

CHAPTER ONE

INTRODUCTION

Background to the Study

Youths' restiveness which is the extreme form of deviant behaviour among youths is socially unacceptable. It is one of the side effects of environmental infringements in the Niger-Delta that has developed into the rapid increase of arms possessions and the growth of militias which have become a threat to the society. Youths' restiveness in its entire ramification poses a serious challenge to nation's economic, political, social and educational fortunes. The consequences of youth restiveness on the society are better imagined and this negative development is unfortunate. Apart from the social disorderliness it creates, it has grave implications on the nation's economy. It has therefore become a threat to the realisation of the individual's potentials in various communities and states in Nigeria that youths' restiveness needs concerted efforts to overcome.

It is a general believe that positive and meaningful development all over cultural settings are usually engineered, fostered and shaped by the youths in that society; this is because the youths remain one of the greatest assets that any community or state can be proud of. Potentially, youths are the greatest investments for a society's continuous development and for the future. In the Niger Delta region of Nigeria however, there has been an increase in the incidences of acts of brutality and disorderliness, including things like hostage taking of well-known citizens and

expatriate oil workers, oil bunkering, arms insurgence, as well as cultism, etc. In short, the problem agonising Nigerians is insecurity manifested by the activities of youths and this has distressed the continual development of the country.

In the definition of Igbo and Ikpa (2013), youths are either adolescents or children characterised by energy that needs to be exerted, which if not guarded, is channelled into negative tendencies. There are various definitions of youth across individuals and groups. By the standard of the National Youth Service Scheme (NYSC), anybody aged 30 years and below is considered to be a youth. Similarly, the National Youth Development Policy (2009) defines youths as people aged between 18 years and 35 years. Colleges of Education students can then be said to be youths as majority of the students fall within the age brackets of 18 – 35 years. For this research therefore, the definition of youth by the National Youth Development Policy, was adopted.

The current population of Nigeria is more than 201 million people as of Tuesday, August 7, 2019 (World Population Prospects, 2019), with more than half of the people under 30 years of age, according to the latest United Nation's estimates. This estimate is based on the population of 150 million recorded in the last census of 2006, using an annual growth rate of 3.5 percent. Meanwhile, youths occupy important place in any society. Apart from being the owners and leaders of tomorrow, they outnumber the middle-aged and the aged (Onyekpe, 2007). Besides numerical superiority, youths have energy and ideas that are society's great potentials

(Onyekpe, 2007). Youths are the ones who determine the rate of development and the security of a nation, they are the bedrock of a society, the orientation, creativities, character, and vitality of the youths, determine what becomes of a nation. Also, advancement in economic growth, political and social attainments are through the inventiveness and labour of the youths. In the dreams and aspirations of the youths, a nation establishes her motivation and when a nation builds her purpose and security on the energies of the youths, the future of the nation is secured (The National Youth Development Policy, 2001). Contrarily, the degree of disorderliness and instability in society is also determined in part by the youths.

Colleges of Education are the “train-the-trainers” colleges established to train and equip teachers for their esteemed functions to teach in the Nation’s basic schools. Also, they have the sole responsibility to nurture and shape the kids who are the future and leaders of tomorrow (National Commission for Colleges of Education, 2017). Students/pupils with behavioural problems such as restiveness are a growing part of the new face of public-school system. Colleges of Education students are therefore being trained to be effective teachers, this means an increased pressure on educators as to find new ways to counteract the negative effects of problem behaviour factors while simultaneously improving the academic success of students/pupils.

According to Esere, Ajiboye and Adebayo (2015), the rising waves of restiveness culminating in insecurity and terrorism is quite alarming, and the masses

are the most vulnerable group in the society world over. The study further revealed that among the causes of youth restiveness are, poor childhood upbringing, bad societal mentoring, bad governance, poverty and inadequate educational opportunities and so on. Furthermore, Anasi (2010) affirms that the absence of peace means that no meaningful development can take place and as such the progress of a nation is related to the extent of the responsible conduct of her youths and their societal roles.

Youth restiveness in Nigeria as explained by Igbo and Ikpa (2013) is a contemptible act carried out by a significant number of youths in different communities in the Niger-Delta that cannot be overlooked. Igbo and Ikpa (2013) further explained that it is a merger of actions or conducts that constitute unhealthy anti-social and unacceptable activities involved in by the youths in any community. It is a practice that has led to a near collapse of orderliness, low productivity due to interruption of profitable activities, increasing crime rate, intra ethnic hostilities, harassment of prospective developers and other criminal tendencies. It is, therefore, a national crisis going by its destructive tendencies (Chukuezi, 2009).

According to Okechukwu and Jibril (2018) beyond the diverse causes and methods of youths' restiveness prosecution, one fundamental feature of these conflicts is their capacity to spiral out of control, with far-reaching consequences for neighbouring states. It is in this circumstances that the Niger-Delta region of Nigeria, in the last two decades, has become the most conflict ridden region due to youths'

restiveness apart from the North Eastern part of Nigeria that has become a theatre of some of the deadliest brutalities that has ever been witnessed in recent time due to Boko–Haram insurgencies.

In similar vein, Elegbeleye (2005) defined youths' restiveness as a protestation that is sustained, embarked upon by an organised body of youths, in order to enforce a desired outcome from a constituted authority. It is marked by violence and disruption of lawful activities. These protestations come under different headings as the inclinations and beliefs of actors differ. Ogbeifun (2008) further explained that the three forms of restiveness include the fact that youths sometimes take part in legitimate agitation for their rights and recovery of the dignity of their group or people; youths also engage in ambitious self-assertiveness and in criminal activities such as hostage taking or kidnapping in exchange for imposed levies. Likewise, youths also seek revenge for the cruel attitudes of members of the elite class or as a manner of responding to a suppressive state.

Furthermore, Ebenuwa-Okoh, Akpochafo and Onoyase (2013) asserted that Nigeria society is coloured with inverted values, marginalisation, bad governance, religious bigotry, poverty, unemployment and insensitivity of government to the plight of the populace. Literature likewise revealed that oil exploration resulting in environment degradation, depletion of land and sea environment causing health and occupational hazards to their victims, abuse of human rights of oil communities, low infrastructure and low industrialization are some of the reasons why youths in the

Niger Delta, Nigeria are restive. There is also the fact that the federal government is not committed to ensuring that standard for the oil companies to operate without hindrances, with adequate restitution and compensation to the affected communities is enforced.

Consequently, the reasons for the rise of youths' restiveness and insecurity in the Niger-Delta according to Ebenuwa-Okoh, et. al., (2013) is associated with the fact that the Niger Delta, where petroleum products are generated and the products have been the main source of Federal Government revenue, i.e. more than 90 percent of the revenue, remain poor and underdeveloped. Oromareghake, Arisi and Igbo (2013), explained therefore that the Niger-Delta youths out of anger began with agitation and demanded for their rights (economic, political and environmental rights), shaping up into the expansion and progression of the activities of youths and the consequent insecurity in the Niger-Delta region. This is because the effects of oil exploitation in the region is devastation of ecosystem, environmental disorders, and importantly, deprivation through gas flaring and oil spillages. In reaction to the government actions, youths' movements emerged to confront the government and multi-national companies.

Similarly, there is no denying the fact that school insecurity is more than mere result of media panic or incidences of insecurity in schools. Education can be linked to insecurity in two major ways. Education can be studied to understand its potential influence on security and as a redress to global security threats on

education. The focal point of education as a redress to global security threats was actually made impossible by the metamorphosis of Boko Haram from a mere religious ideology to a significant global terrorist organisation (Fayeye, 2018). A literal translation of Boko Haram is that 'Education is evil'. Physical threats of kidnapping and hostage taking of students have impacted on school attendance, school drop-out, personal safety of staff, students and the school community.

Additionally, as people keep lamenting the effects of youths' restiveness, Azuatalam (2013) identified education as one of the key factors that will bring about the much-needed peace in the Niger-Delta region. It is a known fact that higher institutions remain the target of youthful discontent, sometimes in terms of legitimate complaints about the deficiencies of the institution and sometimes as a convenient tactic of assault upon the general society. The students who are regularly referred to the office for behavioural problems (restiveness, insubordination, lack of participation, or fighting) lose valuable instructional time and suffer academically, while highly self-disciplined students outperformed their peers on every academic performance variable. Oyinloye (2005) attributed such behavioural problems to the low level of emotional intelligence among students. Oyinloye (2005) believed that students who lack emotional intelligence suffer some behavioural challenges or in some ways fail to handle effectively the demands of school work.

Therefore, emotional intelligence can be conceived as the degree which a person applies sound judgement and reasoning to situations in the process of

determining emotional responses to those situations. According to Chamudeswari (2013) emotional intelligence is involved in the capacity to perceive emotion; assimilate emotion-related feelings, understand the information of those feelings and being able to manage them. In other words, emotional intelligence (EI) represents an ability to accurately reason with emotions and use emotions to enhance thought and human understanding. It describes an ability, capacity, or skill to perceive, assess, and manage the emotions of one's self, of others, and of groups. Chamudeswari (2013) further explained that researches investigated dimensions of emotional concepts, such as social skills, interpersonal competence, psychological maturity and emotional awareness, long before the term "emotional intelligence" since 1978. It is therefore the extent to which our effective responses are rationally based.

Furthermore, a person with high level of emotional intelligence is one who responds to situations with feelings that make sense based on what was going on in those situations and this generated feeling states serve as motivation to pursue reasonable/rational behaviour or action. Additionally, educators need to build high achieving, productive and healthy students and this can be achieved through a balance in the cognitive and emotional domains of learning. The study of Nwandinigwe and Azuka-Obieka (2012) revealed that emotional intelligence skills had a positive influence on retention and students' successes. It is also believed that the reason for this outcome is not farfetched, for emotional learning is a very

comprehensive programme of intervention that inculcates emotional intelligence skills that positively impact on the life of the individual.

In considering the importance of emotional intelligence (EI) Javidi and Abdioli (2014) emphasised that about 90% of our deeds are emotional and only 10% of our actions are based on logic and contemplation. Javidi, et al. (2014) maintained that passion proceeds thinking. In other word, emotion is first stirred in the face of a phenomenon and then a rational reason is considered for it. Therefore, it goes to show that people with greater certainty about their feelings are better pilots of their lives, having a surer sense of how they feel about personal decisions. Also, the use of Emotional Intelligence leads to more productive outcomes at the individual and organizational level. Conversely, the dearth of emotional intelligence undermines rational reasoning.

Another variable that is closely related to emotional intelligence in academic discuss is the variable of critical thinking. Most of our actions are taken impulsively and uncritically and we rarely scrutinize our reasons deeply to see if they are rationally justified. Also, we often do not take time to familiarise ourselves with the relevant issues/positions, think about the long run implications of what has been proposed to us or examine the motivations of the reasons before acting on what has been proposed to us. Lau and Chan (2018) explained that critical thinking has to do with evaluating the information we are fed with, determining how to interpret it or whether to believe the information and to find out if the information is right or

wrong. In this style of thinking, reasoning is employed by the thinker to come to a conclusion about how he wants to view the information. Instead of sticking strictly with the information presented, critical thinking helps the thinker examine other elements that could be of influence. It is engaging in reflective and independent thinking and using facts to determine a belief, from an opinion. Someone that has critical thinking skills is able to do the following: understands the logical connections between ideals, identifies, constructs and evaluates arguments.

In addition, Halpern (2003); Edward (2017) explained that critical thinking is a thinking that is reasoned, goal-directed and the kind of thinking that is used in solving problems, formulating inferences, calculating likelihoods, and for making decisions. It comprises the following skills: verbal-reasoning skills; argument-analysis skills; thinking skills such as hypothesis testing; decision-making and problem-solving skills. The development of these skills could liberate the youth from the psychological and mental torture they pass through in acts of restiveness. Critical thinking could also liberate youth from falsehood and misconceptions been provided by peers and adults who utilize them to fulfil personal wishes and later dump them.

