

# Emotional Intelligence as a Correlate of Restiveness among in-School Adolescents in Nigeria Universities: Counselling Implication

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## ABSTRACT

The spate of mental health issues and social decadence among the adolescents has necessitated this study which aimed at correlating emotional intelligence and restiveness among the in-school university adolescents in Enugu State higher institutions, Nigeria. The study formulated five research hypotheses which were tested at 0.05 level of significance using correlation co-efficient analysis of Pearson Product Moment correlation. The study adopted a correlation research design and was carried out in four universities in Enugu state. A sample of (N-120) undergraduates were selected through a Peer Nomination Scale and a purposive sample to include equal numbers of male and female, thirty students from each school. Two research instruments were administered to the selected respondents namely; the Emotional Intelligence Questionnaire (EIQ) and Restiveness Factor Description (RFD). The instruments were validated through pilot study for the reliability index and vetting for its face and content validity by experts in the field of test and measurement. Descriptive statistics of mean and percentages were employed to code the responses while Pearson Product Moment Correlation Coefficient was adopted to test the five hypotheses. The findings from the study returned negative significant correlation between all the five domains of Emotional intelligence and restiveness. The students' responses on the five emotional intelligence domains were all at average low mean of 2.04, 2.13, 1.96, 1.99 and 1.97 respectively indicating that the restive adolescents are low on Emotional Intelligence. It was recommended that the universities should provide resources both human and materials tailored towards promoting the different components of emotional intelligence. The counselling implications were also proffered.

**Key words:** Adolescents, Correlation, Counselling Implication, Emotional Intelligence, and Restiveness.

## INTRODUCTION

The adolescents' psychology is a very important landmark in human development, it is the psychological and physical changes observed in some individuals (adolescents) through the study of their mind and brain development. As Rodriguez(2023) would say, the adolescence is a stage of life where the brain has not developed to the adults' but has developed passed childhood. The study of adolescent psychology underscores the adolescents' unique mental health needs which requires different psychological approaches to meet the special needs for their healthy growth. World Health Organization in Singh et al (2019) described the

adolescence as the second decade of life from 10-19 years, a time when significant changes occur physically, psychologically, and socially. The late adolescents are also categorized as youths, from age 16 -24 (Anasi, 2010).

The adolescents' transitional period cum the trajectory of academic activities at a point, make them feel disoriented and predispose them to constant quests for identity, autonomy, and acceptance by their peer group, role misconception, self-discovery and general transitions which includes physical, social, emotional and sexual development. The complexity of learning during adolescence and their place in a new team demands a lot from them; Adolescents' position in school life and in the family will change, that is, they will be required to be leaders, organizers and educators in relation to the younger ones (Qurbonmurod et al, 2022). This is also the time they may face social challenges, conflicts with parents /siblings, unemployment, uncertainty about world of work and health issues like; sexually transmitted diseases, opposite sex relationship issues, depression, anxiety, restiveness (Blum, et al 2017). In line with the demands, Eric Erikson in Enem et al 2022 posited in his psychosocial developmental stages that the adolescence stage is the stage of 'identity versus role confusion'. This implies that the adolescents will either achieve identity or end in role confusion depending on the type of support and training they gained from the adults, the teachers, parents and other stakeholders at home and in the schools respectively.

Adolescents are the leaders of tomorrow, preservation of the societal culture, active sect of the populace, full of vigor, the bedrock of every society, the think tanks, the digital individuals, maintenance of laws and the like. According to Ozohu-Sulaiman (2006) they are most active, determinants of peace and stability of any nation. The question is "how could they utilize the potentials while engaging in agitation, feeling of dissatisfaction, violence, discontentment all of which characterize restiveness and impacting on their health, school work and the society.

From the forgoing, adolescence is a vulnerable period, if not well handled and well managed can cause abnormalities in the individuals (Nusbaih, 2020). On this note, Erford and Mayorga (2023) portended treating them subtly by engaging them through the use of listening skills, role reversals and activities instead of lecturing or advising them. This implies understanding their emotions and working towards supporting them.

Emotions are the prime movers of thoughts and conducts in human life generally and at the educational landscape, influencing mental and physical health. Adolescence is a period of heightened emotionality, if they cannot perceive, understand, regulate and function with their emotions, it will leave indelible marks on their behaviour and personality (Karibeeran et al, 2019). The study anchored on this premise to explore the aspects of emotional intelligence of the restive in-school adolescents, and possibly unravel the potentials of emotional intelligence in mitigating the impact of social vices accruing from the adolescents' restiveness.

The study will be insightful not only to the adolescents' academic activities, social life and mental health but will also provide measures for effective parenting and counselling interventions.

## **Conceptual Framework**

### **Concept of Emotional Intelligence (EI)**

People are creatures of emotion and should strive to get along with each other, build strong relationships, succeed at work or school and achieve life goals. Emotional intelligence is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflicts (Segal, Smith, Robinson & Shubin, 2023). Emotional intelligence is the ability and freedom to grow from mistrust to trust, self-doubt to self-empowerment, following to leading, incompetence to competence, isolation to synergy, and despair to hope (Goleman, 1995). Emotional intelligence was coined in 1990 by Peter Salovey and John Mayer but was popularized through the work of Goleman Daniel. Goleman wrote a book on 'Emotional intelligence: why it can matter more than IQ and developed a frame work of five key components of emotional intelligence (Karibeeran & Mohanty, 2019). Keiling (2023) saw emotional intelligence as the ability to recognize, understand and manage your emotions as

well as being able to understand and influence the emotions of others. Salovey and Mayer (2010) in their own view, posited that emotional intelligence is the ability to perceive emotions, to access and generate emotions in order to assist and understand emotions and emotional meanings.

