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PREDICTIVE DETERMINANTS OF STRESS, ANXIETY AND EMOTIONAL INTELLIGENCE ON DISSOCIATIVE IDENTITY DISORDER AMONG ADOLESCENTS IN IMO STATE, NIGERIA

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ABSTRACT

The study investigated the predictive determinants of stress, anxiety and emotional intelligence on dissociative identity disorder among secondary school adolescents in Imo State. Three objectives, three research questions and corresponding null hypotheses were tested at 0.05 alpha level. The correlational research design was adopted. The population of the study comprised all the 3400 SSII students in the 314 public secondary schools in Imo State. A simple random sampling technique was used to draw the sample size of 1700 students using 50% of the population through balloting system. Two non-cognitive instruments designed by the researchers titled "Stress, Anxiety, and Emotional Intelligence Scale" (SAES) and "Dissociative Identity Disorder Scale" (DIDS) were used for data collection. The SAES and DIDS contained 30 and 10 items respectively.Face and content validities of the instruments were ensured by experts in Educational Psychology. Cronbach Alpha reliability estimate was used to establish the reliability coefficient of SAES and DIDS at 0.98 and 0.88. The linear regression was used to answer the research questions while t-test associated with linear regression was used to test the null hypotheses at 0.05 level of significance. It was found out that stress and anxietycan significantly predict dissociative identity disorder among adolescents in secondary schools in Imo State. It was concluded that stress and anxiety mismanagement bring about dissociative identity disorder.

Keywords: Stress, Anxiety, Emotional Intelligence and Dissociative Identity Disorder

INTRODUCTION

Some people are bound to suffer one form of mental problem at one point in time if the required adequate coping strategies are not promptly applied. Mental disturbance or problem is so dangerous and devastating because people tend to dissociate themselves from such victim. A dissociative disorder according to Sunrise House (n.d)is a mental disturbance believed to be caused by severe, repeated early childhood trauma, which has led the individual to disconnect, or dissociate, from reality in certain specific ways. Dissociative identity disorder is one of the dissociative disorders suchasdissociative amnesia and depersonalization/derealization disorders.Dissociative amnesia has to do basically with a point of procession in the memory in which an individual will be unable to remember vividly activities that have transpired in the past. In addition to this, depersonalization/derealization disorder isa condition that is characterized by consistent, ongoing, or episodic emotional and experiential detachment from events in a person's life (Sunrise House, n.d).The depersonalization/derealization disorder is a consistent lost of eventful phenomenon in one's life that can last for a period of one year. Dissociative identity disorder,originally known as

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multiple personality disorder (identities), is a mental condition where a person's personality(identity) is subdivided into two or more definite personality states.The personality disorder comes into play when the inherent personalities or identities begin to alternate their presence in the person's life. This personality disorder does not allow the growth of a particular personality identity but the born of more than one personality identity that can take turn and also bring about memory loss and forgetfulness.

Stress is a condition that results due to stressor or is a disturbing condition or state of the body that a person finds his/herself as a result of the person's daily or routine activities (Amaeze, 2017).Ekechukwu (2016) stressed that stress is a psychological reaction caused by the perception of aversive situation, the situation can be hazardous to one's health. She went further to corroborate her assertion by explaining that stress can be seen as a psychological and physical strain or tension generated by physical, emotional, social, economic or occupational circumstances, events or experiences that are difficult to manage or endure. Dimatteo and Martin (2002) stated that stress could come from physical and psychological, stimulus and the environment. Stress as an effect of a stressor is accounted for by so many factors. Dimatteo and Martin (2002: 327) have it that:

> *Some have looked at stress (or more precisely, a stressor) as a stimulus that produces feeling of tension. Stressors can include physical disrupting events such as devastating hurricane or earthquakes, significant life changes such as getting married or having a new baby and consistently taxing situations such as a deal with an unreasonable boss.*

Anxiety is an unpleasant overriding mental tension that has no apparent, identifiable cause (Ekechukwu, 2016).

Emotion can be seen as ones feeling of responses that can be based on nature of events, situations, and perceptions that are both internally and externally formed. Ones knowledge of his/her emotionalstrides as regards to other people and the environment is a simple exemplified expression of emotional intelligence (Amaeze, 2017). Akinade (2008) saw emotional intelligence as a form of intelligence that refers to how effectively people perceive and understand their own emotions and the emotions of others and can regulate and manage such behavior. Colman (2003) submitted that emotional intelligence is the ability to monitor one's own and other people's emotion, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior. Emotional intelligence is sacrosanct to normal thinking and worthwhile behaviour manifestation. Goleman (1995) saw emotional intelligence as a wide array of competencies and skills that facilitate performance. Individuals need to work in harmony and together with other people, there is great expectation that there will be optimal performance as they collaborate, therefore, competencies and skills that facilitate performance are as a result of understanding their emotions. Cooper and Sawaf (1997) defined emotional intelligence as the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information and influence.