Furthermore, Facione (2011) explained that the American Philosophical Association Project, described CT as a purposeful and self-regulatory judgment which results in the interpretation, analysis, evaluation and inference, founded on the conceptual criteria upon which a judgment is based. Similarly, Watson and Glaser (2002) associated CT with the following abilities:

inferences drawn from factual statements; recognition of assumptions in a series of statements; interpreting whether conclusions are warranted or not; determine if conclusions follow from information in given statements, and evaluating arguments as being strong and relevant or weak and irrelevant (pp. 21–23).

CT has been identified in many ways as playing a central role in learning as it serves as a core outcome in higher education that is associated with academic achievement and employability (Stupple & Ball, 2012). The research conducted to determine a consensus of CT by Facione (2011) suggested that an individual has two facets of CT: disposition and skill. Together, the two factors provide educators with a much more holistic understanding of CT. Nalla (2015) reiterated that relying on this life skill has been useful in the prevention of school dropout and violence among young people.

The constructs of critical thinking and emotional intelligence are somehow linked as individuals develop the ability to identify and manage their feelings regarding the decisions they make. This is because high level abilities in these skills would allow someone to make effective decisions, have the ability to redirect and revise those decisions, and manage his or her feelings in order to enhance effectiveness throughout the process. Therefore, critical thinking (CT) and emotional intelligence (EI) are among the most noteworthy constructs which have recently caught remarkable attention in the domain of education. There is a thinking that underlies our emotions and the emotions that drive our thinking. The importance of

these variables has been widely emphasised and recognised as these are evident in the number of researches involving CT and EI and the amount of attention they have drawn from various stakeholders in the literature.

Therefore, it is not only necessary to determine if the EI of teacher in training plays a role in critical thinking on an independent basis, it is also important to determine if there is a degree of predictive ability based upon the combination of high and low EI scores of the teacher to be. Educators and parents are alarmed by the increasing levels of conflicts in young children from low academic performance, low CT skills, low EI skills, misrepresentation of ideas and destructive nature. Hence the great interest in this study. In view of this, this study investigated emotional intelligence and critical thinking as correlates of restiveness tendencies among colleges of education students in Niger Delta, Nigeria.

Statement of the Problem

A nation like Nigeria needs qualitative education to be able to meet up with international best practices. Therefore, serious attention needs to be paid to the quality of her basic school teachers in training because they lay the foundation where other levels of education are built. Colleges of Education are the training ground where these basic school teachers are trained and certificated. However, the involvement of youths in violent behaviours due to youths' restiveness and its attendant consequences have been a source of worry and concern to teachers, parents, the government and other stakeholders.

Jacob and Athanisis (2019), observed that of the 72 million children of primary school age estimated to be out of school globally, over 27 million are found in countries with high incidence of youth restiveness. Fayeye (2018) opined that Nigeria is said to be among the worst hit when it comes to school attacks due to restiveness by the youths. Fayeye (2018) further explained that 30 percent of attacks on schools are not reported, noting that there have been 3,400 attacks between 1990 and 2013 targeting educational institutions. Similarly, most of the students who dropped out of school or sent off from school for poor academic performance, while a few others had certificates that could not readily qualify them for employment in a competitive environment, were involved in restiveness activities.

The trauma of insecurity caused by youth restiveness is unimaginable as it has led to the destruction of the youths that were involved in the crisis and the destruction of innocent people. This has also led to many youths growing up as illiterate young adults who only appreciate gangsterism, kidnapping and robbery. Some of the youths have been recruited by politicians or money bags as their touts serving as their body guards and also to terrorise their opponents. For youths to be able to carry out these despicable assignments they resort to the use of narcotics such as cocaine, heroin, ephedrine, Indian hemp and other hard drugs. These drugs are taken by the youths to stimulate their psyche and to make them energetic to be able to carry out the tasks. Unfortunately, these actions of indulging in taking hard drugs have made many youths' neurotics, psychotics and schizophrenics.

The negative effects occasioned by the disruption of oil production the main stay of Nigeria economy due to youth restiveness, always take its toll on the Nigerian nation. This is because as oil production is disrupted, the level of crude oil sold per day is reduced and this will invariably affect the derivation funds and statutory allocation to the states in Niger Delta and to all the other states in Nigeria. The government has adopted strategies ranging from direct negotiation with the militants to all-out military assaults on them in order to control youth restiveness and boost oil production, these have not been completely successful. This is indeed worrisome and there is however, no emphasis on EI and CT skills that have been found very useful in conflict resolution and solving problems. One cannot apply the same method to solving a problem and expect different results. It is time for a new thinking and a new approach hence the interest in this study.

Through E.I. children learn to recognise and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships and avoid negative behaviour (Fatum, 2008). CT, similarly, has been found to provide the link between intelligence and emotions in the emotionally intelligent person. It is the only plausible vehicle by which we could bring intelligence to bear upon our emotional life. Through CT, one can acquire means of assessing and upgrading our ability to judge well. Researches have indicated that inadequate CT skills has been associated with biased reasoning. Ghanizadeh and Moafian (2011) asserted that scoring high in EI also revealed increased positive

interpersonal relationships among children, adolescents and adults. Considering how plausible and important the duo of CT skills and EI skills are, youths' restiveness does not allow for the development of these important variables.

Educational psychologists, educators and stakeholders have been constantly seeking innovative measures which they hope would help to alleviate this growing concern of restiveness tendencies in Niger-Delta and Nigeria as a whole. In view of this, any research conducted in this area is considered worthwhile. Nevertheless, no study to the knowledge of this researcher has investigated emotional intelligence and critical thinking as correlates of restiveness tendencies among Colleges of Education students, it was this gap this study filled.

Likewise, other studies carried out on the correlate of emotional intelligence and critical thinking were carried out in other cultural settings different from this study, so, it is difficult to determine the extent which the findings can be generalised to the Niger-Delta context due to cultural differences. Therefore, the current study is complimenting previous studies as it investigated EI and CT as correlates of restiveness tendencies among Colleges of Education students in the Niger Delta, Nigeria.

Purpose of the Study

The main purpose was to investigate emotional intelligence and critical thinking, as correlates of restiveness tendencies among Colleges of Education students in Niger-Delta, Nigeria. Specifically, the study examined:

1. level of emotional intelligence among Colleges of Education students in Niger-Delta;
2. common emotional intelligence competence among Colleges of Education students in Niger-Delta;
3. level of critical thinking among Colleges of Education students in Niger-Delta;
4. common critical thinking skill among Colleges of Education students in Niger-Delta;
5. level of restiveness tendencies among Colleges of Education students in Niger-Delta and
6. the relationship among emotional intelligence, critical thinking and restiveness tendencies of Colleges of Education students in Niger-Delta, Nigeria;

Research Questions

The following questions were answered by this study.

1. What is the level of emotional intelligence among Colleges of Education students in Niger-Delta, Nigeria?

2. What is the common emotional intelligence competence among Colleges of Education students in Niger-Delta, Nigeria?
3. What is the level of critical thinking among Colleges of Education students in Niger-Delta, Nigeria?
4. What is the common critical thinking skill among Colleges of Education students in Niger-Delta, Nigeria?
5. What is the level of restiveness tendencies among Colleges of Education students in the Niger-Delta, Nigeria?
6. What is the relationship among emotional intelligence, critical thinking and restiveness tendencies of Colleges of Education students in Niger-Delta, Nigeria?

Research Hypothesis

The null hypothesis tested was:

H₀₁: There is no significant relationship among emotional intelligence, critical thinking and restiveness tendencies of the Colleges of Education students in Niger-Delta, Nigeria.

Scope of the Study

The focus of this study was on to examine emotional intelligence and critical thinking as correlates of restiveness tendencies among Colleges of Education students in Niger-Delta, Nigeria. All the Colleges of Education students, (Public and Private) in Niger-Delta, Nigeria formed the population for the study. There are 15

public Colleges of Education (Federal/States) in Niger-Delta, out of which 12 Colleges of Education were selected for this study. Copies of questionnaires were used to collect data in this study. An adapted instrument designed by Ogbemudia, (2010) relating to Youths' Restiveness Tendencies Inventory (YRTI) was used to measure restiveness tendencies of Colleges of Education students and items reflecting competences in emotional intelligence which reflected the four domains identified and designed by Nirmalo and Panboli (2018), was adapted. Similarly, Owolabi Critical Thinking Test (OCTT) designed by Owolabi, (2011) was adopted to measure the critical thinking of NCE II students. To describe the demographic characteristics of the respondents and also to answer research questions 1, 3 and 4, percentage was used while 2 and 5 were answered using mean rating. The Multiple Regression statistical techniques was used to test the formulated hypotheses at 0.05, level of significance.

Operational Definition of Terms

The following terms were operationally defined as they are used in this study:

Critical Thinking: Is to be self-guided, self-disciplined in thinking, which attempts to reason at the highest level of quality in an unbiased way, while continuously attempting to live analytically, reasonably and confidently. A score from 37 – 54 marks is therefore regarded as having high critical thinking skills, respondents that score 19 - 37 marks are considered average in critical thinking skills while respondents that score 1 -18 marks are regarded as having low critical thinking skills.

Emotional Intelligence: The capability of a person who manages and controls his or her emotion and possess the ability to control the emotions of others as well. In other words, they can influence the emotion of other people also. A score of between 40 - 81.3 suggested low emotional intelligence skills, a participant that scores between 81.4 -122.6 suggested having average emotional intelligence skills; and a score of between 122.7 -164 suggested high emotional intelligence skills.

Niger-Delta: The Niger Delta region is made up of 9 states in Nigeria. They are Bayelsa, Cross River, Akwa Ibom, Delta, Edo, Abia, Imo, Ondo and Rivers States. These are the oil producing states in Nigeria.

Restiveness Tendencies: Having inclination towards being difficult to be controlled especially when one is dissatisfied with something and being impatient. A score of 41 – 81.3 suggested low in restiveness tendencies, a score of 81.4 – 122.6 suggested average involvement in youth restiveness; and a score of between 122.7 – 164 suggested high involvements in youth restiveness.

Youth Restiveness: Sustained protestation embarked upon to enforce desired outcome outside the constituted authority by an organised body of youths which is marked by violence and disruption of lawful activities.

Youth: A student between the ages of 18 – 35years in Niger- Delta Colleges of Education, Nigeria.

Significance of the Study

The findings of this research would assist teachers, administrators, and policy makers by exposing the destructive nature of youths' restiveness and its effects. The findings of this study brings to bear again that when it comes to teaching professions with its high levels of complexity and constant communication, the ability to control impulses is the foundation of character and emotional intelligence has the ability to assist a person to watch his emotion as well as the emotion of others thereby encouraging interpersonal and intrapersonal relationships. Also, it revealed the usefulness of critical thinking skills which should form a part of an individual striving to be a better person as it reflects in terms of performance and ability to solve problems.

This study would likewise, play an important role by creating awareness for education stakeholders, such as educational psychologists, counsellors, parents, Colleges of Education administrators and teachers of the problems posed by restiveness tendencies to the growth of emotional intelligence and critical thinking skills. This is because a restive student is distracted from his academic work, he is not able and cannot perform tasks optimally. Whereas, stability and optimal performances are the hallmarks of an emotional intelligent person and a critical thinker. This study provided much information on youths' restiveness, such as the symptoms, causes, the impact and also the effect of youths' restiveness on the EI and CT skills of Colleges of Education students.