The central theme in emotional intelligence is the understanding of one's emotion and others', motivating themselves and managing the relationship in ways that allow them to achieve their set objectives. Lending support to this, Goleman (2010) and Bidabadi et al (2016) opined that people with high emotional intelligence are always successful, and get assistance whenever they need it. This is simply because they have the skill to relate easily with all sorts of people and without being hurt.

From the foregoing, Emotional intelligence is required in all human existence to improve both interpersonal and intrapersonal relationships towards psychological well-being and meet life goals. The adolescents are emotionally vulnerable and unable to manage their own emotions rather increased efforts from schools and parentals, proper utilization of social media and social work intervention can improve their emotional intelligence (Karibeeran & Mohanty, 2019). In line with Karibeeran & Mohanty (2019)'s assertion, Bidabadi et al (2016) and Ogbole (2019) in their in-school adolescents' training experiments, found that there is significant effect of training the adolescents on emotional intelligence. They discovered in their different experiments that the adolescents in the experimental groups performed better on emotional intelligence tests than those in the control group. Emphasizing the efficacy of emotional intelligence, Bennis (ND) posited that emotional intelligence more than any other factor accounts for 85% to 90% of success at work and can make one a star. Rathakrishnan et al (2023) affirmed the importance of instilling emotional intelligence in the youths after finding in their studies that emotional intelligence acts as a significant mediator of the relationship between permissive parental styles and anti-social behaviours among Malaysia youths. High emotional intelligence has an impact on the process of good social interaction, the establishment of a good self-concept, the decrease of juvenile delinquency, and the enhancement of academic abilities (Nusaibah, 2020). This explains that having high emotional intelligent skills will help the in-school to choose actions that will improve their relationships and school work. On the other hand, low emotional Intelligence among the adolescents could lead to poor behaviour, deviations and violations such as frustration, conflicting irregularities, and exacerbating mental health (Nusaibah, 2020).

The domains of emotional intelligent represent the intersection between ones's awareness and his/her actions towards self (Self-management) and others (Relationship management). In 2002, EI was redesigned into four domains; Self-awareness, self-management, social awareness, and relationship management (Singh, Prabhakar & kiran, 2022). The instrument for data collection for this study Emotional Intelligence Questionnaire was anchored on the four domains and the main thrust of the questionnaire are self-awareness, managing emotions, motivating oneself, empathy and socialskills. Some psychologists have decried the vacuum between the adolescents and their self-awareness. The adolescents do not realize who they are and they do not understand their authentic self and self-awareness (Kalaiyarasan & Solomom, 2016). Self-awareness is all about being able to recognize one's emotions, understanding your emotions, its trigger and interrupting the panic, thus being aware will assist the adolescents in managing their emotions. Singh et al (2022) identified self-awareness to include emotional self-awareness, accurate self-assessment and self-confidence

Kalaiyarasan & Solomom, 2016 expressed the benefits of managing stress, relationship problems and achieving life goals. Managing emotions is a prerequisite drill in the adolescents because according to Trentacosta& Izard (2023), the adolescents experience a lot of emotions especially at the early stages, in response to issues, romantic exchanges and in conjunction with abstract reasoning.

Motivation is one factor that can boost self-awareness and push someone towards life goal achievement. Goleman (2010) identified four elements that make up motivation; personal drive to achieve, commitment to goals, readiness to act on opportunity and being optimistic and resilient. Confirming the need for motivation, Arias et al (2022) carried out a correlation study to explore the level of emotional intelligence and motivation towards adolescent studying, the result indicated a high level motivation in all the factors of EI and a good level of academic achievement. Mukokoma (2020) also found a mutual relationship between emotional intelligence and intrinsic motivation in job performance. The adolescents therefore need to be motivated and also motivate

themselves to become knowledgeable and successful.

Empathy is a prerequisite for emotional intelligence, students who are empathetic relate better with fellow students more than those who are not. Empathy as a trait is required by all, regardless of status in order to grow and develop the best quality of life (Sterie, 2023). Yildirim (2020) Observed that empathic tendencies were influenced by the sub-dimensions of emotional intelligence. Kim et al (2020) in their study found that emotional empathy is significantly lower in the adolescents as compared to the adult group. This indicates that the adolescents need to be trained in emotional empathy

Acquisition of social skills is another important aspect through which the adolescents can earn emotional intelligence. On the contrary, some researchers pointed out that the adolescents display lack of consideration and positive outcomes for others everywhere they are in all nations of the world, including Nigeria (Adepegba, 2023). He also reiterated that lack of social skills among the adolescents is endemic. This is a justification why they enter into troubles of sociopathy or psychopathy, restiveness being one (Enem, 2015).

### **Concept of Restiveness**

Restiveness is an anti-social behavior that manifest in the acts of violence, cultism, aggression, arms possession, disobedience to school rules and regulations. The word restiveness gained notoriety in Nigeria since the advent of the activities of the youths in the oil communities in the Niger Delta Zone. The phenomenon is usually associated with adolescents because of the fact that they confront a host of new, varied, and difficult problems of adjustment that make the search for identity and a place in society imperative (Ejumudo, 2014).

There is no consensus to the definition of restiveness, various authors have defined it from different perspectives. Restiveness is the engagement of individuals in agitation for the restoration of their rights and dignity or self-seeking and criminal activities (Ejumudo, 2014 & Ogbefun, 2007). This implies that restiveness could be constructive as well as destructive. The destructive aspect is the concern of this paper because many a time, the adolescents engage in deliberate act of organized response to perceived grievances that has an increasing potency for destruction. Soannes & Stevenson (2010) in their own way, viewed restiveness as inability to stay still, or a desire not to be controlled, especially because you feel bored or not satisfied.

