (2006) noted that the disposition of an individual towards learning affects the level of learning. If the disposition is positive, the learning outcome becomes positive and vice visa.

Intellectual Development

Meanwhile, intellectual development has been described by many scholars in different ways (Edward, 2006). Intellectual development is a series of stages through which children make quantitative changes as they acquire new knowledge. The concept of intellectual is one's ability to think in a logical way and understand. An intellectual is a person who engages in a critical study thoughts and reflection about the reality of society and proffers solution to the normative problems of society.

Therefore, Sara (2014) defined intellectual development as the child's ability to think about and understand his world. Intellectual development starts from birth. The intellectual development of the individual enables the individual to express what the individuals see, feel and think. Nwankwo, Kemjika & Ekeh (2006) also reported that intellectual development of an individual is the development of individuals intelligence. They define intelligence as the ability to acquire and apply knowledge.

To these authors, intellectual development is the mental ability and power to carry on abstract thinking necessary for the advancement of society. It is the growth and progress of the learners' ability in the management of mental processes. It is the ability to learn and to adjust positively to the changing dynamics of the environment.

Emotional Development

Emotional development is one important aspect of human personality. Emotional development is a person's to regulate and control emotions and secure relationship. Abdullah, Elias, Rahi & Uli, (2004) define emotion as a complex affective processes or stages that manifest themselves in subjective feelings such as sadness, joy, anger, frustration etc. It is the ability to understand the feelings of others, control own feelings and behaviours and get along with peers. In order for a person to attain the basic skills such as cooperation, self-control etc. such must have socio-emotional skills such as feeling of trust, confidence, pride, friendship, affection and humor which are part of the locus of emotional development.

According to the Early Child Directorate Centre (ECDC) (2009), emotional development involves the acquisition of a set of skill. Key among them are the ability to:

- (i) identity and understand one's own feelings;

- (j) accurately read and comprehend emotional states in others;
- (k) manage strong emotions and their expression in a constructive manner;
- (l) regulate one's own behaviour;
- (m) develop empathy for others; and
- (n) establish and sustain relationship.

ECDC (2009) noted that each of these skills develop separately and build upon one another. The foundation of emotional development begins in infancy. Rust (2014) includes ability to recognize and understand the feeling of others as part of the emotional development process.

Early Child Directorate Centre (2009) argued thus:

“children social-emotional development provides them with sense of who they are in the world, how they learn and help them establish quality relationship with others. It is what drive an individual to communicate, connect with others and more importantly, helps resolves conflicts, gain confidence and reach goal.”

Empirical Evidences

Emotion, if well-developed helps the individual strive and obtain happiness in life. Such person will be equipped to handle stress and persevere through difficult time in their life as an adult. Scholarly study shows that there is a link between emotional development and learning. According to Lam & Kirby (2002) as cited in Kalapriya & Anuradi (2015), emotional development enhances academic performance. High emotional intelligence control students learning process. Abisamra (2000) cited in Kalapriya & Anuradi (2015) reported that, there is a positive relationship between emotional intelligence and academic achievement and so, canvassed for the emotional intelligence in the school curriculum. Also, Nelson (2004) cited in Kalapriya & Anuradi (2015) reported that emotional skills are key factors in the process of learning.

Meanwhile, Richard (2004) reported that as students' progress through colleges, their beliefs are challenged by their teachers, classmates, and experience, unless they firmly close their mind, their belief, although reasoning may be changed by the educational system. Nwankwo, Kemjika and Ekeh (2006) reported that the intelligence quotient of students and those with higher IQ achieve higher level of learning.

Therefore, there seems to be a link between intellectual development and learning as Dawson (2004) confirmed that intellectual development is responsible for the difference in students' academic performance and not emotional development.

Besides, there is a relationship between emotional and individual intelligence on the overall learning process of the learners as Adiputra and Agustini (2013) reported that, there is a relationship between intellectual intelligence and emotional intelligence. They submitted that those who have positive and high emotional intelligence tend to have higher intellectual intelligence.

METHODOLOGY

This investigation adopted the survey research design. This was informed by its' ability to allow for generalization of results that might arise from the description, analysis and observations that constituted the process of treating data collected.

Population, Sample and Sampling Techniques

The population of the study comprised all regular final year students in Faculty of Education for 2014/2015 academic session in Niger Delta University which was 420 from the three departments namely (Teacher Education (160), Educational Foundations (120) and Vocational & Technology Education (140). The sample size of 210, which represented fifty percent of the entire population was randomly to give each respondent equal chances of being selected for the study.

Instrumentation

The instrument titled "Intellectual and Emotional Development Scale (IEDS)" was used to measure the variables of learning for intellectual and emotional development among undergraduates. The 40-item self-constructed questionnaire of the modified likert format of SA, A, D and SD was used as the instrument of data collection.

The instrument was validated before the reliability coefficient of 0.89 was obtained, data collected were analysed using the percentage and mean scores analysis.