STATEMENT OF THE PROBLEM

The issue of having people who are suffering from one mental disorder to the other is a serious call for urgent national attention. The would be great and prominent leaders, scientists, lawyers, medical doctors, engineers etc. are at one point in time lost to one form of mental ailment to the other. This condition has multiplier adverse effect on the family, school, society and the nation at large. It hasthe potential to cause a serious pain,penury and sorrow to the parents if their children are seen having partial contact with reality. The early the signs, causes and solutions to mental health challengeare detected, the better for the client. Some students, who are in this mess, influence other students, forcing them to lose sight of the fact that they have come to learn than frivolities. Having known the disturbing nature of mental problems, the research is bothered, and wants to find out whether stress, anxiety and emotional intelligence are predictive determinants of dissociative identity disorder among secondary school students in Imo State, Nigeria.

AIM AND OBJECTIVES

The aim of the study is to establish the predictive determinants of some selected psychological variables on dissociative identity disorder among adolescents in Imo State, Nigeria. Specifically put, the study sought to:

1. Ascertain the predictive determinant power of stress on dissociative identity disorder among adolescents in Imo State, Nigeria.
2. Determine the predictive determinant power of anxiety on dissociative identity disorder among adolescents in Imo State, Nigeria.
3. Find out the predictive determinant power of emotional intelligence on dissociative identity disorder among adolescents in Imo State, Nigeria.

RESEARCH QUESTIONS

The following research questions were answered to guide the study.

1. What is the predictive determinant power of stress on dissociative identity disorder among adolescents in Imo State, Nigeria?
2. What is the predictive determinant power of anxiety on dissociative identity disorder among adolescents in Imo State, Nigeria?
3. What is the predictive determinant power of emotional intelligence on dissociative identity disorder among adolescents in Imo State, Nigeria?

HYPOTHESES

The following null hypotheses were tested at 0.05 alpha level.

1. Stress does not have a significant predictive determinant power on dissociative identity disorder among adolescents in Imo State, Nigeria.
2. Anxiety does not have a significant predictive determinant power on dissociative identity disorder among adolescents in Imo State, Nigeria.
3. Emotional intelligence does not have a significant predictive determinant power on dissociative identity disorder among adolescents in Imo State, Nigeria.

METHODOLOGY

The correlational research design was adopted. The population of the study comprised all the 3400 SSII students in the 314 public secondary schools in Imo State. A simple random sampling technique was used to draw the sample size of 1700 students using 50% of the population through balloting system. Two non-cognitive instruments designed by the researchers titled “Stress, Anxiety, and Emotional Intelligence Scale” (SAES) and “Dissociative Identity Disorder Scale” (DIDS) were used for data collection. The SAES contained30 items while DIDS contained 10 items respectively. Face and content validities of the instruments were ensured by experts in Educational Psychology. Cronbach Alpha reliability estimate was used to establish the reliability coefficient of SAES and DIDS at 0.98 and 0.88. The linear regression was used to answer the research questions while t-test associated with linear regression was used to test the null hypotheses at 0.05 level of significance.

RESULTS

Research Question One: What is the predictive determinant power of stress on dissociative identity disorder among adolescents in Imo State, Nigeria?

Table 1a: Linear regression of stress on dissociative identity disorder

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.713[a]	.509	.408	2.14483

a. Predictors: (Constant), stress b. Dependent Variable: identity

Table 1a shows that there is a high positive relationship between stress and dissociative identity disorder. The coefficient of determinism was given as 50.8%(0.509), which shows that stress contributes up to 50.8% of dissociative identity disorder in SS II students in Imo State, Nigeria.

Hypothesis One: Stress does not have a significant predictive determinant power on dissociative identity disorder among adolescents in Imo State, Nigeria.

Table 1b: t-test associated with linear regression of stress on dissociative identity disorder

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	31.086	2.069		15.023	.000
	Stress	.116	.083	.313	1.398	.009

a. Dependent Variable: identity

Table 1b showed that the t-test calculated is given as 1.39, with a beta value of .313 and at a calculated probability value of .009. It was shown that the p-calculated value of .009 is less than p-critical value of 0.05 and therefore, the null hypothesis is rejected. By implication,stress has a significant predictive determinant power on dissociative identity disorder among adolescents in Imo State, Nigeria.

