

EMOTIONAL INTELLIGENCE AND SELF-MANAGEMENT TRAINING PROGRAMS IN REDUCING PEER VICTIMIZATION AMONG NIGERIAN ADOLESCENTS: INTERACTION EFFECTS OF LOCUS OF CONTROL AND GENDER

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ABSTRACT: *Peer victimization among adolescents especially the school-going adolescents is a growing concern in Nigeria. Initiatives by policy-makers, educationists and school authorities, among others have not yielded the desired results as youth involvement in organized armed crime has been on the increase. This study investigated the effect of self-management and emotional intelligence training programs in reducing peer victimization among Nigerian adolescents. A quasi experimental pretest, post-test, control group research design of 3x2x2 factorial matrix type was used for this study while gender (male and female) and locus of control (internal and external) used as moderating variables. The study participants were one hundred and eighty (180) Senior Secondary 2 students selected from 3 coeducational secondary schools in Remo educational block of Ogun State, Nigeria. One standardized instrument was used in collecting data while analysis of covariance was used to analyze the generated data. Results show that self-management and emotional intelligence training programs were effective in reducing peer victimization but self-management was found to be more effective. The study also revealed that only locus of control of participants combined to interact with the treatment in reducing peer victimization among the participants. Results showed that participants with internal locos of control benefit more from self-management and emotional intelligence training. It was concluded that participants' peer relationship skills improved significantly as a result of the treatment. The findings have effectively demonstrated that the treatment packages could be used as veritable tools in equipping adolescents with necessary skills that can be used to expedite some kinds of cognitive processes in our youths such as decision-making, problem-solving, self-control, and therefore bringing about peaceful co-existence among the people.*

KEYWORDS: Self-management, Emotional intelligence, Peer victimization, Nigeria, Adolescents.

INTRODUCTION

All over the world today, every child is born innocent. If nurtured well with rapt care and attention, then he/she grows in positive way physically, mentally, morally and spiritually. On the contrary, harmful surroundings, negligence of basic needs, wrong company and other abuses may turn a child to a bully, delinquent, or a 'terror'. With changing societal trends, children now appear to possess strong likes and dislikes and also show expressions that indicate maturity at a very early age. These qualities also make children more vulnerable to the designs of the criminality such as bully, abusers, and adult offenders.

It has been observed that an conscious, deliberate and hostile activity intended to terrorized and harm others is peer victimization or bullying. It indicates the image of violence, cruelty and

intimidation and infers a deliberate initial desire to hurt someone. Scholars like Rana (2012), Adeoye (2014) identified the two major components of peer victimization to be repeated harmful acts and power imbalance; with the desire expressed in an action that is directed by a stronger person against a weaker one. The perceived imbalance of power that is associated with peer victimization can be as a result of age, strength, size or with the more powerful child or group attacking a physical or psychologically vulnerable victim. A repeated, ongoing pattern of aggression distinguishes peer victimization from other aggressive behaviours. Peer victimization can be direct or indirect and can be accomplished through physical, verbal or other means (Adeoye, 2014).

Peer victimization is an active label for the violation of one person's right by another. Previously, it was mistakenly viewed as a narrow range of anti-social behaviour among young and older playmates that is relatively harmless and has the potential of building the character of the young and timid for self-defense. Today, it has become one of the challenges children face at school; as a growing number of students perceive their school as an unsafe environment for learning (Aluede, 2004). Approximately 40% to 80% of school age children experience bullying at some point during their school careers. In other words, most children experience peer victimization at some point in their academic careers regardless of the national, religious, sexual orientation or ethno-cultural group(s) they belong to (American Psychological Association, 2010).

Peer victimization just as any other act of terrorism is now generating a heightened anxiety among all caregivers including psychology, social workers, school authority and parents alike as it now threatens the social and mental wellbeing of individuals. It should be noted that the issue of peer victimization is a social issue requiring immediate attention of all because if not attended to on time may persist into adulthood in the form of criminality, marital violence, child abuse and sexual harassment (Amosun, Sotononde and Ayodele, 2013; Adeoye, Okonkwo & Makinde, 2014; Ayodele & Sotanade, 2014).