RESULTS

The analysis of demographic variables of participants for the investigation showed that, 52% male and 48% female participated in the study. Majority of the participants were between the age of 21-25 years (38%), followed by those aged between 26-30 years (36%). The least age group represented were those of age 31 years and above (12%). This implies that majority of undergraduate students were within the age bracket of 21-30years which is relatively a higher age group considering the fact that, the intellectual and emotional development of the students should well be determined at this level of maturity in learning.

Demographic results also indicated that students from low income home accounted for (53%) followed by those from middle income homes (33%) while those from higher income homes were (14%). This variable is critical in the determination of the students' interest to learn for intellectual and emotional development. This is because, said social class structure is a critical factor in the prediction of the values that individual student attached to learning outcome through the development of intellectual and emotional attributes.

RESULTS OF RESEARCH QUESTIONS

Table 1: Mean Decision Score on whether Undergraduate students Study solely for Intellectual Development.

Scale	Frequency	Mean Criteria	Mean(π)	Total	Decision
Strongly Agree	60				
Agree	70	2.5	2.7	210	accept
Disagree	50				
Strongly Disagree	20				

Result from the table 1, indicated that 60 respondent strongly agreed to the view that students only studied for intellectual development. And 50 respondents disagreed that they only studied for intellectual development. A mean rating of 2.7 is above the mean criteria of 2.5. The implication of the variation in mean rating of 2.7 above the mean criteria of 2.5 is that undergraduate students are mostly concerned with their cognitive development and in most cases, are mainly interested in passing their examinations. Therefore, it is plausible to establish from the responses above that majority of the undergraduate students studied mainly for intellectual development as against emotional development.

**Table 2
Mean Rating on the Exhibition of Intellectual Elements through studying process.**

Items	SA	A	D	SD	Mean	Total	Criteria	Mean	
Level									
1. I learn basically to think Accepted abstractly		70	60	30	50	2.5	2.6	210	
2. Learning is to ensure my Accepted comprehensive ability		78	62	65	5	2.5	3.0	210	
3. Learning develop my ability To analysis content of material Accepted		80	67	53	10	2.5	3.1	210	
4. Learning develops my ability to apply what I learnt Accepted		72	58	64	16	2.5	2.9	201	
5. Learning develops my ability to evaluate content of materials Accepted		77	63	55	15	2.5	3.0	201	
6. Learning develops my ability to recall fact 2.5		2.8	210	Accepted		65	50	87	8

7.	Learning develops my ability to synthesize content of materials Accepted	70	50	80	10	2.5	2.9	210
8.	I learn to associate cause and effect Accepted	60	55	75	20	2.5	2.7	210
9.	Learning is to ensure the ability for logical constructs and reasoning Accepted	50	70	55	35	2.5	2.6	210
10.	Learning develops my ability for constructive Accepted	70	85	40	35	2.5	3.1	210

From table 2: It is evident that all the mean scores for the ten items were greater than the criteria mean of 2.5. The result indicated that development of abstract thinking skills, comprehension, analytical skills, recall and application, synthesis and logical construct were core elements of intellectual development exhibited by the participants. This is premised on the relationship between the mean scores and criteria mean as interpreted by the decision rule.

Table 3: Mean Rating of the Components of Emotional Development among students' Learning Process

Items	SA	A	D	SD	Mean	Total Criteria	Decision Mean		
Level									
• Studying make me to manage and control my feelings. Accepted			80	70	10	50	2.5	2.8	210
• Studying make me to be aware and respect others feelings. Accepted			70	75	30	35	2.5	2.8	210
• Studying enhances my ability to control my feeling of fear and anxiety. Accepted			90	80	10	30	2.5	3.1	210
• Studying developed my ability to relate and interact with others mutually. Accepted			85	60	55	10	2.5	3.0	210

•	Studying enhances my ability to manage my feelings of excitement and joy.	70	95	20	15	2.5	3.0	210
	Accepted							
•	Studying promotes my ability to control my feelings of calmness and enthusiasm.	50	90	50	20	2.5	2.8	210
	Accepted							
		60	70	55	25	2.5	2.8	210
	Accepted							
•	Learning develop my ability to control my state of sadness							
•	Studying develops my ability to control and manage my mood of love, romance and affection	70	60	30	50	2.5	2.6	210
	Accepted							

Table 3 shows the responses of the participants. Item 1 has a mean rating of 2.8 above the 2.5 mean criteria. This implies that undergraduate emotional feelings are managed through the learning process. Item (2) shows a mean rating of 2.8 above the 2.5 mean criteria. It implies that undergraduate students' emotional components of being aware and respect for others are managed through the learning process. Similarly, item (3) has a mean rating of 3.1 above the mean criteria of 2.5, this implies that learning enable undergraduate to manage and control their emotional components of fear and anxiety. Meanwhile item (4) shows a mean rating of 3.0 that is above the 2.5 mean criteria. It therefore implies that learning enables undergraduates to manage and control their feelings on how to relate and interact mutually with their peers and others. Item (5) has a mean rating of 3.0, above the mean criteria of 2.5, it implies that learning enables undergraduates to manage and control their emotional components of excitement and joy. Besides item (6) measures a mean rates of 2.8, that is above the 2.5 mean criteria. It shows that learning also enables undergraduates to manage and control their emotional components of calmness and enthusiasm. Finally, on this note, item (7) attain a mean rating of 2.8 above the 2.5 mean criteria. It therefore implies that studying enable undergraduates to manage and control their emotional component of sadness.