In a more comprehensive approach, Igho & Ikpa (2013) described restiveness as involving the combination of actions, conducts, and behaviours of the youths which constitute unwholesome, socially unacceptable behaviour in the society. On the prevalence of restiveness in Nigeria, Nsidibe, Emaimo & Amah (2017) stated that restiveness orchestrated by youth has been on the increase in almost all communities in Nigeria, most especially in recent past. Restiveness in schools has led to students' drop out, recruitment into banditry, disruption of school activities, killings, cultism, arms possession, rape cases, attack on lecturers, fight among students, and agitation to school rules and regulations. Anasi (2010) posited that some forms of the restiveness are economically, politically and religiously motivated. Other researchers have attributed causes of restiveness to Nigerian situation. The Nigerian complexities of economic situation, poverty, insecurity, unemployment, marginalization and activities of the significant adults are also the reason for the agitation (Iduka-Ozo & Igba, 2017). Elegbeleye (2005) identified three major factors that cause restiveness as follows; the peer motivated excitement of being a student, the jingoistic pursuit of patriotism and perceived victimization arising from economic exploitation.

For the in-school adolescents, the most common factor for restiveness is peer pressure as Elegbeleye (2005) posited. If the restiveness among the adolescents in-schools is left unchecked, Nigerian as a whole will be affected. The adolescents will grow to youths and the youths will grow to adults who will in turn become the elders.

Be it as it is, there must be solution to cushion the effect of restiveness among the in-school adolescents. Kuru

& Ngbea (2018) observed in their study that adequate social support to the youths including emotional intelligent training will curb restiveness, unemployment and make them less vulnerable to recruitment into criminal gangs.

### **Concept of Counselling**

Counselling involves a trained counsellor who is disposed to work with an individuals or family members, aimed at helping the counselee(s) sort their problems by offering treatment (Burke and Chapel (2023). Egbo (2015) maintains that counselling is “a relationship characterized by mutual respect, effective communication, genuine and complete acceptance of the client by the counsellor and concentration on the needs, problems and feelings of the clients” (2015, p.2), adding that counselling assistance could be in different areas such as educational, vocational, social, recreational, emotional and or moral.

These definitions of counselling touch on the various aspects of counselling services which are beneficial to in-school adolescents. They highlighted the professionalism in helping the students to maximize their academics towards improving their emotions, behaviours and interpersonal relationships. Generally, the in-school counsellors provide services aimed at assisting students who are in need to resolve their issues.

The National Policy on Counselling (FGN, 2018) stated that guidance and counselling services are for everybody and identified the different types of counselling services in Nigerian education system, which includes educational counselling, vocational counselling, socio-personal counselling, rehabilitative counselling, and marital counselling. This assertion presupposes that students should benefit from counselling services especially in areas of counselling of educational, vocational and socio-personal issues that will ensure their academic achievement, vocational development and their overall health wellbeing. It is therefore expedient that guidance and counselling services take its course in assisting the in-school adolescents to develop emotional intelligence towards cushioning their behaviour excesses-restiveness

### **Theoretical Framework**

There are many models to Emotional Intelligence; the Ability model, the Mixed Model and the Trait Model but this study is anchored on the Mixed model of (Goleman, 2010). Goleman asserted that emotional intelligence is developmental which he linked to the section of the brain known as amygdala. Amygdala is responsible for ‘fight and flight’ emotional responses- a natural response to threats that prepares the body to react or retreat (Neff, 2023). As a child develops, his/her emotional responses develop, he demystifies the fight and flight responses. To explain this further, Goleman developed four aspects of the mixed model which combines both the ability and the trait emotional intelligence as stated below.

Self-awareness: individuals start to identify their own emotional states

Self-Regulation: individuals develop the ability to manage the identified emotions.

Social awareness: The development of the ability to assess and influence others’ emotions.

Social Skills: The development of the ability to sustain good interpersonal relationships

The theory implies that everyone is born with emotional intelligence that determines the extent to which one can develop any competences. Relating this Model to the current study, the adolescents are still in the process of emotional development for their individuals’ personal and social competencies. This is why assertiveness training is suggested for the adolescents in this study to enhance the increase of their self-awareness and management of their emotions generally ((Barth et al 2013; & Speed et al 2021). Neff (2023) also confirmed that through self-awareness one can overcome issues of fight and flight responses.

### **Statement of the Problem.**

The adolescents are susceptible to emotional instability and outbursts, accounting for maladaptive behaviours-restiveness and low grades in schools. Many of the in-school adolescents are growing restive, deviating from the school norms, agitating, killing and getting involved in social insecurity, rape, they exhibit unhealthy

attitude, demonstrate violence and grievances in pressing for their needs at all cost Okorodudu (2010). All these impact on their academic achievement, their mental health and their social lives. In the long-term the impact is noticed at homes, schools and the society in general.

Recently in Niger State of Nigeria, a lecturer was attacked and murdered in her house by a group of adolescents who acted on the information supplied by the lecturer's 14-year-old acquaintance (Vanguard News, 2023). The offence of the lecturer was that she sent the 14-year-old girl who was living with her packing because of the little girl's misconduct. As a result, the girl left but came back with some group of boys to attack the woman resulting to her death. There are other cases of rape and killings by individuals under the age of 20 years.

In another vein, a group of ex-students (adolescents) killed their secondary school teacher in Government Model School Jalingo in Taraba State, Nigeria where the group escorted one of the culprits who is an alumnus of the school to collect his testimonial (Punch Newspaper, 9, Nov, 2023). The group was instructed by the teacher to follow the right part to the school when they insisted on going through the school field where the bona-fide students were doing rehearsals. This led to some altercations which was resolved but unknown to the teacher, the group laid siege after school and attacked him to death. Rape incidences among the adolescents are common in Nigeria today, sometimes they rape their victims to death and remove the vital parts for ritual. Some of the in-school adolescents operate as yahoo boys who do all sorts of harm to people in the disguise of eking out a living in grandiose and in affluent manner.