The threat of peer victimization all around us - school, home, and society at large is constantly becoming a threat to human existence. Untamed peer victimization may lead to youths involvement in organized armed crimes. However, violent crime and radicalization among the educated youths (students) has also been on the increase. These incidents of youth crime have created some scenes at local and international levels. The unwelcoming aspect of the episode is that the number of recruits, the density of active crime participants, and the sophistication of operations (Oni, 2008; Obi, 2008; Punch, 2008) create an atmosphere of apprehensiveness among the populace (Alemika & Chukwuma, 2006; Egwakhe & Osabuohien, 2010).

Nigerians are disturbed and anxious as they are concerned about the degree of peer victimization among today's youths. This issue is being discussed on television, radio, newspapers and journals and recently on the internet. This cankerworm seems to survive despite efforts made by religious and moral education teachers to eliminate them through the inculcation of moral values in schools. However, the youths are the most valuable resource and intellectual assets of any country. Therefore, the young boys and girls in our school today must be aware of alternative techniques that can be used to solve problems more effectively and to make positive decisions more rapidly. This study makes use of two of such.

One of the techniques that allow people to modify their own behavior is self-management. "Self-management is not a specific, unitary intervention, but rather a collection of techniques. Self-management skills refer to the type of skills taught in competence enhancement programs

that help young people manage cognitions, behaviors, and affect. Self-management can be explained by the self-theory, which believes that individuals have potential for self-actualization. Carl Rogers, the proponent of this theory, believed that human beings have inherent tendency to develop their “self” in the process of interpersonal and social experiences, which they have in the environment (Chauman 2000). Since the individual has the potential for self-actualization, self-management techniques will make the rebellious individual take part in the management of his own behavior. Self-management skills can help youth manage cognitions, behaviors, and affect such as decision-making, problem-solving, and coping skills.

A latent construct of self-management comprises of indicator measures of decision-making, problem-solving, self-control, and self-reinforcement skills (Griffin, Scheier & Botvin, 2009). Regardless of the specific elements, all self-management techniques are implemented to help people control their own behavior with less reliance on outside behavior-change agents (Harrison, 2005). The self-management procedures consisted of a package of several specific self-management techniques. The body of research focusing on the role of such skills in the development of behavior problems among children and adolescence has been growing in recent years. Several recent studies have examined the protective effects of conceptually related constructs such as self-control, self-regulation, and executive functioning skills in youth development (Adeoye, 2012, Aderanti, 2011, Griffin, Scheier & Botvin, 2009).

In a study of college undergraduates, poor emotional self-regulation was associated with greater participation in risky behaviors such as smoking, while poor cognitive self-regulation appeared to increase faulty risk assessments and led to an over-emphasis on the benefits of risky behavior (Magar et al., 2008). Self-management therapy has been reported to be effective in stamping out maladaptive behaviour among children and adolescents (Adeoye, 2012, Aderanti, 2006). Emotional intelligence has been seen as the capacity of creating positive outcomes in relationships with others and oneself, as well as adequate relationship with the immediate environment which will promote peace co-existence among significant others. Mayer and Salovey (1993) sees emotional intelligence as the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and actions. Previous research have revealed positive correlations between assessed emotional intelligence scores and one's positive perceptions, social interactions, and one’s ability to cope in stressful situations (Bar-On, 2006; Mayer & Salovey, 1997).

Therefore, emotional intelligence training is one of the major skill training needed by individual especially adolescents for self- control, self-awareness, cooperation and empathy that are necessary for sound decision-making. Smith (2007) asserts that such skill is critical to making the right choices and in molding the adolescent’s brain for making strong emotional responses to meet daily life challenges. According to Stein, (2009) emotional intelligence creates self-awareness among adolescents, which is the ability to understand one’s emotions and feelings. It enables an individual to tune into and evaluate his or her true feelings. An understanding of one’s true feelings grants an individual the power to manage his or her emotions.

