

**EMOTIONAL INTELLIGENCE AND CRITICAL THINKING AS CORRELATES OF
RESTIVENESS TENDENCIES AMONG COLLEGES OF EDUCATION STUDENTS IN
NIGER-DELTA, NIGERIA**

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**A Ph.D. THESIS REPORT PRESENTED TO THE DEPARTMENT OF SOCIAL
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PSYCHOLOGY**

APRIL, 2021

DECLARATION

I hereby declare that this study entitled “Emotional Intelligence and Critical Thinking as Correlates of Restiveness Tendencies among Colleges of Education Students in Niger-Delta, Nigeria” was conducted by me and it has been the record of my own work. I also proclaim that neither the whole work nor any of it has been, is being, or is to be submitted for another degree at this or any other University or examining body.

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CERTIFICATION

This is to certify that this study, entitled Emotional Intelligence and Critical Thinking as Correlates of Restiveness Tendencies among Colleges of Education Students in Niger-Delta, Nigeria by ILENAGBE, Ese Osazuwa (97/68OH001), has been read and approved as meeting part of the requirements of the Department of Social Sciences Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria for the award of Doctor of Philosophy (Ph.D. Degree) in Educational Psychology.

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DEDICATION

This thesis is dedicated to my late parents Hon. Chief Ogbemudia Simeon and Madam Ogbemudia Elizabeth who through thick and thin guided my path in life.

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ABSTRACT

The rising wave of restiveness culminating in insecurity is quite alarming and has led to the closure of schools, number of lives lost and the disruption of productive activities. However, lack of development of emotional intelligence (EI) and critical thinking (CT), could make youths to act impulsively and take wrong decisions. Similarly, the involvement of youths in violent behaviours due to youths' restiveness in the Niger-Delta and its attendant consequences have been a source of concern to teachers, parents, the government and other stakeholders. The aim of this study was to examine EI and CT as correlates of restiveness tendencies among Colleges of Education students in the Niger-Delta, Nigeria. Specifically, the study examined: (i) the level of EI among the students; (ii) the common dimension of EI and CT skills among the students; (iii) level of CT among the students; (iv) level of restiveness tendencies among the students; and (v) EI and CT as correlates of restiveness tendencies among Colleges of Education students in the Niger-Delta.

The study adopted the descriptive survey research design of correlational type. The population for this study was all the Colleges of Education students in the Niger-Delta. Purposive sampling technique was used to sample only the government owned, (Federal/State). Simple random sampling technique was used in selecting 3 Federal and 9 State Colleges of Education from each stratum. The target population was 11198 NCE II students, while 1119 students were sampled for this study. Emotional Intelligence Scale (EIS) and Youth Restiveness Tendencies Inventory (RATI) were adapted to measure EI and restiveness tendencies respectively. Similarly, Owolabi Critical Thinking Test (OCTT) was adopted to measure the CT skills. Percentage and mean rating were used to answer research questions, while Multiple Regression statistical technique was used to test the formulated hypothesis at 0.05, level of significance.

The findings of the study revealed that:

- i. the level of EI among Colleges of Education students in Niger-Delta was average; (62%).
- ii. the common dimension of EI and CT skills among Colleges of Education students in Niger-Delta were self-awareness and test of inference respectively.
- iii. the level of CT among Colleges of Education students in Niger-Delta, Nigeria was average; (76.7%)
- iv. the level of restiveness tendencies among Colleges of Education students in Niger-Delta, Nigeria was average; (77.1%) and
- v. there was a significant relationship among EI, CT and restiveness tendencies of the Colleges of Education students in Niger-Delta. ($df = 1116$, $F=184.85$; $p < .00$).

The study concluded that there was significant relationship among EI, CT and restiveness tendencies of the Colleges of Education students in Niger-Delta. The implication is that EI and CT could be used to reduce restiveness tendencies among colleges of education students, because their EI and CT levels were average. It was therefore recommended that educational psychologists and school authorities should find ways to increase the level of EI and CT thereby reducing restiveness tendencies to the barest minimum.