This study is also, one of the recent studies in Nigeria to examine the relationship among emotional intelligence, critical thinking skills and restiveness tendencies. It would therefore, contribute in helping educational psychologists to identify the spread of restiveness among Colleges of Education students, and also help in placing suitable instructive, protective and curative plans based on awareness concerning the appropriate and positive way to curb youths' restiveness.

The findings from this study might educate the Colleges of Education administrators and government on the level of emotional intelligence, critical thinking and restiveness tendencies among Colleges of Education students in Niger-Delta, Nigeria. This might help in providing insight into policies that should be implemented to give adequate attention to the causes of youths' restiveness in Niger-Delta, Nigeria, thereby improving the lot of the citizens.

This study might serve as a valuable source of information to various individuals dealing with Colleges of Education students at different levels. The adequate knowledge of the factors that are relevant to improving emotional intelligence and critical thinking skills as well as curbing youths' restiveness will in no doubt enhance the overall well-being of Colleges of Education students. It can also enrich adults' interaction with their society in a way that will foster peace and tranquillity thereby bringing about progress in every facets of life.

Finally, the findings from this study would be published in reputable educational journals for ease of access to educational psychologists, teachers, parents

and colleges of education authorities in order to know ways to curb restiveness tendencies and encourage the development of emotional intelligence and critical thinking skills.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The focus of this chapter is the presentation of a Review of Related Literature. The following sub-titles were reviewed;

- a. The Concept of Youths' Restiveness
- b. Some Timelines of Restiveness/Insecurity in Nigeria and Public Schools Beginning from the Recent
- c. Evolutionary Trends of Youths' Restiveness in Niger Delta, Nigeria
- d. Concept and Theories of Emotional Intelligence
- e. Concept and Theories of Critical Thinking
- f. Relationship among Restiveness Tendencies, Emotional Intelligence and Critical Thinking
- g. Review of Empirical Studies on Emotional Intelligence, Critical Thinking and Restiveness Tendencies
- h. Appraisal of the Literature Reviewed
- i. Theoretical Review
- j. Conceptual Framework

The Concept of Youths' Restiveness

Generally, youths' restiveness is not a recent occurrence; various types of youths' restiveness that are economically, politically, or religiously motivated have been exhibited for a long time (Anasi, 2010). There are different forms of social

challenges that affect most modern nations now are days. Several of these challenges are as a result of economic depression, which manifest as unemployment leading to aberrant behaviours among the youths. These deviant behaviours usually become what are termed youths' restiveness (Uriah, Egbezor & Ololube, 2014).

Youths' restiveness has become a prominent issue in Nigeria in recent time and there has been an increase in the occurrence of acts of violence and lawlessness, especially in the Niger-Delta region, Nigeria. The term youth describes a specific stage in the growth of human beings. However, the dimensions to the definition of youth are different, there are legal, physiological and chronological dimensions to the definition. So, there is no standard definition for the term youth. Nevertheless, the Federal Republic of Nigeria (FRN) (2004) officially described the age bracket of youths as between 16 – 30 years. This means that youths can be found in the primary, secondary and tertiary institutions. There are also other youths who are out of school with its serious implications to the individual and the society (Okoroseye-Orubite, 2008).

In Nigeria, it may not be out of place to see people of even 40-45 years of age claiming to be youths in some culture. According to Nwanna – Nzewuawa, Girigiri and Okoh (2007), a youth is anybody that is more than 12 years old but not more than 40 years old. Similarly, Akinboye (1987) defined youth as a person aged between 20 years old and 30 years old, The World Health Organization (WHO) however, viewed youth as anybody between 15 and 24 years of age. Youth in this

context and for the purpose of this research is any student between the age brackets of 18 – 35 years.

Youths are naturally full of vitality, which makes them restive; when these energies are positively channelled, receive social acceptance in activities that are creative such as music and dancing, enrolment in the forces, academics, participation in sporting activities, gainful employment, engaging in commercial activities, and community development activities, among others. Conversely, if these energies are not properly channelled, and appropriately handled, the result is restiveness leading to activities that are anti-social, such as, wanton destruction of lives and properties, hostage taking, rioting, kidnapping, stealing, cultism, demonstration, rape, stealing, and prostitution and so on. Children and adolescents exposed to violence start to view violence as normative and accepted, leading to a decrease in their inhibition surrounding its use, this in turn increases their violent behaviour (Bandura, 1986).

Similarly, Ayo (1994) lamented when he reflected on the comments made by Dr. Iyorchia Ayu, the former Minister of Education who observed that the psyche of the people have been assaulted by the tragic wave of secret cults on our campuses. Dr. Iyorchia Ayu maintained that the effects of secret cults in institutions of higher learning in Nigeria is serious because members of these cults are blood – sucking and have little or no respect for life and property. Apart from the criminal activities of these cult members, they have enough money to purchase guns, pay for expensive midnight parties where they engage in terrible activities, to the extent of kidnapping

heads of institutions, forcing them to agree with the cult members to violate the rules and regulations of the institutions. As a result of these hazards, many well trained Nigerians and expatriates have left the services of Nigerian universities.

Agina-Obu (2008) therefore, referred to restiveness as a kind of human behaviour targeted towards the realisation of individual's or groups' needs which stems out of the inability of the government to meet the needs of the individual or groups through institutional provisions or arrangement that results in youths' restiveness. Studies such as Igbo and Ikpa (2013) studied the causes, effects and ways of curbing youths' restiveness in Nigeria and reported that youths' restiveness is mostly caused by the corruption of state officials and the anaemic state of social services with its attendant consequences has robbed the State of its God-like character thus provoking varied reactions.

In their study, Chukwuemeka, Anazodo and Nzewi (2011) found out that the people of the Niger-Delta especially the youths were dissatisfied with the lack of serious attention paid to the development of their eco-system that has been destroyed by oil spillage is the major cause of the increasing rate of youths' restiveness. Therefore, the youths take laws into their hands, this is indicative of the people insurgency against the Nigerian state, which has not been able to faithfully deliver on its terms of the social responsibilities to the Niger Delta people. Similarly, Epelle (2010) explained that the violence in the Niger-Delta region is basically a manifestation of the processes of state failure and collapse.

According to Epelle (2010) there has to be a complete reorganisation and focusing of the Nigerian state for oil violence to be properly tackled. Similarly, adequate funding of developmental projects, checking arms running in the region, the political will to punish criminals accordingly, justice and creation of employment opportunities for the youths in the region are some of the way youths' restiveness can be tackled in the region (Ojaborotu & Gilbert, 2010). Zakaria (2006) observed that education does not influence the career aspiration of a restive youth. Noting that restive youths indicated interest to be trained in career other than the area they were certificated. This is because the school which is an agent of socialisation where individuals learn different skills, aptitudes and knowledge does not influence the career aspiration of the restive youths.

In the same vein, Uriah, et. al., (2014) explained that many of the restive youths dropped out of school or were sent out of school for poor academic performances while others go about with certificates that cannot qualify them for employment in competitive environment. Therefore, the restive youths require retraining in new areas that can qualify them for employment. The more these restive youths are trained and retrained, the more they will be useful and be able to contribute to the development of their environment (Igbo & Ikpa, 2013). However, Uriah, et. al., (2014) believed that if the right education is given to the restive youths, they will contribute enormously to the economic, political and social development of their communities.

The role of restive youths in the agitation for the development of the Niger-Delta region cannot be overemphasised because restive activities seem to be related to the nature and the level of development that occurred in the region. In fact, there seems to be a link in the activities of the restive youths and the level of development in the Niger Delta region (Uriah, et. al., 2014). As observed by Adesope, Agumagu, and Chiefson (2009) the excessive oil exploration and the exploitation of the Niger Delta region at the expense of the indigenes has been a major source of worry to the area and has resulted in restive activities. Youths have been at the forefront of agitation for compensation to the Niger-Delta region due to the way and manner the region is being exploited. These agitations have enabled the region access to the derivation the Niger Delta region is receiving from the Federal Government of Nigeria. This is not surprising given the fact that the youth form a great portion of the entire region (Uriah, et. al., 2014).

Okorosaye-Orubite (2008) agreed that youths who form about 59 percent of the population of Nigeria, are the “brain and brown” of the societies they belong, while the productive active segment (15 – 30 years) constitute 47 percent of the productive population of Nigeria. Uriah, Ololube and Egbezor (2015) revealed also, that both males and females in the Niger Delta are involved in the agitations for a better deal from the government. It was however revealed that their functions, behavioural patterns and interests of male and females later became dominant factors in their aspirations and choices of restiveness; as much as gender stereotyping and

aspiration amongst youth is highly related to the biased view that we live in a world dominated by man, which is contradicted by the thinking now that anything a man can do, a woman can do much more. Therefore, the female youths are increasingly involved in restiveness in the Niger-Delta just like their male counterparts.

Akabo (2019) further raised a serious concern over the killings of innocent citizens due to murder kidnapping, violence and abduction in Niger Delta with no meaningful strategy being deployed to checkmate the menace. It was further revealed that the killings which had been on for more than ten years now assumed a very dangerous dimension before, during and after 2015 general elections.

Furthermore, there are several occurrences of restiveness activities in schools, this shows that youths' restiveness in schools have come to stay. For instance, unrest broke out at the Government Girls' Secondary School, Abuloma, Port Harcourt leading to several students and teaching staff sustaining various degrees of injuries as a result of violence (Nation Newspaper, June 21, 2012). The Nigerian Tribune of Thursday, 4th October also reported that at the Federal Polytechnic, Mubi, Adamawa State, 49 students were killed in the violence that erupted in the school.

Similarly, Oyo State government ordered the indefinite closure of the Emmanuel Alayande College of Education, EMMACCOED, Oyo. The order followed a violent demonstration that rocked the institution. The statement released by the Commissioner for Education, Science and Technology, Adeniyi Olowofela, directed students to vacate the school premises immediately and the law enforcement

were enjoined to secure lives and government properties on the college campus. The reporter for Premium Times of 2nd June, 2017, Oladerinde Olawoyin gathered that students had staged a protest to demand for better welfare and the protest however turned violent, with some students sustaining various degrees of injuries.

Also, media reports and personal observation indicate cases of armed conflicts, killings, wanton destruction of lives and properties, kidnappings, lootings, pipeline destructions among others in most Nigerian States. These are issues of insecurity therefore; it is of upper most concern to the Nigerian Government and religious leaders. Recently, Federal and State legislators were killed in cold blood in plateau State. Churches and Mosques have been bombed in Niger, Plateau and Kogi States. Security reports showed that most of those involved in these acts of several suicide bombers' attacks were reported to be between 12 and 18 years respectively.

Being that as it may, the effects of youths' restiveness cannot be over-emphasised as it brings about self - destruction because it can lead to the youth's imprisonment, death or maimed for life. Also, it brings about economic wastages and the reduction of the nation's GDP; this invariably leads to hardship in the country.

Some Timelines of Restiveness/Insecurity in Nigeria and Public Schools Beginning from the Recent

According to Fayeye (2018) constructing a systematic timeline for the effects of youth restiveness or insecurity in Nigeria generally and public schools specifically remains a difficult attempt. Nigeria is said to be among the worst hit when it comes

to school attacks. The following represent a few of the abductions, killings and injuries to students in Nigerian schools and Nigerians by restiveness, insurgency, militancy, and related gun-men activities.

1. On February 23, 2018, one hundred and five (105) female students of Dapchi, Yobe State were abducted. They were rescued in Julli –Muwarti, a border town between Yobe and Bornu States with one (1) of the abductees still being held.
2. On July 25, 2017, three (3) University of Maiduguri lecturers were abducted by Boko Haram while exploring the Chad Basin. They were freed with ten (10) other abducted women in February, 2018.
3. June 2, 2017, Oyo State Government ordered the indefinite closure of the Emmanuel Alayande College of Education, EMMACCOED, Oyo. The order followed a violent demonstration that rocked the institution. The statement released by the Commissioner for Education, Science and Technology, directed students to vacate the school premises immediately.
4. On February 29, 2016, three (3) students of Babington Macurley Junior Secondary School, Ikorodu, Lagos were abducted by gun-men suspected to be dislodged pipeline vandals. They broke the perimeter fence to gain access to the school premises.