Some of the adolescents are recruited into banditry to abduct and kidnap people for ransom. They work in syndicates to provide information for their bosses on who are capable of providing huge sum of money for ransom, in fact they serve as reconnoiters for suitable victims. They get involved in cyberbullying and extort money from people and organizations. This same in-school adolescents join cultism in schools and terrorize others-staff and students. They agitate and take to streets when their needs are not met. They abscond from lectures and engage in nefarious activities like smoking, partying and destroying properties. These attitudes have constituted to poor academic performance, mental health issues and social decadence. It is based on this that the researchers decided to investigate the emotional intelligence of the restive in-school adolescents, realizing that the possession of emotional intelligence skills can ameliorate behaviour problems.

### **The purpose of the study**

The purpose of the study is to correlate five domains of Emotional Intelligence skills with Restiveness among the adolescents in Enugu state universities. The specific objectives are to

1. Determine the correlation between the Self-awareness and Restiveness among the in-school adolescents in Enugu State higher institutions
2. Determine the correlation between Managing Emotions and Restiveness among the in-school adolescents in Enugu State higher institutions
3. Determine the correlation between Motivating Oneself and Restiveness among the in-school adolescents in Enugu State higher institutions
4. Determine the correlation between Empathy and Restiveness among the in-school adolescents in Enugu State higher institutions
5. Determine the correlation between Social Skills and Restiveness among the in-school adolescents in Enugu State higher institutions

### **Research Hypotheses**

Ho<sub>1</sub>: There is no significant correlation between Self-awareness and Restiveness among the in-school adolescents in Enugu State higher institutions

Ho<sub>2</sub>: There is no significant correlation between Managing emotions and Restiveness among the in-school adolescents in Enugu State higher institutions

Ho<sub>3</sub>: There is no significant correlation between Motivating Oneself and Restiveness among the in-school

adolescents in Enugu State higher institutions.

H<sub>04</sub>: There is no significant correlation between Empathy and Restiveness among the in-school adolescents in Enugu State higher institutions

H<sub>05</sub>: There is no significant correlation between Social Skills and Restiveness among the in-school adolescents in Enugu State higher institutions

## METHODOLOGY

Correlation research design was employed for the study to determine the relationship between the major two variables- Emotional intelligence and Restiveness. Bhandari (2023) saw correlational research design as the design that investigates relationships between variables without the researcher controlling or manipulating any of them. The researchers engaged two research assistants who assisted in the collection of data from the students. Prior to collection of data, verbal consent was ascertained from the heads of department whose students were part of study. A sample of 120 students from four higher institutions in Enugu State were selected for the study through peer nomination scale. In each school, thirty (300 level) adolescents from different departments between ages 17-20 were selected. The choice of 300 level was to ensure that older students who are still within the age range of adolescents and have stayed long in the higher institutions were selected. In each school, three departments were randomly visited and ten students were selected from each

The peer nomination Scale (PNS) was successfully adapted by Enem (2015) consisted of two sections. This study adapted the relevant section which is section one. The section enumerated statements that are clinically relevant to characteristics of restive behaviour and required students to write down two names of adolescents in the category. The most frequent names on the list were picked, thirty from each school making a total of 120 adolescents.

Two instruments were administered on the respondents. First, the Emotional Intelligence Questionnaire (EIQ) of Goleman (1995) was adapted to the standard of the in-school adolescents. It consisted of 50 items on the five domains of emotional intelligence; Self-awareness, Managing Emotions, Motivating oneself, Empathy and Social Skills. The second instrument is the Restiveness Factor Description (RFD) which was constructed by the researchers, it is a 10-item questionnaire which consisted of factors that characterized restiveness. The reliability indices of the instruments were determined through pilot test at 0.76 and 0.78 PPMCC respectively. The validity of the two instruments were also ascertained. Both instruments were rated on a 4-point modified Likert scale of Strongly Agree (SA)=4, Agree (A)=3, Disagree (D)=2 and Strongly Disagree (SD)=1.

For the both instruments, mean rating decisions was as indicated: 0-1.9 = Low Emotional Intelligence/low restiveness, 2-2.9= Average Emotional Intelligence/ Moderate Restiveness and 3.0-4.0 = High Emotional Intelligence/ High Restiveness.

## RESULTS

**Research Hypothesis One:** There is no significant relationship between Restiveness and Self-awareness among the in-school adolescents in Enugu State higher institutions

**Table 1:** Correlation Co-efficient Analysis Showing Relationship between Restiveness and Self-Awareness

Variable	N	df	r-cal	r-tab	P-cal	Level of Significance	Decision
Restiveness	120	118	-0.203	0.159	0.026	0.05	Reject H <sub>01</sub>
Self-Awareness	120						

Significant at degrees of freedom (df) = 118; P < 0.05, r-calculated > r-tabulated

Table 1 showed correlation co-efficient analysis of relationship between restiveness and self-awareness. The  $r_{\text{calculated}}$  value of -0.203 was found to be greater than the  $r_{\text{tabulated}}$  value of 0.159. Since the  $r_{\text{calculated}}$  value was greater than  $r_{\text{tabulated}}$  value at 0.05 level of significance, the null hypothesis was rejected. It implied that there was a significant negative low correlation between restiveness and self-awareness. The negative correlation indicates that the adolescents are high in Restiveness and low in self-awareness.

**Research Hypothesis Two:** There is no significant correlation between Managing emotions and Restiveness among the in-school adolescents in Enugu State higher institutions.