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APPENDICES
UNIVERSITY OF ILORIN
FACULTY OF EDUCATION
DEPARTMENT OF SOCIAL SCIENCES EDUCATION

Dear Respondent,

This is a Ph.D. research on Emotional Intelligence and Critical Thinking as correlates of Restiveness Tendencies among Colleges of Education Students in Niger-Delta, Nigeria. Please, kindly respond honestly to the items in the questionnaire. Your responses will be treated with utmost confidentiality and they would be used for the purpose of research only.

Thank you,

ILENAGBE, Ese. O.

Instruction: Please provide answers to the items in the spaces provided or make a tick (✓) in the appropriate column.

Demographic Characteristics of the Respondents

Gender: Male () Female ()

Age: 18 – 25 Years Old () 26 Years and Above ()

Type of College of Education: Federal (), State (), Private ()

Family Size: 3 – 5 (), 6 – 8 (), 9 and above ()

Family Type: Monogamy (), Polygamy ()

APPENDIX I

SECTION B: Emotional Intelligence

Instruction: Please respond to each statement of this scale by ticking (✓) the most appropriate option that represent your opinion among the options SA = Strongly Agree, A = Agree, D = Disagree, and SD = Strongly Disagree

S/N	Self-Awareness	SA	A	D	SD
1	I can identify the causes of my physical emotions				
2	I am capable of taking sound decisions during difficult situations				
3	I have confidence to face challenges				
4	I know why my emotions change				
5	I can understand my strengths and weaknesses				
	Self-Regulation				
6	I do control my anger				
7	I try to get rid of unnecessary fear				
8	I keep commitments and promises				
9	I know when to speak about my personal problems to others				
10	I take the task gracefully, even if it is unsuccessful				
11	I avoid unhealthy habits under stress				
	Motivation				
12	I motivate myself by imagining a good outcome to tasks I take on				
13	I expect that I will do well on most things I try				
14	Whatever work I do, I do it whole-heartedly				
15	I am doing things I really want to				
16	When I meet with failures, I easily overcome those failures with a positive attitude always.				
	Empathy				
17	I can tell how people are feeling by listening to the tone of their voice				
18	I know what other people are feeling just by looking at them				
19	When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself				

20	By looking at their facial expressions, I recognize the emotions people are experiencing				
	Social Skills				
21	I help other people feel better when they are down				
22	I like to share my knowledge with others				
23	I compliment others when they have done something well				
24	I interact effectively with peers and others				
25	I like to share my emotions with others				
26	I help those who are in difficult situations				
27	I understand and appreciate others point of view				

APPENDIX II

SECTION B: OWOLABI CRITICAL THINKING TEST

TEST 1: Evaluation of Arguments

An argument is a statement in support of or against a particular conclusion. It can either be weak or strong. Evaluation of arguments requires you to closely look at the conclusion at stake in order to identify whether the statement related to it is a weak or strong argument. A weak argument is one that is not direct or seriously related to the conclusion; it is of little importance. A strong argument, on the other hand, is both important in some way and related to the conclusion.

Please read through the following conclusion and determine whether each of the arguments presented in the statement that follow them is STRONG or WEAK. Ensure that you judge each argument on its own merit without the influence of your personal opinions or attitudes.

All offenders should be charged to court.

1. Yes; courts provide the only opportunity to establish innocence or guilt.

The government should recognize open debate of issues and use public opinion in formulating policies.

2. Yes; it makes the government and its programs popular.

Government should take over all the secondary schools in the country.

3. No; the schools would be too many for the government to run.

Children's freedom should be curtailed.

4. Yes; they cannot fully distinguish between right and wrong.

Equal opportunity should be given to the rich and poor.

5. No; the rich are more useful in the society.

TEST 2: Recognizing Assumptions

A great deal of human action and attitude is based on assumptions. An assumption is something taken for granted; a thing assumed, presupposed or reckoned as fact. A person who says I will see the President tomorrow, assumes that the President will be available and be ready to see him.