5. On May 12, 2016, two (2) Junior Secondary School (JSS III) students of Federal Government College, Okpesi in Ebonyi State were abducted and their bodies were discovered few days after.
6. January 7, 2015, for two days running, Uniben students continued rampage over assault of their lecturers by agents of the state government. Vehicular movement on Benin – Lagos express way was shut down for the second day as students of the University of Benin continued their protest over the demolition of institution’s property by Edo State Government.
7. March 20th, 2015, academic activities in College of Education, Ekiadolor, Benin City, Edo State were grounded as a twin protest took place at the institution, calling for the sack of the Provost of the school. The entrance to the school was blocked and for days, the Ore-Benin road was barricaded.
8. On 14 / 15 April 2014, 276 female students from Government Girls’ Senior Secondary School, Chibok in Bornu State were abducted but only 57 of them managed to escape. The remaining 119 students are still held in hostage. In 2014 also, 49 male students of Federal Government College, Buni Yadi, Bornu State were slaughtered by Boko Haram while in their school hostels. The terrorists disguised themselves as armed service men. However, 24 of the school buildings were also set ablaze.
9. In 2013, three students of Federal Government College, Kano, Kano State were killed by “Boko Haram”.

10. The violent unrest that took place at the Government Girls' Secondary School, Abuloma, Port-Harcourt led to 13 students and some teaching staff sustaining various degrees of injuries (Nation Newspaper, June 21, 2012)
11. 10 students were gruesomely gunned down in a day by cultists at Obafemi Awolowo University (Jamiu, 2008).
12. Tony Ileogbuna, Acting Head of Geology Department, Enugu State University of Science and Technology was murdered.
13. Yomi Edeki of Uniben was also killed on February (Ogidefa, 2008).
14. On 8th June 2006, some cult members invaded University of Ado-Ekiti at 12noon where they burnt the cadet's office, killed three students and wounded many students and staff of the university.
15. June 28, 2006, a lecturer (Seun Oyedola) was abducted and killed during a clash between cults at the Olabisi Onabanjo University, Ago-Iwoye, Ogun State (Omoegun & Akanle 2007).
16. Ashifat Olatunji Saheed, a student of the Polytechnic Ibadan was slaughtered in March, 2005.
17. In September 2005, cultists slaughtered Bolaji Toniwa, a student of Lagos State University.
18. Tuesday March 9, 2004, Vincent Uloho of University of Benin was also murdered in cold blood.

19. July 2004, Wale Adeyori and Banji of the Federal Polytechnics, Ilaro were also killed.
 20. In October 2003, three students of Kwara State Polytechnic were killed.
 21. On 5th August, 2002 a 300 level Economics student was shot dead and slaughtered at the Dallimore area of Ado- Ekiti.
 22. 10th, June 1999, five students of Obafemi Awolowo University were killed.
- Deriving from the foregoing, Fayeye (2018) explained that high level of crime, victimization and violence in any community are strong indicators of insecurity.

Evolutionary Trends of Youths' Restiveness in Niger Delta, Nigeria

Niger Delta which derived its name from the River Niger, is one of the world's largest wet lands and African's largest Delta, covering some 70,000km² formed by the accumulation of sedimentary deposits transported by the Niger and Benue Rivers (Oweila, 2009). A delta in simple parlance describes an area criss-crossed by Rivers, Rivulets and Creeks which empty themselves into the sea or ocean. According to Oweila (2013), the Niger Delta of Nigeria is one of the richest deltas of the world. The Niger Delta Development Commission Acts, 2000 (NDDC Acts, 2000), list Delta, Akwa-Ibom, Bayelsa, Abia, Rivers, Edo, Imo, Ondo and Cross Rivers as States that made up Niger Delta. Niger Delta is a region in Nigeria endowed with enormous natural resources of which petroleum oil is the most exploited. As the hub of oil and gas production in Nigeria, accounting for over 80%

of the total revenue accrue to the Government, 90% of Foreign Exchange and over 90% of National Wealth. Despite this, the Niger Delta people remain poor and the region underdeveloped.

Since the Post-Cold War era, oil-based revenues and its disbursements in Nigeria has led to massive protests and violence among youths. According to Oromareghake, et. al., (2013), SHELL Petroleum Development Company of Nigeria (SPDC) hit oil deposit in commercial quantities at Olobiri (now in Bayelsa State) in 1950. The company started production at the rate of 5,100 barrels per day and this doubled in 1959. The scale of sole right concession policy was abolished in 1959 and replaced by full exploration rights which accelerated the pace of oil exploration there by, encouraging the participation of other companies.

The effects of the exploiting activities of the multinationals in the region, Oromareghake, et. al., (2013), explained was environmental disorders, devastation of ecosystem and most significantly, deprivation through gas flaring and spillages. In reaction to these, a counter force against government's action, that is, youths' movements emerged to confront the governments and the multinational companies. Most notable among these youths' movements is Movement for the Survival of Ogoni People (MOSOP). These youths' organisations embarked on series of protests against environmental degradation and total neglect of the region, thereby causing insecurity. They demanded for speedy development of their area from the oil generated revenue accrued to them, they also accused the government of economic

disempowerment and their handling of environmental problems due to oil exploration with levity hence the organisations resorted to violence.

Oweila (2009) explained that the huge amount of oil revenue derived from the Niger Delta costs the people their fishing rivers, farmlands, and lots of health hazards, for example, acid rain due to environmental degradation caused by oil production activities of petroleum business. The brutal killing of Ken Saro-Wiwa and eight other activists of 1997, the 1997 Aleibiri Demonstration crisis, the Kaima Declaration crisis of 1998, the 1999 Opia/Ikiyan invasion, federal government deployment of naval war ships to quell the Ijaw-Itsekiri crisis because of the revocation of Warri South Local Government Council headquarters from Ogbe-Ijoh, an Ijaw town to Ogidegden, an Itsekiri town, the arrest and detention of Asari Dokubo, Diepreye Alamieseigha and Henry Okah, etc. are some of the violent actions of the government that were against the people of the Niger Delta which resulted in an environment of anger and desperation in the region.

Therefore, after the 1998 Kiama Declaration, the armed insurrection against the Nigerian state was formally launched which was made up of mainly ethnic militias of which over 70 percent were of the Ijaw ethnic origin. The state was accused by the youths of systematic looting of their God-given resources (Adunbi, 2015). Therefore, the youths militarised their struggle in order to develop their backward environment and to secure greater control of oil revenue derived from the region. This led to the establishment of armed militants operating in the region.

Omonlade (2018) asserted that the struggle by the people to have access to the oil resources of the Niger Delta in the last decades, have continued to be the defining moments of political organisations in Nigeria. Similarly, multinational corporations such as Chevron, Shell, and Mobil engage in practices that resulted in the centralised power that strengthened state's hold on oil resources. However, citizens and groups at the local-level increasingly challenged the marginalisation of the oil producing communities. As the government continue to suppress their human and environmental rights, they adopt alternative means of negotiating survival and other forms of power to assert communal control of their land and resources.

The Nigerian State refusal to respond positively to the “pens and placards” of Ken Saro Wiwa and Harold Dappairiye era, created environment of anger and desperation among the people of the Niger-Delta. The government's failure to adequately implement the various blue prints for the development of the region equally led to the failure of dialogue option. The literature blamed this on federalism and the politics of revenue sharing in Nigeria (Ibaba, 2005; Orabato, et. al., 2006), environmental injustices and human rights violation (Aaron, 2006) the failure of the social responsibility on the part of multinational Oil companies (Ikelegbe, 2008) and accountability and transparency failures in governance (Enwerenmadu, 2008). It is this prevailing reality in the Niger Delta that has given birth to an environment of perpetual agitations, youths' restiveness, insurgency and general insecurity.

Concept and Theories of Emotional Intelligence

McCallum and Piper (2010) defines emotional intelligence as a general construct that encompasses emotional, social and personal abilities that can influence one's overall capability in order to effectively cope with environmental demands and pressures.

In the same vein, Kvapil (2007) explained that John Dewey, the proverbial American who is the father of Education addressed emotional intelligence almost a century before it became a topic of research. John Dewey has spoken of the need for emotional literacy, which was seen as moral education. The study saw every act as the expression of the unified self-seeking to resolve its conflicts through intelligent action in the world of objects and other selves. In order to explore these ideas about education, Dewey created his own elementary school for experimental work at the University of Chicago in the early 1900's. The aim of Dewey's school was to move a child to a state of independence and self-control through interaction with an appropriate environment. These ideas of independence and problem-solving through social interaction were some of the fundamental elements of the various theories of emotional intelligence according to Hilgard and Bower (1999).

Furthermore, Kunnanatt (2004) maintained that emotional intelligence is the sum total of the mental capabilities that enables a person in understanding his or her own and other's emotions correctly in real time and using these emotions intelligently to produce personally and socially desirable transactional outcomes.

Emotional intelligence according to Lazovic (2012) serves as an additional positive influence in leading people. Lazovic (2012) further explained that emotional intelligence abilities are not in-born, but learned skills and each of them contributes in its own way to be more effective attribute. Similarly, emotional intelligence bears an important impact on self-development of the person's qualities and practicing activities that support emotional intelligence behaviours, illuminate positive effects that can be observed and measured by higher productivity.

In addition, Joseph Le Doux, a neurologist and researcher at the Centre for Neurological Sciences at New York, debunked the traditional views of neurology on the operation of our limbic brain. Goleman (1997) reported that Joseph Le Doux discovered the complexity of our emotional life, as there were ways in which emotions literally by-pass neocortex. Based on Le Doux findings, Daniel Goleman (1997) formed a model of emotional intelligence skills that are connected and powered by the brain dynamics in the background with an individual's reactions. These emotional intelligent skills were divided into two groups by Goleman: the abilities for a successful management of ourselves as individuals and the others, how receptive we are to the emotions of others. The conclusion maintained that the same centres of the human brain responsible for feelings are also responsible for managing ourselves and other social skills. However, the world is perceived differently by the emotional part of the brain than the reasonable/cognitive part of the brain. This brought a new perspective on an enormous gap between cognition and emotion.

Furthermore, Goleman (2001) submitted that some skills are merely cognitive, these are analytical thinking and technical skills, while some others are mixture of combined parts of cognition and emotion; this part according to Goleman, is called emotional intelligence. It is intimidating for any student to address weakness; therefore, a great care on the part of the adult is required to address areas of students' needs in a respectful and caring manner. All students can gain from such interaction when handled in an emotional intelligent manner as many students have not developed a strong sense of self, the ability to control their emotions and refrain from behaviour which school considers being unacceptable.

In the same vein, Croninger and Lee (2001) argued that it is important to investigate the social dimensions of schooling in understanding not only dropping out but also, how other school-related difficulties might be prevented. Students who come to school unprepared to learn ultimately begin to face academic challenges that they cannot meet and, in many situations, this results in the negative behaviours that we commonly associated with these students. It is anticipated that they will have academic difficulty due to having entered school with their social or emotional deficits.

In addition, emotional skills and competences are also very critical to achieving academic and career excellence. Therefore, emotional intelligence is the intelligent use of our emotions and the skills enable people to reduce negative stress in their life, build healthy relationships, communicate effectively and develop

emotional health (Welsenger, 1995). The five areas of emotional intelligence are (1) Self-Awareness and Self-Control - the ability to fully understand oneself and one's impact on others. (2) Empathy- this is the ability to understand the perspective of others. (3) Social Expertness – the ability to build genuine relationships and bonds, caring, showing concern, and resolving conflict in healthy ways. (4) Personal influence – the ability to positively lead and inspire others as well as oneself. (5) Mastery of purpose and Vision, this has to do with the ability to bring authenticity to one's life and live out one's intentions and values.