**Table 2:** Correlation Co-efficient Analysis Showing Relationship between Restiveness and Managing Emotions

Variable	N	df	r-cal	r-tab	P-cal	Level of Significance	Decision
Restiveness	120	118	-0.205	0.159	0.025	0.05	Reject H02
Managing Emotions	120						

Significant at degrees of freedom (df) = 118;  $P < 0.05$ ,  $r_{\text{calculated}} > r_{\text{tabulated}}$

Table 2 showed correlation co-efficient analysis of relationship between restiveness and managing emotions. The  $r_{\text{calculated}}$  value of -0.205 was found to be greater than the  $r_{\text{tabulated}}$  value of 0.159. Since the  $r_{\text{calculated}}$  value was greater than  $r_{\text{tabulated}}$  value at 0.05 level of significance, the null hypothesis was rejected. It implied that there was a significant negative low correlation between restiveness and managing emotions. The indication is that the adolescents are low on managing emotion while high in restiveness.

**Research Hypothesis Three:** There is no significant correlation between Motivating Oneself and Restiveness among the in-school adolescents in Enugu State higher institutions

**Table 3:** Correlation Co-efficient Analysis Showing Relationship between Restiveness and Motivating Oneself

Variable	N	df	r-cal	r-tab	P-cal	Level of Significance	Decision
Restiveness	120	118	-0.196	0.159	0.032	0.05	Reject H03
Motivating Oneself	120						

Significant at degrees of freedom (df) = 118;  $P < 0.05$ ,  $r_{\text{calculated}} > r_{\text{tabulated}}$

Table 3 showed correlation co-efficient analysis of relationship between restiveness and motivating oneself. The  $r_{\text{calculated}}$  value of -0.196 was found to be greater than the  $r_{\text{tabulated}}$  value of 0.159. Since the  $r_{\text{calculated}}$  value was greater than  $r_{\text{tabulated}}$  value at 0.05 level of significance, the null hypothesis was rejected. It implied that there was a significant negative low correlation between restiveness and motivating oneself. The indication is that the adolescents are low on Motivating themselves while high in restiveness.

**Research Hypothesis Four:** There is no significant correlation between Empathy and Restiveness among the in-school adolescents in Enugu State higher institutions

**Table 4:** Correlation Co-efficient Analysis Showing Relationship between Restiveness and Empathy

Variable	N	df	r-cal	r-tab	P-cal	Level of Significance	Decision
Restiveness	120	118	-0.192	0.159	0.036	0.05	Reject H04



Empathy	120					
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Significant at degrees of freedom (df) = 118;  $P < 0.05$ ,  $r_{\text{calculated}} > r_{\text{tabulated}}$

Table 4 showed correlation co-efficient analysis of relationship between restiveness and empathy. The  $r_{\text{calculated}}$  value of -0.192 was found to be greater than the  $r_{\text{tabulated}}$  value of 0.159. Since the  $r_{\text{calculated}}$  value was greater than  $r_{\text{tabulated}}$  value at 0.05 level of significance, the null hypothesis was rejected. It implied that there was a significant negative low correlation between restiveness and empathy. The negative correlation indicates that the adolescents are high in Restiveness and low in empathy at average mean rating of 3.33 and 1.99 respectively (appendix 5)

**Research Hypothesis Five:** There is no significant correlation between Social Skills and Restiveness among the in-school adolescents in Enugu State

**Table 5:** Correlation Co-efficient Analysis Showing Relationship between Restiveness and Social Skills

Variable	N	df	r-cal	r-tab	P-cal	Level of Significance	Decision
Restiveness	120	118	-0.198	0.159	0.03	0.05	Reject H <sub>05</sub>
Social Skills	120						

Significant at degrees of freedom (df) = 118;  $P < 0.05$ ,  $r_{\text{calculated}} > r_{\text{tabulated}}$

Table 5 showed correlation co-efficient analysis of relationship between restiveness and social skills. The  $r_{\text{calculated}}$  value of -0.198 was found to be greater than the  $r_{\text{tabulated}}$  value of 0.159. Since the  $r_{\text{calculated}}$  value was greater than  $r_{\text{tabulated}}$  value at 0.05 level of significance, the null hypothesis was rejected. It implied that there was a significant negative low correlation between restiveness and social skills. The inference is that the adolescents were low in Social Skills and high in restiveness.

## DISCUSSION OF FINDINGS

The findings from this study evinced a negative correlation between all the five domains of Emotional Intelligence and Restiveness, invariably, it goes to prove that the restive in-school adolescents require emotional intelligence skills. Every individual requires skills to manage relationship, navigate social network, influence and inspire people (Goleman, 2018). The high mean rating of restiveness agreed to the position of researchers; Ejumudo, (2014), Nsidibe et al (2017), and (Iduka-Ozo & Igba, 2017) who asserted that restiveness is common among the adolescents because of problems of adjustment that make the search for identity and a place in society imperative cum other Nigerian complexities.

On table one, the two variables- Self-awareness and Restiveness were correlated using Pearson Product Moment Correlation (PPMC) and the result yielded a negative low coefficient of -0.203 at 0.05 level of significance. The average mean rating of the adolescents on Restiveness is 3.33 while a mean rating of 2.04 is realized for self-awareness (appendix 1 & 2 respectively), implying that, a high self-awareness will result to a decrease in the adolescents' restiveness. A low self-awareness among the adolescents is the reason for Kalaiyaran & Solomon (2016)'s and Singh et al (2022)'s opinion that the adolescents do not realize who they are and they do not understand their authentic self and self-awareness.

Table two is a correlation between Managing Emotions and Restiveness which yielded a negative low correlation where -0.205  $r_{\text{cal}}$  is found to be greater than the  $r_{\text{tab}}$  of 0.159 at 0.05 significant level. The average mean rating of the adolescence is 2.13 (appendix 3) while the average mean rating of restiveness remains 3.33 (appendix 1). The inference is that the adolescents not managing their emotions well is a prediction for their restiveness. Kalaiyaran & Solomom, 2016 & Trentacosta & Izard (2023) have confirmed that managing

emotions will earn the adolescents, good relationship with others, assist them in managing stress and above all achieve life goals.