Furthermore, Locus of control which is a personality construct refers to an individual’s perception of the locus of events as determined internally by his or her own behaviour versus fate, luck or external circumstances. It is a belief about whether the outcomes of our actions are contingent on what we do (internal control orientation) or on events outside our personal control (external control orientation) (Zimbardo, 1985 cited by Nwakwo, Balogun, Chukwudi, & Ibene, 2012). Also, gender is the moderating variable of the study which was believed to

have been having consistent direct and indirect impact on behavioural change (Abosedo, 2007; Adeyemo, 1999; Ayodele, 2011; Carless, 2004). Thus, this study believes that making a connection between locus of control and gender and the independent variables will offer insights unlike those provided in the literature to date.

While acknowledging the fact that different studies had established the effectiveness of self-management (Adeoye, 2012, Aderanti, 2011, Griffin, Scheier&Botvin, 2009); and emotional training (Bar-On, 2006; Mayer & Salovey, 1997; Smith, 2007) as training skills needed by individual for self- control, self-awareness, cooperation and empathy that are necessary for sound decision-making and peaceful co-existence; there has been no study till date that combine the two treatment packages in reducing or stamping out potentials for radicalization and peer victimization among the adolescents. Therefore, this study sees the need to look into the effectiveness of the therapeutic packages in order to reduce or stamp out the tendency of being violent, radical, and being a terror among our youths who were children of yesterday, adult of today and elders/leaders of tomorrow.

Research Hypotheses

1. There is a significant effect of Self-management and emotional intelligence training programmes in stamping out participants' peer victimization behaviour.
2. There is significant locus of control difference in the effects of self-management and emotional intelligence training programmes in stamping out participants' peer victimization behaviour
3. There is significant gender difference in the effects of self-management and emotional intelligence training programmes in stamping out participants' peer victimization behaviour

METHODOLOGY

Research Design: The quasi experimental pretest, control group research design of 3x2x2 factorial matrix type was used for this study. This involved two experimental groups (exposed to treatment) and one control group, gender (male and female) and locus of control (internal and external).

Population, sample and sampling method: The statistical population in this research consisted of all the senior secondary school two (SS2) students. Three coeducational secondary schools were selected through simple random sampling from three different Local Government Areas in Remo educational block of Ogun State, Nigeria. This was done to cater for the three experimental groups needed. In order to determine the statistical sampling, three hundred (300) students were chosen from both genders. Rotter's locus of control and Adolescent Peer Relation Instrument (APRI) were completed for indicating the locus of control levels and peer victimization potentials. From the main sample of 300 students, 180 students were chosen, a high scores in APRI designated peer victimization potentials or frequently bullying behaviour, whereas low scores designate bullying or victimization that is not as frequent while locus of control scale was used to group the students further into those with internal and external locus of control in their acts. Their age ranged between fourteen (14) and seventeen (17) years with

a mean age of 15.7 years. The students were further assigned to the treatment groups as shown in Table 1 below:

Table 1: A 3x2x2 factorial matrix design determining the effects of experimental factors on peer victimization potentials

Treatment	Gender and Locus of Control Levels				Total
	Male		Female		
	Internal LOC	External LOC	Internal LOC	External LOC	
Self-Management	15	15	15	15	60
Emotional Intelligence	15	15	15	15	60
Control	15	15	15	15	60
Total	45	45	45	45	180

Instrumentation: Peer victimization was assessed using Adolescent Peer Relation Instrument (APRI) by Parada (2000) for both pretest and posttest. The adolescent peer relation instrument (APRI: Parada, 2000) is an 18 –items inventory that measure specifically 3 types of bullying behaviours (physical, verbal, and social) as well as to generate total bullying. Items No. 1, 3, 5, 7, 10, & 14 represent verbal bully, while Items No, 2, 6, 9, 12, 15, 16 represent physical bully, Items No, 4, 8, 11, 13, 17, 18, represent social. It is of 6 – point scales from 1 – Never, 2 – Sometimes, 3 -1 or 2 times a months, 4 – once a week, 5-Several times a week, 6-Everyday. A high scores in these subscales designated frequently bullying behaviour, whereas low scores designate bullying or victimization that is not as frequent. To ensure that the instruments measures exactly what it has to measure, appropriate steps were taken to ensure their content validity. Although, the instrument enjoys a wide acceptance by the psychologist throughout the world. The validity was also ensured through proper scrutiny of the items by research experts. The Researcher reported the scale has internal consistency with Chrombach’s alpha ranging from 0.83 to 0.92.