Emotional intelligence therefore, requires a person to be aware and read cues in different situations and then adapt accordingly. An individual then adjust his behaviour according to the cues he sees or reads and this will help him to improve his chances of being able to manage them. The bottom line is that a person who expresses awareness of his emotions is more likely to be able to manage his emotions than one who is unaware. Also, researches demonstrate that people who are self-aware or mindful of their actions have more positive outcomes, and when we are mindful or self-aware, we are provided with a window to examine our behaviours. By understanding what could cause or trigger a negative reaction, one is likely to be able to manage himself by avoiding the situation or planning in advance for it. Similarly, people who can accurately assess both their strengths and their weaknesses, operate without blind spots. They maximize their strengths and find ways to improve or mitigate their weaknesses.

Similarly, Bernstein (2016) explained that emotional intelligence is a key determinant of children's ability to get along at home, reach their academic potential at school, develop suitable peer relationships, and develop a well-balanced outlook on life. According to him, when emotional intelligence works the way Goleman (2001) had in mind, it is a beautiful thing to behold. People use their awareness of their own emotions and that of others to achieve prosaically ends-proverbial win-win outcomes in which everyone benefits (Bernstein, 2016).

The Major Emotional Intelligence Models: There are three major models of emotional intelligence according to Encyclopaedia of Applied Psychology. **The Mayer-Salovey model:** EI as defined by this model, is the ability to perceive, understand, manage and use emotions to enhance thinking. **The Bar-On model** describes EI as a cross-section of interrelated emotional, social competencies skills and facilitators that impact intelligent behaviour. **The Goleman model:** views EI as varieties of emotional and social competencies that contribute to managerial functioning.

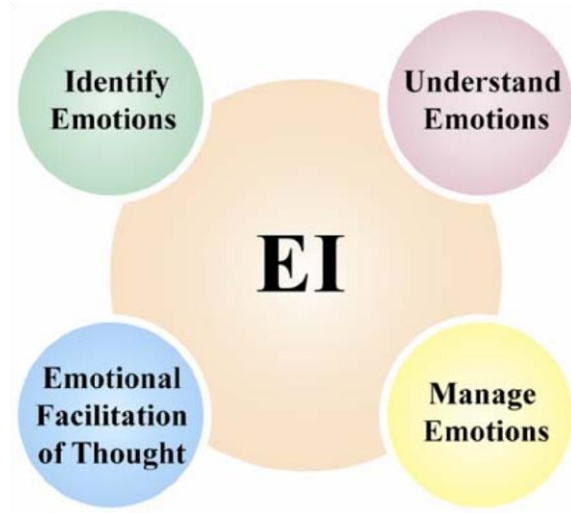
The Bar-On Model of EI and the Goleman Model are also known as the Mixed Models of Emotional Intelligence. They are models that bring together emotional intelligence qualities with other personality traits that are unrelated to either emotion or intelligence and are often referred to as *mixed models* of emotional intelligence.

The Mayer-Salovey Model of Emotional Intelligence (Ability Model): This model was the first formal model of emotional intelligence - the 1990 model. It was

the one Daniel Goleman relied on in popularising emotional intelligence. The Mayer-Salovey model of Emotional Intelligence is widely known as the ability model of EI. The model believes emotions and thoughts work together in adaptive ways. EI is defined by this model as a set of mental abilities that has to do with emotions and the processing of emotional information that form part of, and also contribute to logical thought and intelligence generally. These abilities are in hierarchy, that is, from basic psychological process to the more complex ones, and they develop with age and experience as crystallized abilities. Furthermore, they are believed to be free of traits and talents and they have their preferred ways of manifesting (Mayer & Salovey, 1997).

Emotional intelligence refers in part to an ability to recognise the meanings of emotional patterns and to reason and solve problems on the basis of this ability (Salovey & Mayer, 1990; Mayer & Salovey, 1997). Mayer and Salovey (1997) defined emotional intelligence as the ability to perceive, access and generate emotions, in order to assist thought. The understanding of emotions, having emotional knowledge, and reflectively regulating emotion, promote emotional and intellectual growth. This model was initially known as the Four Branch Model of Emotional Intelligence. It describes four areas of capacities or skills that collectively describe many areas of emotional intelligence (Mayer & Salovey, 1997). This domain of emotional intelligence describes several discrete emotional abilities.

These emotional abilities can be divided into four classes or branches, as shown in fig. 1:



Source: www.selwyn.org

Figure 1: Mayer-Salovey (1997) Model of Emotional Intelligence.

Perception and Appraisal of emotions i.e. Identifying Emotions: This basic skill involves the ability to perceive and appraise emotion. It is the ability to recognize your feelings and the feelings of those around you. This initial most basic aspect has to do with the nonverbal reception and expression of emotion. The capacity to accurately perceive emotions in the face or voice of others provides a crucial starting point for more advanced understanding of emotions.

Individuals who correctly appraise and express, that is, perceive and respond to their emotions, are likely to be better understood by the people they work with, and they also have the potential to better lead and manage people when they are able to

perceive the emotions of the people around them. They also develop empathy, that is, the ability to understand another person's feelings and to experience those feelings oneself. (Salovey & Mayer, 1990).

Assimilating Emotion in thought (Using Emotions to Facilitate Thought): The second set of skills involves assimilating basic emotional experiences into mental life, including weighing emotions against one another and against other sensations and thoughts and allowing emotions to direct attention. In other words, it allows emotional abilities to enter, then guide the intellect and help in promoting thinking. For instance, it was revealed by cognitive scientists that emotions prioritize thinking. That is, whatever we respond to emotionally, is what draws our attention. We may be in a state of emotional consciousness in order to compare that state with a similar sensation, either in sound, colour, or taste (Mayer, et. al., 2000).

There are also differences in the ways the individual functions or dysfunctional in the utilisation of their emotions. Emotions can help in generating multiple future plans i.e. flexible planning, and decision-making process can be improved due to a better understanding of one's emotional reaction, that is, creative thinking. Cognitive processes such as creativity and punctuality can be facilitated i.e. mood redirected attention; and it enhances persistence in terms of challenging tasks, that is, motivating emotions (Salovey & Mayer, 1989, 1990)

The third level of emotion is understanding and analysing emotions. This involves the ability to understand and reason with emotions and it is also the ability

to understand complex emotions and emotional chains, that is, how emotions move from one stage to another. According to the proponents of the model, emotions convey the information that happiness usually indicates a desire to relate with others; anger reflects a desire to attack or harm others; fear indicates a desire to escape, and so forth. According to Mayer and Barsade (2008) each emotion reflects its own pattern of messages and actions associated with those messages. Mayer and Barsade (2008) agreed that a message of anger, for example, may mean that the individual feels treated unfairly. The anger, in turn, might be associated with specific sets of possible actions, for example, peace-making, attacking, retribution and revenge seeking, or withdrawal to seek calmness. One important aspect of this area of skill is the ability to understand emotional messages and the actions associated with them.

The fourth level which is the highest level of emotional intelligence is managing emotions. This has to do with the regulation and management of emotion in oneself and in others such as knowing how to calm down after feeling angry or being able to alleviate the anxiety of another person. Mayer, et. al., (2008) maintained that a person needs to have the knowledge that emotions convey information that a person can voluntarily control or may want to remain open to emotional signals so long as they are not too painful and block out those that are overwhelming. In between, it becomes possible to regulate and manage one's own and others' emotions within the person's emotional comfort zone so as to promote one's own and others' personal and social goals.

According to (Salovey & Mayer, 1989, 1990) Individuals who are emotionally intelligent, who are adept at placing themselves in positive affective states and are also able to experience negative affective states, have insignificant destructive consequences.

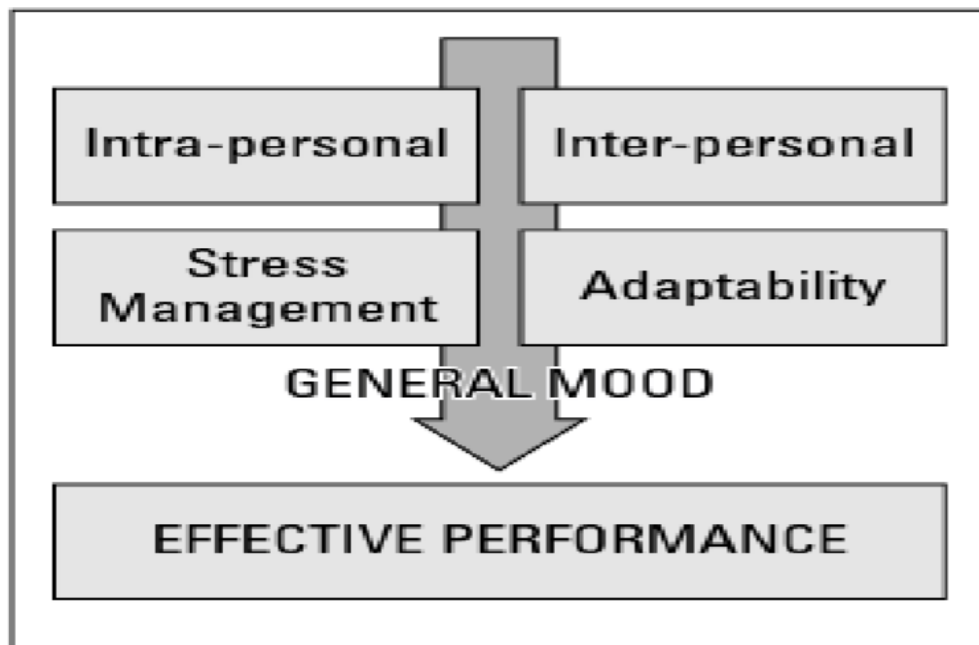
In addition, the Mayer, et. al., (2000) theory of emotional intelligence theory, predicts that emotional intelligence if in fact, an intelligence like other intelligences, will meet three empirical criteria. First, mental problems have right or wrong answers, as assessed by the convergence of alternative scoring methods. Second, the measured skills correlate with other measures of mental abilities because mental abilities tend to inter relate, as well as with self-reported empathy and third, the absolute ability level rises with age (Mayer, et. al., 2000). The model further predicts that individuals that are emotionally intelligent are more likely to have grown up in bio socially adaptive households, that is, have had parents who are emotionally sensitive non-defensive, be able to reframe emotions effectively i.e. be realistically optimistic and appreciative, choose good emotional role models, be able to communicate and discuss feelings, and the ability to develop expert knowledge in a particular emotional area such as aesthetics, moral or ethical feeling, social problem solving, leadership, and spiritual feelings.

Bar-On Model of Emotional Intelligence: This model explicitly, in its efforts to explain emotional intelligence, includes non-ability traits and the other name for this model is, Mixed Model of Emotional Intelligence. Unlike the Ability Model, Bar-

On's (1997) non-cognitive model defines emotional intelligence as an arrangement of non-cognitive skills, capabilities, and competencies that impact a man's ability to be successful in coping with environmental pressures and demands. Although Bar-On (2000) puts this model under the umbrella body of EI, it is somehow a broader construct to which he commonly refers to as emotional and social intelligence that influence intelligent behaviour. Emotional intelligence as defined by Ba-On, is concerned with effective understanding of oneself and others. The ability to relate well with people, adapting, and coping with the immediate environmental demands.