Table 4

Mean Rating of how Intellectual and Emotional Development can be Enhanced through Teaching – Learning Process

Responses	Frequency	Mean Criteria	Mean x	Total	Decision Level
Strongly Agree	95				
Agree	70				
Disagree	40	2.5	3.2	210	
Strongly Disagree	5				

Table 4 above, shows how intellectual and emotional development of students ‘enhanced can be through the teaching- learning process. From the result in table 4, a mean rating of 3.2, as achieved is above the mean criteria of 2.5 as adopted for decision rule in this analysis.

This therefore implies that intellectual and emotional development can be effectively enhanced through teaching and learning process. It shows that students shows some level of emotional and intellectual development that promote effective teaching- learning process.

DISCUSSION OF FINDINGS

This findings from this study is in accordance with Nwankwo, Kemjika & Ekeh (2005) view when they noted that the disposition of an individual towards learning affects the pattern of learning. Most education students from this study are only concerned about learning for their intellectual growth at the expense of their emotional development. This might be due to the fact that in most cases, students only develop their ability to remember as against the ability to learn to understand the meaning of the content in a material. These findings might also be due to the fact that students mostly have the concern for passing examinations. In most cases, student only learning to develop creative thinking ability with little or no interest in analyzing material contents. The findings from the study show that undergraduate students exhibit certain elements of intellectual development in the learning process. This is in agreement with Dawson (2004) who reported that intellectual development is responsible for the differences in academic achievement of students. This finding might be due to the fact that learning enables comprehension skills to analyze, evaluate, recall fact, and to synthesize contents of a material in the process of learning while at the same time, students may develop the ability for constructive reading and writing.

The differences in the development of intellectual components among students accounted for the variation in student performance. This according to Richard (2004) is based on the fact that as students go through colleges, their beliefs are challenged by their teachers, classmates and experiences due to the development of intellectual development. Thus study further reveals that certain components of emotional development occur in the process of learning. This finding is in agreement with Kalapriya & Anuradi (2015) finding, who submitted that students’ emotional skills are key factors in the process of learning. Most students exhibit how to manage and control their feelings some students can control their anxiety, some can relate well with others, develop empathy for others and express their feelings in a constructive manner.

Most student comprehensive ability, analyzing ability and evaluating ability, enable them to control and manage emotional feelings such as fear, anxiety and sadness in the studying process thereby enhance the students chances of improved level of studying and facilitating the students learning ability. However, most students are only interested in the intellectual develop but also allow their emotional feelings to interfere with their studies. Most students are intellectually sound but emotionally low. While other students are emotionally sound but intellectually bankrupt. Hence, most students graduate with proper development of their intellectual ability, but these are in rare cases.

In a related development the study indicated that intellectual and emotional development of students can be enhanced through the teaching-learning process. This is in agreement with Folsom (2005) who revealed that teaching and learning for relationship between emotional and intellectual development is the best form of knowledge development.

Students' ability to recall might facilitates the teaching and learning process. Student ability to control their feelings of happiness, joy and excitement might enhance the teaching and learning process. Students' ability to think abstractly facilitate the teaching and learning process. Also, students' ability to control their feelings of depression and frustration, love and affection might facilitate the teaching and learning process.

CONCLUSION AND RECOMMENDATIONS

Emotional and intellectual developments are essential components of students learning processes. Most students are highly concerned with their intellectual development, while others are majorly concerned with their emotional development. The learning process made some students to exhibits certain intellectual elements such as comprehension, application, evaluation, recalling abstract thinking which aid them in the learning process.

Also, during the learning process, students develop how best to manage most emotional components such as fear and anxiety, relationship and interaction with each other's mutually, joy and excitement, sadness, calmness and enthusiasm, love and romance. These intellectual elements and emotional components relate positively in the learning process thereby facilitating the teaching and learning processes of undergraduate students.

The fact that most students learn for the development of intellectual elements alone implies that, the educational priority of the 21st Century is moving towards paper qualification, which has made students to focus more on intellectual development. Based on these findings, it is recommended that undergraduates should not only learn to develop their cognitive ability but also be assisted to develop their emotional intelligence and capacity for adaptation to changing situations. Undergraduate students should sustain their intellectual elements that were developed during their learning process in order to solve abstract problems in the larger society.

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