Locus of Control of Behaviour Scale (LCBS; Craig, Franklin, & Andrews, 1984) assesses a participant’s tendency to internalize or externalize responsibility for events or circumstances in their lives. The instrument has 17 items that adopt six-point likert format with response options ranging from 0 = Strongly Disagree to 5 = Strongly Agree. The internal consistency reliability of the LCB by Cronbach’s alpha $\alpha = .83$. The scale was found to be suitable for Nigerian samples. This section of the LCBS has demonstrated high internal consistency of Cronbach alpha of .79 in this study.

Procedure: The process of sampling of participants, allocation of the participants to groups and the group of treatment programmes followed strict process of randomization. Basically, procedure was carried out in three stages as follows:

Phase One: During this phase of the work, an introductory meeting was arranged with the would-be participants from each of the three schools to familiarize them with objectives and mission of the researcher and the derivable benefits for the individual participants and the schools at large. Days and time of meeting were agreed upon. Participants were assigned to treatment and control groups at this phase. This was done through simple random sampling technique, specifically the random-alphabet. The pre-test was carried out at this phase. The

pre-treatment test was administered, using the two scales for data collection. Scores obtained served as the pre-treatment scores.

Phase Two: The treatment packages were employed during this phase of the study. Participants assigned to the treatment groups were exposed to the intervention programmes, while the control group received placebo treatment. The researcher had eight sessions with each experimental group, where the treatment packages were taught; also, eight sessions were held with the control group where the participants were taught sex education.

Phase Three: This phase concentrated on the evaluation of the effects of the intervention packages and the outcome of the study generally. A post-test was carried out to determine the results. After the completion of the programme at the eighth week, Adolescent Peer Relation Instrument was re-administered on participants in the two treatment groups and the control group to determine the effectiveness of the treatment packages.

Method of Analysis: Analysis of covariance (ANCOVA) was adopted to analyze data generated and to test the hypothesis at 0.05 significant level. Analysis of covariance (ANCOVA) was utilized to investigate the joint effect of the independent variables on the dependent variable.

RESULTS

Table 2: Estimates of effect of self-management and emotional intelligence training programmes in stamping out participants' peer victimization behaviour

Treatment Group	95% Confidence Interval			
	Mean	Std. Error	Lower Bound	Upper Bound
Control	47.116 ^a	1.333	42.880	48.402
Self-management (SM)	69.419 ^a	1.124	63.173	70.321
Emotional Intelligence (EQ)	63.866 ^a	1.270	60.917	65.730

a. Covariates appearing in the model are evaluated at the following values: Pretest Peer victimization = 48.020.

Table 2 revealed that participants in self-management group had a mean score of 69.419 and standard error of 1.124; participants in the emotional intelligence group had a mean score of 63.866 with a standard error of 1.270; while participants in the control group had a mean score of 47.116 and a standard error of 1.333. This finding implies that the self-management group had the highest mean followed by emotional intelligence group and the least mean was obtained by the control group.

Table 3: Univariate test of effect of self-management and emotional intelligence training programmes in stamping out participants' peer victimization behaviour

	Sum of Squares	df	Mean Square	F	Sig.
Contrast	1556.162	2	778.081	11.188	.000
Error	31329.000	177	69.546		

The F tests the effect of Treatment Group. This test is based on the linearly independent pairwise comparisons among the estimated marginal means.

Table 3 revealed that there was significant effect of self-management and emotional intelligence training programmes in stamping out participants' peer victimization behaviour ($F_{(2,177)} = 11.188$; $p = .000$). The hypothesis was therefore retained by this finding. The implication of this finding is that stamping out participants' peer victimization behaviour differed with regards to the treatment given to them.