This model is divided into two parts, that is, the theoretical aspect, or conceptualised aspect while the second part is the psychometric aspect of the model. This psychometric aspect is the level of emotional-social intelligence that is based on the theory and the technique to assess EI. These two aspects of the model are otherwise referred to as: the Bar-On conceptual model of emotional-social intelligence; the Bar-On psychometric model of emotional-social intelligence and the combination of both the conceptual and the psychometric of this model into one entity. The Bar-On (1997) model of emotional intelligence was expected to answer the question, why is it that some individuals are able to succeed in life more than others? Bar-On, having reviewed the literature on personality characteristics which are related to life success, he then operationalised this model into 15 conceptual components that are compressed into five specific dimensions of emotional and social intelligence. The five major domains are: Intrapersonal skills: representing

abilities, capabilities, competencies and skills that have to do with the inner self; Interpersonal skills: representing interpersonal relationships and functioning; Adaptability: propensity to successfully cope with environmental demands by effectively handling problematic situations; Stress management which has to do with the ability to manage and cope effectively with stress. While General mood, is the ability to be happy in life and to maintain a positive outlook to life.



Source: <https://clientmanagementvn.wordpress.com>

Figure 2: Bar-On Model of Emotional Intelligence

Each broad area is further subdivided. For example, intrapersonal skills are divided into emotional self-awareness, assertiveness, self-regard, self-actualization, and independence. The 15 components of the model are described as non-cognitive model that resemble personality traits (Bar-On, 1997). Bar-On's explanation for the

reasons establishing these aspects of emotional intelligence: is that *Intelligence* describes the aggregate of abilities, competencies, and skills that represent a *collection of knowledge used to cope with life effectively* and the use of the adjective 'emotional' is to emphasize that this type of intelligence differs from cognitive intelligence (Bar-On, 1997). Bar-On's theoretical work that may qualify as mental ability (e.g., emotional self-awareness), combines with other characteristics that are separate from mental ability, such as personal independence, self-regard, and mood; this makes it a mixed model (Mayer, et. al., 2000). Bar-On proposed that the components of this model develop over time, and can be improved on through training and development programmes, and that the model relates to the potential for performance rather than the performance itself.

The development of Bar-On's model of EI had been influenced by the contributions of earlier theorists including Darwin, Thorndike and Wechsler. Darwin's early work between 1837-1872 on the importance of emotional impact for survival and adaptation, triggered the development of the Bar On's model, which also stressed the importance of emotional expression. It viewed the outcome of emotionally and socially intelligent behaviour in terms of effective and successful adaptation. The description of Thorndike's (1920) of social intelligence and its importance to human performance and the observation of Wechsler's (1940) in respect of the impact of non-cognitive, otherwise known as intelligent behaviour, also influenced the development of Ba-On's Model. The introduction of Gardner's

(1983) concept of intrapersonal and interpersonal intelligences within the context of multiple intelligences, likewise had an impact on the development of the intrapersonal and interpersonal components of the Bar-On's model of emotional-social intelligence.

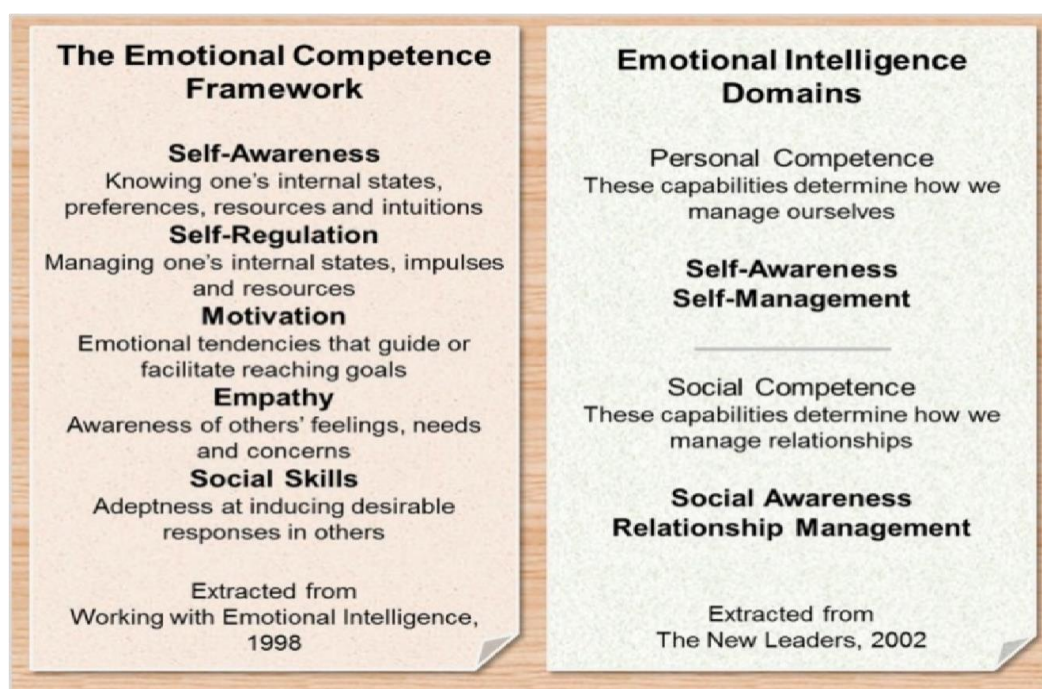
The instrument mostly used to emotional intelligence is the Bar-On's Emotional Quotient Inventory (the EQ-i). Consequently, the EQ-i may be considered an 'operationalisation' of Ba-On's model. Consequent of the way this model is conceptualised, to effectively understand and express ourselves, to understand and relate well with other people, to successfully cope with daily demands, challenges and pressures, is to be emotionally intelligent. This is based, first and foremost, on our interpersonal ability to be aware of ourselves, to understand our strengths and weaknesses, and to express our feelings and thoughts non-destructively.

On the interpersonal level, being emotionally and socially intelligent encompasses the ability to be aware of others' emotions, feelings and needs, and to establish and maintain cooperative, constructive and mutually satisfying relationships. Ultimately, being emotionally and socially intelligent means to effectively manage personal, social and environmental changes by realistically and flexibly coping with the immediate situation, solving problems and making decisions as the need arises. To do this, we need to manage emotions so that they work for us and not against us, and we need to be sufficiently optimistic, positive and self-motivated.

The Goleman Model (The Emotional Competencies Model): Daniel Goleman's books, *Emotional Intelligence* (1995) and *Working with Emotional Intelligence* (1998b), were used to popularise this new area of emotional intelligence. Goleman (1998b) adapted a few existing models of emotional intelligence and emphasised how EI is altered throughout life, the ways basic emotional skills can assist one's ability to function better and to succeed in life, and the price paid for what he calls, emotional literacy.

The EI model as introduced by Daniel Goleman, focused on EI as a variety of abilities and skills that assist at the managerial level. The model of emotional intelligence by Goleman (2001) has been solely made to be applied at workplace. In his work with *Emotional Intelligence*, Goleman (1998) examined the roles of EI on the job, and he claimed that EI is a very strong predictor of success in the place of work. There are also more recent confirmations of these findings as revealed by Bradberry and Greaves (2005) book, *The Emotional Intelligence Quick Book*. In large global companies as many as 200 in number, Goleman carried out researches and discovered that real effective leaders excelled by their high level of emotional intelligence. Goleman believed that in respect of a person's class of training, good ideas and incisive mind, without EI, he won't be able to be a great leader. This model of emotional intelligence by Goleman is also a mixed model which is characterised by; 1) Self-awareness (knowing one's emotions), 2) Self-management (managing emotions), 3) motivating oneself, 4) Social awareness (recognising emotions in

others) and 5) Relationship management (handling relationships). Goleman included a set of emotional competencies within each construct of EI. According to him, these emotional competencies are not talents we are born with, but rather, they are learned abilities that must be improved on and developed to be outstanding in our performances. However, Goleman posited that the general emotional intelligence that determines the potentials for an individual to learning emotional competencies are innate talents.



Source: <http://managementpocketbooks.wordpress.com>

Figure 3: Goleman Model of Emotional Competencies

Goleman (1995) went as far as to note that, there is an old-fashioned word for the body of skills that emotional intelligence represents, that is, *Character*. Goleman

(1995) explained that at best, IQ contributes about 20 per cent to the factors that determine life success, which leaves 80 per cent to other factors. He maintained that EI can be at times more powerful than IQ, while Mayer, et. al., (2000) opined that, it is difficult not to conclude that a part of the popular excitement surrounding emotional intelligence is due to these very strong claims. Goleman (2001) then proposed that the underlying abilities of this model are necessary, though not sufficient, to reveal competence in any of the EI domains. In view of this, Goleman defined emotional intelligence as the capability to recognise emotion and regulate emotions both within oneself and that of others.

Concept and Theories of Critical Thinking

Paul and Elder (2006), believed that critical thinking is a mode of thinking which is self-monitored, self-corrective, disciplined and self-directed. Nugent and Vitale (2008) agreed that critical thinking is the strategy upon which our behaviour, thinking and decision are revealed and measured. Wang (2009) also claimed that critical thinking allows students to express their own ideas and describe the interrelationships among the ideas freely, thereby generating higher levels of thinking. Similarly, Paul (1995); Facione (2011); Yang and Chou (2018) explained that critical thinking involves higher-level thinking skills like reasoning, analysis, inference, deductive and inductive reasoning. That is, the cognitive aspects of critical thinking, which are believed can be taught and transferred. The other dimension which is the propensity dimension is made up of domains such as self-confidence,

open-mindedness and truth-seeking, and so forth, can be categorised as the intent to use critical thinking ability in diverse situations (Facione, 2011). Facione (2011) also explained that, since you have to believe only what is true, CT helps you to find out whether you should believe some claims and the extent to which you can believe that claim. Therefore, CT is the art of being right.

Theory of Cognitive Development by Vygotsky cited in Mei-Hui Chen (2016) stated that for the individual to develop his cognitive domain, the core mechanism is social interaction. Vygotsky also claimed that learning takes place in a social context whereby scaffolding is applied in the zone of proximal development. In the process of social interaction, different ideas, perceptions, ranging from differences in schemata to having completely opposite perspectives, are developed and readjustment is made. Learners are required to express their thoughts, this helps them in expressing their ideas to themselves and to others. Commenting continually, arguing and justifying, give students opportunities to discover and fill the gaps in their knowledge structures, correct misunderstandings, identify and resolve differences in information, and consequently, readjusting divergent opinions.

According to Sousa (2001) through education, experience, and training, thinking can be developed. Teachers therefore, do not teach the brain to think, but in order to improve students' achievements at all levels, thinking skills can be taught. Thinking skills can be integrated with major subjects like Mathematics and English or can be taught as an isolated subject. Therefore, it is acceptable to integrate higher

order of thinking into learning as both are suitable theoretical and practically. Similarly, Olawuyi, Olasehinde-Williams, Durosaro and Yahaya (2010), maintained that to meet the challenges that are related to the development of higher order thinking processes, like critical thinking among tertiary school students, there is a need for the development of curricular initiatives for this purpose. Accordingly, it will equip all the students at the different educational levels with critical thinking skills, for them not to be stagnated or regress. Invariably, this will make the students to be problem solvers and independent life-long learners. It is therefore important that institutions of learning change with time, promote teaching students how to think and not what to think through critical thinking.

Most of people are less than what they could be despite the great capacity and potentials they have. However, most of these potentials are dormant and undeveloped. Without the conscious determination and commitment to learn, improvement in thinking is not likely to take place. As long as people take their thinking for granted, they cannot do the work required for improvement. Therefore, to develop in thinking we need to work hard and it is a gradual process (Paul & Elder, 2001). They further explained that the essential traits of a critical thinker, involves an extended period of development and that it is not possible to be an excellent thinker simply because one wills it. Similarly, Nalla (2015) maintained that for an individual striving to be a better person, critical thinking should form a part of him.