A correlation co-efficient analysis showing relationship between Restiveness and Motivating Oneself among the adolescents is displayed on the table three. The correlation yielded a negative significant correlation of  $r_{\text{cal}} - 0.196$  which is greater than the  $r_{\text{tab}} 0.159$  at 0.05 significant level. The low intrinsic motivation of the adolescents at low average mean rating of 1.96 (appendix 4) is a predictor of their restiveness at a high average mean rating of 3.33 (appendix 1). Little wonder then why Arias et al (2022) and Mukokoma (2020) in their different studies found high intrinsic motivation among the adolescents as a yardstick for successful life goals. An adolescent who is intrinsically motivated will not indulge in restiveness.

On table four is the correlation co-efficient analysis of Pearson Product Moment Correlation showing relationship between Restiveness and empathy among the adolescents. It yielded a negative significant correlation of  $r_{\text{cal}} - 0.192$  which is greater than  $r_{\text{tab}} 0.159$  at the level of significance of 0.05. The average mean rating on empathy is low at 1.99 (appendix 5) while the average mean rating of the adolescents on restiveness is high at 3.33. The implication is that the adolescents are low on empathy averagely and it is predictive of high restiveness among them. This confirms the assertion of Kim et al (2020) who found emotional empathy significantly lower in the adolescents as compared to the adult group. Sterie (2023) & Yildirim (2020) also posited that empathy as a trait is required by the adolescents to develop good quality of life.

The last table, is a correlation between social skills and Restiveness which yielded a negative low correlation where  $-0.198 r_{\text{cal}}$  is found to be greater than the  $r_{\text{tab}}$  of 0.159 at 0.05 significant level. The average mean rating of the adolescents is 1.97 (appendix 6) while the average mean rating on restiveness is 3.33. The implication is that the adolescents are low on social skills, which is a predictor to the high condition of restiveness. (Adepegba, 2023) was right in perception that the adolescents display lack of consideration and positive outcomes for others. Enem (2015) also opined that most of the adolescents in her study were sociopaths.

On a general note, therefore, the role of emotional intelligence cannot be over-emphasized. Emotional intelligence among the adolescents can assist them develop healthy social relationship, achieve academic excellence, reduce stress and frustration, increase their understanding of people's emotion and reduce behaviour delinquencies (Nusaibah, 2020).

### **Implication for Counselling**

The findings of the study have evinced that the adolescents lack in all the components of emotional intelligence adopted, to the extent that their personal and inter-personal relations are affected, as they were observed to be high in restiveness. This could be remedied through counseling. Counselling as a helping profession will utilize all its services to ensure that emotional intelligence skills are embedded in the in-school adolescents.

The in-school counsellors should be proactive to the issue of emotional intelligence by organizing proactive counselling on emotional intelligence to all the adolescents in the universities. This could be through group counselling, group guidance, individual counselling and trainings. The proactive counselling will take the form of organizing seminars and workshops on departmental basis to address the issue of the evidence-based emotional intelligence skills

Assertiveness training will help to increase their self-awareness, help them manage their emotions, boost their social skills and develop their empathic skills. In other words, it will help the restive students present their concerns assertively instead of being restive. Assertiveness training is a process of delivering verbal and non-verbal behaviours which enables an individual to express his comments and feelings without stress and without hurting another person. Its intervention efficacy to behaviour issues has been reported by researchers for instance (Barth et al 2013; &Speed et al 2021).

Counsellors should also train the adolescents on self-management which will enable them be aware of

emotional triggers, be able to select suitable responses to such emotions, abstain from impulsive behaviours, maintain moral standards to adjust and take initiatives to achieve success. Thus, a drill in Self-management will help each adolescent to be resolute and unswerving in the face of emotional triggers.

Counsellors also should ensure a highlight of factors that can boost students' personal interests, satisfaction and enjoyment and communicate the university authority. Such factors could motivate the students intrinsically, equip them with conducive environment devoid of agitation and restiveness.

Counsellors could also adopt Attribution Re-Training (ART). This approach will help the restive students view failure as lack of effort rather than lack of ability. The counsellors will expose them to healthy discussions, roleplays, real life stories, analyses of successes which will channel them towards taking responsibilities for their actions.

Finally, individual counselling will help the restive adolescents to interact with the counsellors one-on-one. Through this the counsellors could adopt the use of psychological tests, different theories of counselling and other resources to detect the students' emotional triggers and be able to intervene early enough to avert cases of wanton behaviours.

## CONCLUSION

The study correlated restiveness and emotional intelligence among the undergraduate adolescents and found a significant negative correlation between restiveness and all the five components of emotional intelligence adopted. The inference is that the low emotional intelligence among the adolescents is a predictor the high mean rating of restiveness among them. Restiveness is a bad trend which is capable of jeopardizing the growth of this country if left unattended. As a result, the study has proffered counselling inference and recommendations to universities in the beat to arrest the situation.

## RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made:

School authorities should engage enough in-school Guidance Counsellors, ensure their services are adequately utilized, provide a safe, caring and confidential environment to enable them practice and refer both students' and staff cases to them while maintaining counselling ethos. This situation will encourage counsellors to carry out their responsibilities, as stated above

Schools should provide resources both human and materials tailored toward savailing symbols of domains of emotional intelligence in the strategic places in the school, while the staff should receive training on modelling emotional intelligence. School personnel should consider students' agitation and restiveness early enough, provide solutions by identifying and engaging them through listening skills, engage them in activities and role reversals as Erford and Mayorga (2023) opined. Subtly treatment will help capture their attention rather than giving them advise or being harsh on them.