Research Question Two: What is the predictive determinant power of anxiety on dissociative identity disorder among adolescents in Imo State, Nigeria?

Table 2a: Linear regression of anxiety on dissociative identity disorder

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.630[a]	.397	.297	1.14483

a. Predictors: (Constant), anxiety b. Dependent Variable: identity

Table 2a shows that there is a high positive relationship between anxiety and dissociative identity disorder. The coefficient of determinism was given as 39.7%(0.397), which shows that anxiety contributes up to 39.7% of dissociative identity disorder in SS II students in Imo State, Nigeria.

Hypothesis Two: Anxiety does not have a significant predictive determinant power on dissociative identity disorder among adolescents in Imo State, Nigeria.

Table 2b: t-test associated with linear regression of anxiety on dissociative identity disorder

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.156	1.037		10.011	.000
	anxiety	.212	.003	.226	2.015	.000

a. Dependent Variable: identity

Table 2b showed that the t-test calculated is given as 2.015, with a beta value of .226 and at a calculated probability value of .000. It was shown that the p-calculated value of .000 is less than p-critical value of 0.05 and therefore, the null hypothesis is rejected. By implication, anxiety has a significant predictive determinant power on dissociative identity disorder among adolescents in Imo State, Nigeria.

Research Question Three: What is the predictive determinant power of emotionalintelligence on dissociative identity disorder among adolescents in Imo State, Nigeria?

Table 3a: Linear regression of emotionalintelligence on dissociative identity disorder

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.630[a]	.397	.297	1.14483

a. Predictors: (Constant), emotional intelligence b. Dependent Variable: identity

Table 3a shows that there is a positive relationship between emotional and dissociative identity disorder. The coefficient of determinism was given as 39.7%(0.397), which shows that emotionalintelligence contributes up to 39.7% of dissociative identity disorder in SS II students in Imo State, Nigeria.

Hypothesis Three: Emotional does not have a significant predictive determinant power on dissociative identity disorder among adolescents in Imo State, Nigeria.

Table 2b: t-test associated with linear regression of emotional intelligence on dissociative identity disorder [a. Dependent Variable: identity]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.156	1.037		10.011	.000
	Emotional intelligence	.212	.003	.226	2.015	.000

Table 3b showed that the t-test calculated is given as 2.015, with a beta value of .226 and at a calculated probability value of .000. It was shown that the p-calculated value of .000 is greater than p-critical value of 0.05 and therefore, the null hypothesis is rejected. By implication, anxiety has no significant predictive determinant power on dissociative identity disorder among adolescents in Imo State, Nigeria.

SUMMARY OF FINDINGS

It was found out that stress and anxiety can significantly predict dissociative identity disorder among adolescents in secondary schools in Imo State.

DISCUSSION

Stress and Dissociative Identity Disorder

It was found out that stress has a significant predictive determinant beta value to dissociative identity dissociative disorder among students. this is unconnected to the fact that stress according to Ekechukwu (2016) is a psychological reaction caused by the perception of aversive situation, the situation can be hazardous to one's health. Unpredictable or frightening family environments may also cause the child to 'disconnect' from reality during times of stress (Victoria State Government, 2017).

Anxiety and Dissociative Identity Disorder

It was found out that anxiety has a significant predictive determinant beta value to dissociative identity dissociative disorder among students in secondary schools in Imo State, Nigeria. This is owned to the fact that anxiety from natural disasters and combat can also cause dissociative disorders (National Alliance on Mental Illness, n.d).it is strongly buttressed by the assertion that anxiety is an unpleasant overriding mental tension that has no apparent, identifiable cause (Ekechukwu, 2016)

Emotional Intelligence and Dissociative Identity Disorder

It was revealed that emotional intelligence has no significant predictive determinant beta value to dissociative identity dissociative disorder among students in secondary schools in Imo State, Nigeria. This is because students who understand their emotions and that of others will be able to mange every unpleasant situation that can lead to dissociative identity disorder. The findings are in tandem with Colman (2003) when he submitted that emotional intelligence is the ability to monitor one's own and other people's emotion, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior.

CONCLUSION

It was concluded that stress and anxiety mismanagement bring about dissociative identity disorder.

RECOMMENDATIONS

Based on the findings and conclusion, it was recommended that:

1. Students who are displaying stressful symptoms should be adequately briefed by a counselor on how to come out from that unpleasant situation before it degenerates to a disorder.

2. Traumatic conditions that make the students anxious should be identified and addressed on time by the teachers in order for the counselors to help the students come of such problem.
3. The school authority should be able to encourage students to join social organizations where they can enhance their social standing and relationship with others in order to overcome every disturbing situation that can bring about disorder.

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