Each of the introductory statements made below is followed by a number of proposed assumptions. Please assess the introductory statement and decide whether the proposed assumption that follows the statement is made or not. Indicate your assessment by shading ASSUMPTION MADE on the response sheet if the given assumption is taken for granted in the introductory statement and ASSUMPTION NOT MADE, if the assumption is not taken for granted.

We need to have some rest, so we better finish the work quickly

6. Unless the work is finished, we cannot have some rest.

TEST 3: Test of Inference

An inference is a position derived from certain observed or supposed fact. It is a conclusion arrived at from certain premises or general principle. For example, it is possible to conclude that a car whose engine is running and on motion has a driver inside it or that someone is inside a house from which voices and conversation are heard. This assumption may be correct or not. It is possible that a moving car is remotely controlled instead of being driven by a driver. While conversation being heard from a house may be coming from a tape, radio, TV, etc.

Please read through the following statements and the conclusions which are made from the facts stated in the passages. You have to regard the statements as true. Use the stated facts to decide whether each conclusion is True (T), False (F), or there is Insufficient Data (ID), to draw the given conclusion.

True: an inference which reasonably follows the facts presented.

False: an inference which is wrong misinterprets the facts presented.

Insufficient Data: cannot say whether the inference is true or false or there is no sufficient basis to draw the inference.

A housewife went to a local market to buy items for use in preparing a delicacy for her household...

APPENDIX III

RESTIVENESS TENDENCIES ASSESSMENT INVENTORY

Key: SA = Strongly Agree, A = Agree, D = Disagree, and SD = Strongly Disagree.

S/N	Statement	SA	A	D	SD
1	I am not a submissive person				
2	I am self-centred				
3	Life is meaningless to me				
4	I may be odd in behaviour at times				
5	I may be crazy at times				

6	Why not take Indian hemp (marijuana), I'll like to take some				
7	No need to live in a world that is full of unfaithful people				
8	My thought sometimes becomes muddled and illogical				
9	I can be very stubborn most of the time				
10	I want to bully and show people that I am strong				
11	People in the world are wicked				
12	I am over sensitive to the comment of my mates				
13	when I think about life, I see the whole event as a chaotic stage where man is made to suffer				
14	I wish to be able to fight				
15	Human lives mean nothing to me				
16	There is never sufficient reason for me to be happy				
17	I often experience a feeling of dis-satisfaction				
18	life is not interesting, I wish everyone knows this				
19	It is not a very good thing to be at peace with others				
20	I have been hired to deal with other persons				
21	Politicians sometimes use me to terrorize their opponents				
22	I have engaged in oil theft				
23	I make my living by working with criminals				
24	.No one refuses my advances and go score free				
25	I derive pleasure in a chaotic situation				
26	I lie a lot to cover up my tracks				
27	I always hang out with bad guys.				
28	taking drugs to be high is my way of life				
29	It is very difficult to calm me when I am offended.				
30	More than 20 glasses of alcoholic drink had been taken by me in the last month				
31	I have 2 or more drunkenness during the last month.				

32	I have used marijuana or any other soft drugs at least once during the past year.				
33	I have hit /fight somebody in such a way that he or she had to be bandaged or see a doctor.				
34	I have deliberately vandalised school's property at least once in the past 12 months.				
35	Anybody that does any wrong to me is in big trouble with me.				
36	When I am violent, I am uncontrollable.				
37	I fear nobody.				
38	I can hit anybody with any instrument when I am angry.				
39	I get angry easily.				
40	The urge to fight and be violent in me is very strong				
41	I don't feel touched when someone is hurt.				