Table 4: Estimates of the interaction effect of treatment and LOC in stamping out participants' peer victimization behaviour

Treatment Group	LOC	95% Confidence Interval			
		Mean	Std. Error	Lower Bound	Upper Bound
Control	Internal	48.008 ^a	2.591	47.936	48.031
	External	48.014 ^a	2.515	48.000	48.053
Self-management	Internal	69.122 ^a	1.869	69.078	71.367
	External	67.541 ^a	1.916	67.360	67.559
Emotional Intelligence	Internal	63.777 ^a	2.096	63.627	67.813
	External	61.989 ^a	2.101	61.858	62.004

a. Covariates appearing in the model are evaluated at the following values: Pretest peer victimization = 48.020.

It was revealed in the results in Table 4 that participants with internal LOC in the self-management group had a mean score of 69.122 and a Standard Error of 1.869 compared with those in the emotional intelligence group who had a mean score of 63.777 and a Standard Error of 2.096; while those in the control group had a mean score of 48.008 and a Standard Error of 2.591. The finding further revealed that participants with external LOC in the self-management group had a mean score of 67.541 and a Standard Error of 1.916 compared with those in the emotional intelligence group had a mean score of 61.989 and a Standard Error of 2.101; while those in the control group had a mean score of 48.014 and a Standard Error of 2.515.

Table 5: Univariate test of effect of treatment and LOC in stamping out participants' peer victimization behaviour

	Sum of Squares	Df	Mean Square	F	Sig.
Contrast	616.338	2	308.169	5.989	.001
Error	9107.712	177	51.456		

The F tests the effect of Treatment Group. This test is based on the linearly independent pairwise comparisons among the estimated marginal means.

The results in Table 5 revealed that there was a significant two-way interaction effects of treatment and LOC on in stamping out participants' peer victimization behaviour ($F_{(2,177)} = 5.989$; $p = 0.00$). Therefore, the hypothesis which stated that there is a significant difference in the effect of LOC on the two treatments in stamping out participants' peer victimization behaviour was accepted by this finding. The implication of the results is that LOC would interact significantly with treatment in stamping out participants' peer victimization behaviour.

Hypothesis Three: There is significant gender difference in the effects of self-management and emotional intelligence training programmes in stamping out participants' peer victimization behaviour

Table 6: Estimates of the interaction effect of treatment and gender on participants' peer victimization behaviour

Treatment Group	Gender	95% Confidence Interval			
		Mean	Std. Error	Lower Bound	Upper Bound
Control	Male	48.022 ^a	2.471	47.888	48.040
	Female	48.017 ^a	2.219	48.000	48.031
Self-management	Male	69.089 ^a	1.866	69.077	70.107
	Female	68.987 ^a	1.899	68.869	69.000
Emotional Intelligence	Male	63.139 ^a	2.041	63.130	63.139
	Female	62.963 ^a	2.008	62.958	63.007

a. Covariates appearing in the model are evaluated at the following values: Pretest peer victimization = 48.020.

The results in Table 6 showed that male participants in the two treatment groups and the control group had higher peer victimization mean scores (control = MD 48.022; Standard error 2.471; self-management = MD 69.089; Standard error 1.866; and emotional intelligence = MD 63.139; Standard error 2.041) respectively. Their female counterparts however had lower mean scores in the peer victimization. The differences in mean scores did not translate to any significant effects of the interaction between treatment and gender.

Table 7: Univariates test of effect of treatment and LOC in stamping out participants' peer victimization behaviour

	Sum of Squares	Df	Mean Square	F	Sig.
Contrast	286.864	2	143.432	1.818	.073
Error	13961.052	177	78.876		

The F tests the effect of Treatment Group. This test is based on the linearly independent pairwise comparisons among the estimated marginal means.

The results in Table 5 revealed that there was a significant two-way interaction effects of treatment and gender on in stamping out participants' peer victimization behaviour ($F_{(2,177)} = 1.818$; $p = 0.073$). Therefore, the null hypothesis which stated that there is a significant

difference in the effect of gender on the two treatments in stamping out participants' peer victimization behaviour was rejected by this finding. The implication of the results is that gender would not interact significantly with treatment in stamping out participants' peer victimization behaviour.