The findings of a number of studies such as McCutcheon and Apperson (1992) suggested that there seems to be a positive relationship between CT and learning generally, especially, learning foreign languages. To become a higher academic achiever, students who think critically are more curious to know, very inquisitive, they do not accept answers easily, they analyse whatever pieces of information they have, come to conclusions that are trustworthy, and these enable them to live and act successfully. According to Owolabi (2010) the thinking of beneficiaries of education is expected to be influenced in specific directions that is supposed to show in their performances and abilities to solve problems.

Critical thinking skills also have positive relationship with foreign/second language development. Chamot (1995), Tarvin and Al-Arish (1991), for example, stressed the important role CT skills can have in the learning of a foreign language. In the same vein, scholars such as Davidson (1994); Chopple and Curtis (2000) have in their studies found out that higher-order thinking skills like those of critical thinking can positively affect the learning of foreign languages. Majority of the studies conducted on the association between critical thinking and foreign language learning, focused on the reading skill (Farley & Elmore, 1992; Fahim, Bagherkazemi & Alemi, 2010; Borzabadi & Movassagh, 2011), these studies found positive relationship between critical thinking and reading skills. Wang (2009) examined whether the inclusion of critical thinking in English conversation class could bring about positive effects on the learners' outcome. The study revealed that learners who

participated in critical thinking English conversation classes, attained better achievement. Wang (2009) further applied critical thinking skills in the classroom learning system, it was discovered that students in the experimental group had a greater level of satisfaction in their class.

In an experimental study, carried out by Hashemi and Ghanizadeh (2012) indicated that critical discourse analysis, as a branch of language studies, significantly affected EFL students' critical thinking ability. Dam and Volman (2004) also discovered that such instructional strategies as paying attention to the development of the epistemological beliefs development of students, active learning promotion, which is a problem-based curriculum, stirs up interaction between students' stimulation, and learning on the basis of real-life situations, which are found to be effective in enhancing critical thinking. They suggested, in order for the students to participate critically in the communities and social practices, they should learn to think critically. They suggested that education should provide a context in which students can make sense of, and also develop a feeling of satisfaction in the quality of the practice of CT skills. Similarly, Ghanizadeh (2011) investigated the relationship between EFL teachers' critical thinking ability and their self-regulation. The study revealed a positive relationship between EFL teachers' critical thinking ability and their self-regulation.

According to Lau and Chan (2018), CT is the ability to think clearly and rationalise what to do or what to believe. It involves the ability to engage in

reflective and independent thinking. Someone with CT skills is able to do the following: understand the logical connection between ideas, identify, construct and evaluate arguments, detect inconsistencies and common mistakes in reasoning, solve problems systematically, identify the relevance and importance of the ideas, beliefs and values. CT is therefore not a matter of accumulating information. A person with a good memory and who knows a lot of facts is not necessarily good at CT. A critical thinker is able to deduce consequences from what he knows, and he knows how to make use of information to solve problems, and to seek relevant sources of information to inform himself.

In addition, Bloom (1956) taxonomy levels of intellectual behaviour in learning contained three overlapping domains. These are cognitive, psychomotor, and effective domains. Within the cognitive domain, he identified six levels. These levels are, knowledge, comprehension, application, analysis, synthesis, and evaluation. These domains and levels are still very useful as students develop their critical thinking skills. The first three levels of knowledge, comprehension, and application fall into the lower order thinking skills category. While the last three levels which are analysis, synthesis, and evaluation fall into the higher-order thinking skills category. Bloom explained that the first level is Knowledge. At this level, one exhibits previously learned material by recalling facts, terms, basic concepts and answers. The second level is comprehension which has to do with demonstrating

understanding of facts and ideals by organising, comparing, translating, giving descriptions and stating main ideas.

The third level is known as application and it entails, solving problems by applying acquired knowledge, facts, techniques and rules in different ways. Analysis is the fourth level, here information is broken into parts and examined by identifying motives or causes; making inferences and finding evidence to support generalisations. The fifth level is synthesis and this has to do with compiling information in a different way by combining elements in a new pattern or proposing alternative solutions. While the sixth level is evaluation and this level is concerned with judging, critiquing, justifying, verifying, assessing and recommending.

Critical thinking therefore involves skilfully exercising various levels of cognitive capacities in integrated wholes. Krathwohi (2002) revised the cognitive domain of the Bloom's taxonomy by splitting it into two dimensions: Knowledge dimension (factual, conceptual, and procedural) and Meta-cognitive process dimension (remember, understand, apply, analyse, evaluate and create). Krathwohi (2002) observed that emphasis is usually laid on the lower order objectives in traditional education. Krathwohi (2002) however suggested that this trend should be discouraged as it does not produce students who are fully well equipped for life outside school. Critical thinking is regarded as a high-order thinking skills as it encompasses the top three levels of the Bloom's taxonomy: analysis, synthesis, and evaluation. Huang, et. al., (2005) believed that to effectively cope with mental and

spiritual matters as well as to evaluate people, policies and institutions, in order to avoid social difficulties very easily, a valuable skill such as critical thinking is necessary. Therefore, developing a knowledge base and specific tactics to aid the acquisition of knowledge are more easily controlled through instruction and this is the first component of CT. Inference is the second component i.e. forming connections between an existing knowledge base, through the use of deduction/induction. Evaluation which is another component is analysing, judging, weighing, making/forming moral judgements, criticising and questioning external information presented as well as one's own knowledge base while metacognition, the process of thinking about thinking. This involves the assessment of whether one's own decisions, opinions or beliefs are informed and well supported.

Relationship among Emotional Intelligence, Critical Thinking and Restiveness Tendencies

Nelson and Low (2005) identified the need for more effective development of emotional intelligence skills when they stated those qualitative, holistic, emotive and subjective experiences of students that are critical to healthy growth and development. Emotional development does not seem important until behaviour becomes problematic and reported. Examples are restiveness, substance abuse, school violence, absenteeism, attrition, psycho-educational problems, underachievement and lack of motivation. Restiveness and emotional intelligence

generally have negative relationship. Researchers have established that conflict and restive behaviour tend to characterise people with lower emotional intelligence.

In his study, Defoe (2016) stated that a team of Spanish psychological scientists, focused on the association between ability, emotional intelligence and aggression as well as angry rumination. It was discovered that indirect aggression is the most common form of restive behaviour. Also, interaction creates an internal state including cognitions, that is, hostile thoughts, affect (anger), and arousal (physiological). An aggressive response may occur as a result of the way we look at situations and make decisions due to this internal state that can influence behaviour. According to Defoe (2016) emotional variables have a role in aggressive/restive behaviours. For example; people may react aggressively due to their faulty emotion appraisals. People who do not accurately perceive emotions in others may wrongly attribute anger in others' facial expressions and react aggressively because of wrong emotion assessment.

Furthermore, during the assessment or decision-making aspects of a person's emotional states, if unable to manage strong emotions may become limited in their ranges of useful responses and then give in to anger and react aggressively. It therefore shows a negative relationship between restive/aggressive behaviour and emotional intelligence. It then suggested that emotional intelligence has a role in reducing and managing restive/aggressive behaviour.

It is believed that the quality of one's thought determines the quality of the person's life since thinking affects belief and action. Esmaeili and Bagheri (2015) agreed that critical thinking ability is important in the process of an individual's interaction with both internal and external environments. Hence, an individual is believed to be greatly influenced by critical thinking skills in the way the individual reacts to situation. The preferences for such domains as truth-seeking, open mindedness, self- confidence, and analysis, could be specified as the tendency to employ critical thinking ability in various situations (Facione, 2011). In other words, being able to deduce consequences from a problem and proffering solution is a hallmark of a critical thinker whereas, a restive youth is impatient and takes actions without weighing the consequences by way of thinking critically. These actions usually result in more chaotic situations.

In addition, Cummins (2014) observed that a 40-year longitudinal investigation of 450 boys revealed that IQ had little relation to life success. The most significant predictors according to this research were being able to handle frustration, control emotions, and get along with other people. Another study also found that social and emotional abilities were four times more important than IQ in determining professional success and prestige. Bernstein, a notionally recognised relationship expert and executive coach, in Bernstein (2016), believed that EI is a key predictor of children's ability to develop suitable peer relationships, get along at home, and reach their academic potential at school. His findings have shown that emotional

intelligence is crucial to success in personal relationships, in school achievement, and in workplace success.

Furthermore, Shenfield (2016) an expert in school and Child Clinical Psychology, points out that in an environment where emotions are dangerous and shameful things that must be denied even to oneself, it is difficult to learn how to identify and manage one's own emotion, or how to effectively respond to the emotions of others. Similarly, Marlow and Inman (2002) believed that traditional schools, with their cognitive needs of students, are beginning to feel that they are not able to keep up with and properly handle the needs of students who are labelled restive. However, studies have shown that critical thinking leads to increased creativity, enhanced work performance, and a lowering of negative life experience. One major give away of critical thinkers is the fact that they tend to be highly successful. This success can be academic, personal or professional. Critical thinkers are successful in life because they are able to analyse issues from different perspectives. This allows them to come up with (and decide) the best solution (Craig, 2018).

Equally, Kvapil (2007) maintained that the changes in academic rigor for students and certification rigor for teachers have all been made in an effort to provide quantifiable ways to assure ourselves that our educational system is being effective. This change has also been accompanied by a challenging, needy and in danger of failure or dropping out of school students. Attending to learning may seem more like

a burden than an opportunity for the ever growing number of restive and aggressive students appearing in classrooms. Subsequently, they demonstrate a poisonous response to all forms of authority thereby increasing the pressure on educators at all levels to find new ways to counteract the negative effects of restive factors while simultaneously improving the academic success of restive students.

Emotional expression is also an important aspect of emotional intelligence. We know that peoples' temperaments vary and that some people rarely get angry while others get excited easily. It is believed that anger is not negative, however, the way our anger or frustration is expressed can be negative. When our anger or frustration is productively expressed in a given situation, we can still maintain a positive relationship with the other person. A person's sensitivity about an issue and his behaviour demonstrates his awareness of the impact of expressing emotions. The ability to listen to information from a wide variety of sources which critical thinking stands for, helps to better understand someone's position or action that are different from your own, the underlying issues, values, or feelings description of an encounter or a tone that is incredulous of other person's beliefs or action decides the reaction of the other person (Igbo & Anugwom, 2002).

Furthermore, Ekata (2007) agreed that reasoning appropriately defines the totality of the child in his school life. The study also explained that it is important to know that many factors determine the level of a student's achievement, and the most important factor is emotional intelligence. The findings of Ilenagbe (2008), revealed

that young people who fight always have low EI skills as well as low CT skills, that is, low in the ability to identify, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathise with others as well as overcome challenges. Such young people are often unaware of their feelings on a conscious level, and believe that the only way to feel better about themselves is by being restive and degrading other people.

Feelings are substantial factors in most of our lives and when they are expressed, their release always bring a sense of clarity, providing the opportunity to act more mindfully and compassionately. But when feelings are ignored, denied and repressed, they grow in intensity, and eventually explode into emotional or physical violence directed towards others or toward the self. Youth restiveness portrays a man's negative side of social development (Igho & Ikpa 2013). The negative development is unfortunate and has become one of the many security challenges facing man in the contemporary society. One of the cardinal objectives of Education as spelt out in the National Policy on Education (2013) revised, is to inculcate right type of values and attitude in our children for the survival of the individual and Nigerian society. Furthermore, if a student thinks of possible outcome of their action before acting, which is the hall-mark of critical thinking, that individual will not indulge in activities that would harm another fellow in being restive and destructive in nature.