APPENDIX IV

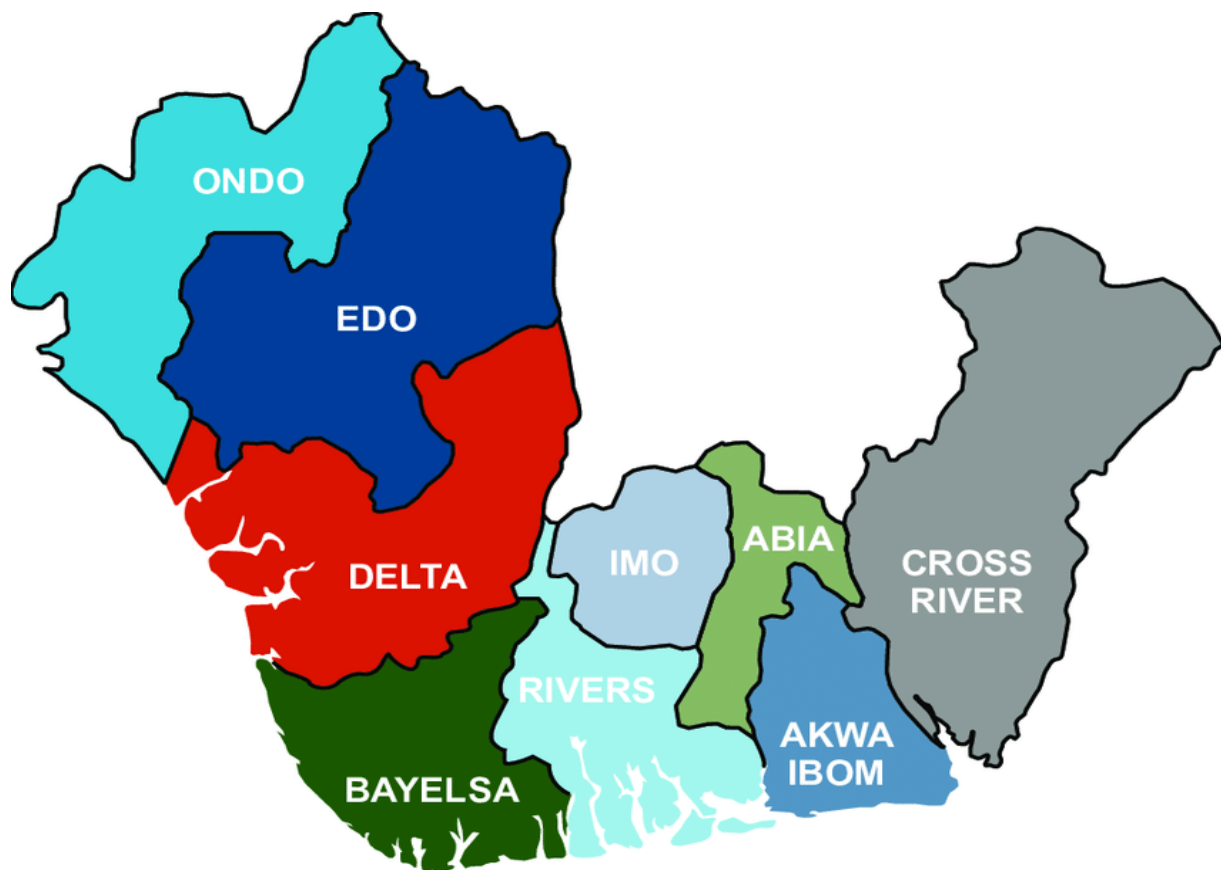
BUDGET

The following are the estimated amount to be spent on the project

S/N	ITEMS	COST
1	Stationary	₦100,000
2	Test	₦20,000
3	Test Administration	₦100,000
4	Travelling Expenses	₦250,000
5	Equipment: Laptop and Printer	₦150,000
6	Literature Review	₦35,000
7	Printing Materials, Analysis, Binding and others	₦250,000
8	Miscellaneous Expenses	₦200,000
9	7 Research Assistance at ₦5,000 per day	₦280,000
	TOTAL	<u>₦1,385,000,</u>

Appendix V

Map of Niger-Delta Region, Nigeria



Source: Google Search