DISCUSSION

This study examined the differential effectiveness of the therapeutic packages and the moderating roles played by gender and locus of control in order to reduce or stamp out the tendency of being violent, radical, and being a terror among Nigerian adolescents. Therefore, the results of the first hypothesis show a significant effect of self-management and emotional intelligence training programmes in stamping out participants' peer victimization behaviour. The findings of this study supported this hypothesis. Therefore the hypothesis was retained. The results revealed that participants in the treatment groups demonstrated enhanced improvements in peer relation than their counterparts in the control group. The superior capacity displayed by the treated participants over the control could be attributed to the eight-week treatments they were exposed to. It was not too surprising however that self-management and emotional intelligence training programmes made this fruitful impact in stamping out participants' peer victimization behaviour. The findings of this study gave credence to earlier studies that found that trained participants were superior in their competencies than their untrained counterparts (Adeoye, 2012; Aderanti, 2011; Ayodele & Sotanade, 2015; Griffin, Scheier & Botvin, 2009) have established that self-management, emotional intelligence and assertiveness training programs have been used successfully in managing behaviour problems such as bullying, communication problems and rebellious. Another significant finding of this study is the significant difference in the effectiveness of the treatment packages is in favour of self-management. The only deduction for the differences observed in the treatment packages was on the premise that self-management is not a specific, unitary intervention, but rather a collection of techniques (Ayodele & Sotanade, 2015).

The results revealed locus of control difference in the effects of self-management and emotional intelligence training programmes in stamping out participants' peer victimization behaviour. It was shown that self-management and emotional intelligence training programmes work more on the individual internal LOC compared to external LOC while no effect was shown in the control group. Therefore, individual with a high internal locus of control believes that event in their life derive primarily from their own actions. It can be deduced that since LOC as a personality construct reflects individual's perception of the locus of events as determined internally by his or her own behaviour versus fate, luck or external circumstances, the difference in the findings could be based on the premise that individual behaviour is rooted in factors inherent within (thought and emotions) and outside the individual. This finding is in agreement with the findings of Ayodele (2010) and Azeez (2007) that we all experience and express emotions throughout our daily lives, and our emotional thought at any given moments influences our perceptions, cognition, motivation, decision making and interpersonal judgments. Also, other studies (Strobel, Tumasjan, & Sporrle, 2011; Zelenski, Santoro & Whelan, 2012) that found that personality affect behaviour outcomes.

The outcome of the last hypothesis revealed no significant gender effects on self-management and emotional intelligence training programmes in stamping out participants' peer victimization behaviour. The finding agreed with ample research evidence (Adekola, 2012;

Akpochafo, 2011; Aremu & Tejumola, 2008) that has shown gender would not interact with treatment to influence behaviour, particularly in emotional intelligence but sharply contradicts the previous findings that gender has been having consistent direct impact on behavioural change (Ayodele, 2010; Carless, 2004).

CONCLUSION

This study has provided meaningful insight into the effectiveness of self-management and emotional intelligence training programmes in stamping out participants' peer victimization behaviour of secondary schools students in Remo educational block of Ogun State, Nigeria. It also showed the potency of the two techniques in stamping out participants' peer victimization behaviour. However, self-management showed better outcome than emotional intelligence as indicated by the mean scores of the two techniques. Based on the outcome of the study, it was concluded that participants' peer relationship skills improved significantly as a result of the treatment. The two treatments used in this study, individually boosted participants' peer relationship skills and stamped out the potentials for bullying, terrorism and radicalization. The study further revealed that LOC had a significant effect on participants' peer relationship skills, while gender did not.

The findings have effectively demonstrated that the treatment packages could be used as veritable tools in equipping adolescents with necessary skills that can be used to expedite some kinds of cognitive processes in our youths such as positive moods, decision-making, problem-solving, self-control, and self-reinforcement skills, therefore, bringing about better future and peaceful co-existence among the people of the world.

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