Schools should ensure that the students are engaged in social activities like sporting activities, debating, clubs and societies, These, will boost their social skills and empathic stances (components of emotional intelligence) to help them eschew all forms of agitation and engage in healthy interpersonal relationships with one another.

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## Conflict of Interest

There was no conflict of interest throughout the period of the research

## Informed Consent

Verbal consent was obtained from the departmental heads of the respondents employed for the research

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**Appendix 1: Restiveness Scale**

S/N	Items	SA	A	D	SD	Mean	Decision
1	I cannot be still when provoked by students/lecturers	89 (74.17%)	20 (16.67%)	9 (7.5%)	2 (1.67%)	<b>3.63</b>	High Restiveness
2	I am unwilling to be controlled when seeking for something	76 (63.33%)	31 (25.83%)	10 (8.33%)	3 (2.5%)	<b>3.50</b>	High Restiveness
3	I seek for my right in the school at all cost	84 (70.0%)	25 (20.83%)	8 (6.67%)	3 (2.5%)	<b>3.58</b>	High Restiveness
4	I cope to situations by indulging in maladaptive behaviours	58 (48.33%)	37 (30.83%)	12 (10.0%)	13 (10.83%)	<b>3.17</b>	High Restiveness
5	I don't mind academic activities when tensed	91 (75.83%)	19 (15.38%)	5 (4.17%)	5 (4.17%)	<b>3.63</b>	High Restiveness
6	I protest when my needs are not met	87 (72.5%)	19 (15.38%)	8 (6.67%)	6 (5.0%)	<b>3.56</b>	High Restiveness
7	I am impatient if I feel dissatisfied in the school	69 (57.5%)	22 (18.33%)	14 (11.67%)	15 (12.5%)	<b>3.21</b>	High Restiveness
8	I destroy things when my grievances are not attended to	75 (65.5%)	28 (23.33%)	10 (8.33%)	7 (5.83%)	<b>3.43</b>	High Restiveness
9	I agitate to unfavorable school rules and regulations	42 (35.0%)	13 (10.83%)	37 (30.83%)	30 (25.0%)	<b>2.28</b>	Moderate Restiveness
10	I defend myself with weapons at times	59 (49.17%)	36 (30.0%)	13 (10.83%)	12 (10.0%)	<b>3.18</b>	High Restiveness
	<b>Average Mean</b>					<b>3.33</b>	<b>High</b>

**Appendix 2: self-awareness scale**

S/N	Items	SA	A	D	SD	Mean	Level of SELF- A
1	I realize immediately when I lose my temper.	12 (10%)	15 (12.5%)	59 (49.17%)	34 (28.33%)	<b>2.04</b>	Average
2	I know when I am happy	10 (8.33%)	10 (8.33%)	67 (55.83%)	33 (27.5%)	<b>1.98</b>	Below Average
3	I usually recognize when I am stressed	11 (9.17%)	14 (11.67%)	58 (48.33%)	37 (30.83%)	<b>1.99</b>	Below Average
4	Am aware when being emotional	16 (13.33%)	12 (10.0%)	49 (40.83%)	43 (35.83%)	<b>2.01</b>	Average
5	When I feel anxious, I can account for the reason(s)	18 (15%)	18 (15%)	54 (45%)	30 (25%)	<b>2.20</b>	Average
6	I always know when I'm being unreasonable	13 (10.83%)	17 (14.17%)	45 (37.5%)	45 (37.5%)	<b>1.98</b>	Below Average
7	Awareness of my own emotions is very important	21 (17.5%)	12 (10%)	40 (33.33)	47 (39.17%)	<b>2.06</b>	Average
8	I can tell if someone has upset or annoyed me	20 (16.67%)	13 (10.83%)	42 (35%)	45 (37.5%)	<b>2.07</b>	Average
9	I can let anger 'go' quickly so that it no longer affects me	12 (10%)	9 (7.5%)	61 (50.83%)	38 (31.67%)	<b>2.03</b>	Average
10	I know what makes me happy	15 (12.5%)	10 (8.33%)	49 (40.83%)	46 (38.33%)	<b>2.00</b>	Average
	<b>Average mean</b>					<b>2.04</b>	Average

**Appendix 3: Managing Emotions**

S/N	Items	SA	A	D	SD	Mean	Level of MA
11	I can 'reframe' bad situations quickly	15 (12.25%)	13 (10.83%)	58 (43.83%)	34 (28.33%)	<b>2.08</b>	Average
12	I do not wear my 'heart on my sleeve'	11 (9.17%)	13 (10.83%)	60 (50%)	36 (30%)	<b>1.99</b>	Below Average
13	Others can rarely tell what kind of mood I am in	14 (11.67%)	14 (11.67%)	62 (51.67%)	30 (25%)	<b>2.10</b>	Average
14	I rarely 'fly off the handle' at other people	20 (16.67%)	12 (10%)	59 (49.17%)	29 (24.17%)	<b>2.43</b>	Average
15	Difficult people do not annoy me	13 (10.83%)	11 (9.17%)	71 (59.17%)	25 (20.83%)	<b>2.10</b>	Average
16	I can consciously alter my frame of mind or mood	15 (12.25%)	21 (17.5%)	65 (54.17%)	19 (15.83%)	<b>2.27</b>	Average
17	Stressful situations do not affect me once I leave studies	16 (13.33%)	16 (13.33%)	39 (32.5%)	49 (40.83)	<b>1.99</b>	Below Average
18	I rarely worry about studies	15	20	61	24	<b>2.22</b>	Average

	or life in general	(12.25%)	(16.67%)	(50.83%)	(20%)		
19	I can suppress my emotions when I need to	18 (15%)	14 (11.67%)	45 (37.5%)	43 (35.83%)	<b>2.06</b>	Average
20	I can suppress my emotions while expressing challenges	13 (10.83%)	14 (11.67%)	58 (48.33%)	35 (29.17%)	<b>2.04</b>	Average
	<b>Average mean Rating</b>					<b>2.13</b>	<b>Average</b>

**Appendix 4: Managing Oneself**

S/N	Items	SA	A	D	SD	mean	Level of MO
21	I am able to always motive myself to do difficult tasks	17 (14.17%)	15 (12.25%)	44 (36.67%)	44 (36.67%)	<b>2.04</b>	Average
22	I prioritize activities in school and get on with them	9 (7.5%)	10 (8.33%)	49 (40.83%)	52 (43.33%)	<b>1.8</b>	Below Average
23	I always meet deadlines	10 (8.33%)	11 (9.17%)	58 (48.33%)	41 (34.17%)	<b>1.92</b>	Below Average
24	I do not waste my time	10 (8.33%)	14 (11.67%)	42 (35%)	54 (45%)	<b>1.83</b>	Below Average
25	I do not prevaricate	9 (7.5%)	12 (10%)	49 (40.83%)	50 (41.67%)	<b>1.83</b>	Below Average
26	I believe I should do the difficult things first	8 (6.67%)	11 (9.17%)	57 (47.5%)	44 (36.67%)	<b>1.86</b>	Below Average
27	Delayed gratification is a virtue that I hold to	13 (10.83%)	13 (10.83%)	55 (45.83%)	39 (32.5%)	<b>2.00</b>	Average
28	I believe in 'Action this Day'	21 (17.5%)	22 (18.33%)	40 (33.33%)	37 (30.83%)	<b>2.23</b>	Average
29	I can always motivate myself even when I feel low	14 (11.67%)	15 (12.5%)	49 (40.83%)	42 (35%)	<b>2.01</b>	Average
30	Motivations has been the key to my success	15 (12.5%)	15 (12.5%)	54 (45%)	36 (30%)	<b>2.08</b>	Average
	<b>Average Mean Rating</b>					<b>1.96</b>	<b>Below Average</b>

**Appendix 5: Empathy**

S/N	Items	SA	A	D	SD	Mean	Level of Empathy
	I see things from the other person's viewpoint	18	21	42	39	<b>2.15</b>	Average



31	sometimes	(15%)	(17.5%)	(35%)	(32.5%)		
32	I am good at empathizing with someone else's problem	9 (7.5%)	10 (8.33%)	50 (41.67%)	51 (42.5%)	<b>1.81</b>	Below Average
33	I can tell if someone is not happy with me	9 (7.5%)	12 (10%)	49 (40.83%)	50 (41.67%)	<b>1.83</b>	Below Average
34	I can tell if a team of people are not getting along well	12 (10%)	11 (9.17%)	48 (40%)	49 (41.83%)	<b>1.88</b>	Below Average
35	I understand why people are being difficult towards me	16 (13.33%)	15 (12.5%)	38 (31.67%)	51 (42.5%)	<b>1.97</b>	Below Average
36	Other individuals are not 'difficult' just 'different'	21 (17.5%)	23 (19.17%)	37 (30.83%)	39 (32.5%)	<b>2.22</b>	Average
37	I can understand if I am being unreasonable	13 (10.83%)	15 (12.5%)	48 (40%)	44 (36.67%)	<b>1.98</b>	Below Average
38	I understand why my actions sometimes offend others	13 (10.83%)	14 (11.67%)	48 (40%)	45 (37.5%)	<b>1.87</b>	Below Average
39	I can sometimes see things from others' point of view	18 (15%)	20 (16.67%)	47 (39.17%)	35 (29.17%)	<b>2.18</b>	Average
40	Reasons for disagreements are always clear to me	16 (13.33%)	18 (15%)	39 (32.5%)	47 (39.17%)	<b>2.03</b>	Average
	<b>Average Mean Rating</b>					<b>1.99</b>	<b>Below Average</b>

**Appendix 6: Social Skills Scale (SSS)**

S/N	Items	SA	A	D	SD	Mean	Level of (SSS)
41	I am an excellent listener	12 (10%)	12 (10%)	51 (42.5%)	54 (37.5%)	<b>1.93</b>	Below Average
42	I never interrupt other people's conversations	11 (9.17%)	14 (11.67%)	51 (42.5%)	44 (36.67%)	<b>1.93</b>	Below Average
43	I adapt and mix with a variety of people	20 (16.67%)	18 (15%)	43 (35.83%)	39 (32.5%)	<b>2.12</b>	Average
44	People are the interesting thing in life for me	15 (12.5%)	15 (12.5%)	45 (37.5%)	45 (37.5%)	<b>2.0</b>	Average
45	I love to get to know what makes people 'tick'	14 (11.65%)	15 (12.5%)	46 (38.33%)	45 (37.5%)	<b>1.98</b>	Below Average
46	I need my colleagues to make my schooling interesting	16 (13.33%)	14 (11.67%)	43 (35.83%)	47 (39.17%)	<b>1.99</b>	Below Average

47	I like to ask questions to know what is important to people	12 (10%)	13 (10.83%)	45 (37.5%)	50 (41.67%)	<b>1.89</b>	Below Average
48	Working with difficult students is a challenge to win them over	12 (10%)	18 (15%)	47 (39.17%)	43 (35.83%)	<b>1.99</b>	Below Average
49	I am good at reconciling differences with other people	14 (11.65%)	14 (11.65%)	48 (40%)	44 (36.67%)	<b>1.98</b>	Below Average
50	I build solid relationships with other students	10 (8.33%)	17 (14.17%)	41 (34.17)	52 (43.33%)	<b>1.88</b>	Below Average
	<b>Average Mean rating</b>					<b>1.97</b>	<b>Below Average</b>