Restiveness activities in form of indiscipline as identified by Zubaida (2006) as, truancy, lateness to school, cultism, drug abuse, insulting/assaulting, stealing, rioting, and a number of these vices are directed against constituted authorities and established rules. In defining discipline in school, Dare, Hashim, Sweinan and Ofie (2004) maintained that respect for school laws and regulations and the maintenance of an established standard of behaviour, application of self- control, restraint, respect for oneself and others could be termed as discipline and a behaviour that contradicts the above becomes indiscipline. If students cultivate the habit of thinking critically, there will be a smooth running in the school system but the reverse will be the case if students are poor in the way they think.

Relationship between Restiveness Tendencies and Emotional Intelligence: The effect of restiveness activities such as cultism on the learning process cannot be over emphasized as the resultant effects of clashes negatively affect the students in a high proportion. Opaluwah (2009) lamented that peace on campus is adversely affected whenever there is cult invasion. This according to Opaluwah (2009) may result in suspension of academic activities severally or these institutions have sometimes been brought to a standstill due to cult violence. Sometimes lecturers are threatened into awarding unmerited scores to cultists who do not attend classes. Research findings revealed that confraternities are deeply enmeshed in the conflict in the oil rich region of Nigeria as most of the campus cults have been involved in kidnapping foreign oil

workers for ransom, while many of the militant groups employ confraternity members as combatants (Ilenagbe, 2008).

Youth restiveness is a household threat to most families in Nigeria. This is because most families are victims of their acts of violence and aggression. Positive fundamental and meaningful changes across cultural setting in the opinion of Eneme and Onyene (2010) are usually engineered, fostered and reshaped by generation of youths. The acts according to the study make the youths to be perpetrators of violent actions. Youth restiveness could be found among students irrespective of gender because they live in the same environment, and have similar experience of these violent activities, perceive the oppression by the adult community the same way. In referring to restive activities on campuses particularly cult activities, Gimba (2012) contended that Nigerian tertiary institutions now seem to be offering a B.Sc. in violence and an M. A. in cultism. Those tertiary institutions that are supposed to be citadels of learning have however become instead, 'centres of violence'.

Today, in all the continents of the world where the youths are unsatisfied with government policies or where government has neither provided promulgated social welfare policies nor thought of implementing peoples-oriented programmes that will capture restiveness in youths have youth restiveness to contend with. Youth development programmes have been politicised by Nigeria government and this has led the youths to find themselves in the devils' work place controlled by secret cults,

money bags, do-or-die politicians in a bid to win elections and in kidnappers den that kidnap for ransom and in turn are turned kidnappers after and during campaigns.

In addition, youth restiveness is a situation whereby the young persons are unwilling to accept control or authority. There is a tendency that people who are aggressed over an issue or matter or situation may likely be restive. Aggression in schools and colleges can take many forms such as violence, fighting, hitting, bullying, verbal or physical abuse, arson and inflicting of harm on a person etc. (Jekanyinfa, 2008). Recent events in schools also have revealed frequent surprising and concrete instances in which students have physically harmed their teachers, parents and fellow students. Restiveness / aggression has been described as the most destructive and pervasive behavioural problem for children and usually persists across contexts and relationships (Huesmann, Dubow & Boxer, 2009). Accordingly, apart from children, youth and adults also manifest restiveness behaviours in their relationship with one another. The exhibition of restiveness tendencies in youth affects them socially, physically, psychologically and may lead to destructive nature.

Each day as observed by Ekpeyong (2010) observed that devilish acts are perpetrated by members of secret cults on daily basis. These are individuals with the same ideological orientation who gather together to practice cult activities in Nigeria's educational institutions. According to (Ekpeyong, 2010), Professor Wole Soyinka, the First African Nobel Laureate, and his peers, known as the G7, founded the Pirates Confraternity with the aim to intellectually fight against the imposition of

foreign conventions, to revive the age of moral and social code, and to find a lasting solution to the problem of tribalism and elitism. However, they were making history not realizing that the platform for students and indeed youth radicalism was being laid towards the unleashing of national vanguard. Explosion of gangsterism in Nigerian schools became the effect and this was far beyond their imagination and intent, Ekpeyong (2010) pointed out.

The colleges of education are no exception to this growing trend of radicalism and gangsterism among the students. In addition, the competitive global employment and information technology driven market, have triggered the rising demand for tertiary education by Nigerians in order to create more job opportunities for Nigerians. Such demands have not been matched by expansions in infrastructure so as to make learning conducive for all students as the enrolment of students in tertiary institutions keeps increasing over the years in spite of increasing joblessness in the employment market.

Ibeh (2005) also lamented that the influence of the family has greatly receded and as a result, the average family has failed in its function to provide a moral foundation that is solid for children. Students on a daily basis, find it difficult to resist negative peer group influences being encountered. According to the study, the focus of students now is solely on special coaching and school lessons to prepare for SSCE and JAMB. He concluded that lack of contact with nature in the society such as the fact that children no longer had interest to run after lizards, to swim, to

play games with their dogs in the bushes and they also lack moral instructions both at school and at home. The students therefore become soul-less and blood thirsty monsters who go about terrorizing innocent people.

Furthermore, Ibeh (2005) maintained that the period of adolescence is marked by intense social relationship. Parents therefore no longer have stronghold on these young adults; the shift is on the peer group. The youth eventually breaks the total reliance and contact with his parents and shift to the newly acquired group in the campus. It therefore portrays a society where institutional and personal violence have become a way of life and where brute force has taken over intellectual debate and absence of dialogue as a way of conflict resolution. The destructive activities on campuses are mind-boggling, irritating and distasteful, the lives of young men and women have been cut short by bloody hands of murderous gangs on campuses (Ekata, 2007).

The culture of violence which has become part and parcel of the Nigerian polity with its many faces among which are military coups, state sponsored violence, political assassination, activities of ethnic militia and communal clashes, amount to militarization of Nigeria polity as a factor for youth restiveness in Nigerian tertiary institutions (Adewale, 2005). In contrast to Adewale, (2005) findings, the results of Enueme and Oyene (2010), indicated that such factors as coercive control mechanisms and parental control, deprivation of opportunities for youths to express their opinions, lack of social amenities among others contributed to youths'

restiveness. Accordingly, what is happenings in the tertiary institutions are the off shoot of the happenings in the larger society, violence has been pressed into the psych of most Nigerian youths. It emanates from individuals or group failures and the inability to meet the needs of the youths through institutional provisions and arrangements. In these instances, the youth therefore prefer to take laws into their own hands and become restive.

Similarly, Ekpeyong (2010) maintained that in the early days of formal education in Nigeria, it was a great honour and achievement to be in the tertiary institution in Nigeria. However, it has become a place where all vices are learnt and human lives no longer mean anything to the youths. The role of education as a powerful instrument of social progress without which no individual can attain development cannot be overemphasized (Lawal, 2003). Despite the importance of education, several youths have left school due to restiveness and militancy in the Niger-Delta region of Nigeria. This was what made the Rivers State government to establish The Social Development Institute (SDI) in Okehi, in order to identify the needs of the restive youths for proper rehabilitation.

According to Koplan, Cheen and Cool (2002) it is reasonable that students' personal achievement goals would be related to their disruptive behaviour. Therefore, mastery goals are likely to facilitate a focus on learning that will result in more investment in the academic task and in increased on task behaviour. As misbehaving students mostly seek to negotiate task requirement, and an increased

engagement in the academic task should consequently lead to less disruption. Being disruptive publicly also may provide students a reason other than low ability for being unsuccessful in school such as means of protecting self-worth. The triggers for restiveness can also be unconscious, for example; James Gilligan spent years working with violent prisoners and conducted extensive interviews with a sample of men incarcerated for violent crimes (Gilligan, 1996). Asked to tell the stories of the acts that landed them behind bars, one after another told stories in which they lashed out after feeling treated with perceived disrespect, Gilligan concluded that one of the major triggers of violence could be the feeling of shame in individuals prone to feeling inadequate or disrespected.

Furthermore, Ndagi (2000) stated that family violence can contribute to the behavioural problems in children, for instance, quarrelsome homes disorderly and drunken homes certainly feel disturbed, attention seeking behaviour like noise making, irregular attendance, and poor performance and over reacting to teacher's constructive criticism. The attendant effects of restive activities such as cultism on the learning process cannot be overemphasized as the resultant effects of clashes negatively affect the students and it leads to incarceration, rustication or expulsion of student members. Lives and properties are destroyed through cult violence, young undergraduates have fallen victims of trigger-happy cultists, and youth population is being gradually decimated due to violent activities (Opaluwah, 2009).

Violent youths kill, maim and rape fellow students and even lecturers. In some cases, nights are no longer safe on tertiary hostels due to frequent restive disturbances and insecurity, lamented Mgbekem (2004). It has been established that the problem of restiveness among others, is a symptom of society, which is embroiled in moral decadence and where institutionalized and personal violence has become a way of life. Teachers who teach students and the parents of the students with restiveness tendencies experience higher levels of parenting stress, depression and symptoms of psychopathology than none-restive students because of such restiveness (Okoye, 2013).

The issue of restiveness has plagued the school system for many years. Thompson (2009), claimed that over the past twenty-five years, the Phi Delta kappa Gallup Polls have consistently reported disruptive behaviour and indiscipline problem as some of the top concerns of school staff and community members. This poll according to the research is done in 140 countries around the world. Stabbings, killings, weapons, assaults, fearful teachers and parents and a public in panic (in many areas) are features of life in many school communities. Freiberg, Huzinec and Templeton (2009), agreed that the need for order in schools and its implication for students' learning have consistently been documented in the research literature. The findings added that within the classroom and school context, students' behaviours that disrupt the learning environment have a rippling effect. Accordingly, day after day primary and secondary school teachers in both private and state sectors are being

confronted with examples of bad behaviour – the destruction of school equipment or furniture, pupils’ lack of respect for each other or for adults – which impede normal school routine.

Violence, an attribute of youth restiveness, have assumed a threatening dimension in recent times in the Nigerian society. It is more disturbing to note that violence cuts across all facets of the society, including the educational institutions in the country. The consequence is that the Nigerian tertiary institutions and secondary schools have become centres of violence, instead of centres of learning that they were hitherto known for. This situation prompted (Gimba, 2002) to have remarked that from the Universities, Polytechnics to Colleges of Education and other tertiary institutions of learning, there are stories of violence, torture and unwarranted intimidation executed by restive youths.

Secret cults as manifestation of youth restiveness, is a set of practices, beliefs or ideas whose essence is known only to members to the extent that they would want to lay down their lives for the course of their cults. It is this doggedness of members that instil fear of the horrible things done by the groups in non-members. It is a fact that cults’ membership involves close group membership, this is disheartening as what is happening in the larger society has been transferred into the tertiary institutions in Nigeria.

Ex-cultists, at the time of their initiation and active participation in cults’ activities were on top of the world, however, they suffer some psychological

setbacks in relation to their fellow students on campuses. In the higher institutions of learning, they were terrorists to their schoolmates and victims but with the new change of status as ex-cultists, their power and influence dwindled. They feel isolated from their old friends and sometimes afraid of victimisation by the opposition camps and their former cult members. It therefore shows that psychological variables and deprivation could be the outcome of conflict and restiveness of any kind. Youth restiveness manifest as a life style which must be changed if the victims are reoriented positively.

Studies have revealed that emotional intelligence is an added value in leading people to succeed in life. Lazovic (2012) explained that emotional intelligence abilities are learned skills and not innate gifts and each of these skills contributes to making a person more effective and productive in their chosen endeavours. Emotional intelligence has an important impact on development of self and our leadership qualities. Accordingly, exhibiting activities that support emotional intelligence behaviours covers partials positive effects that can be seen and measured by higher productivity.

Proper education, according to Bello, Yusuf and Ajidagba (2015) should include the understanding of the emotion of the child and not only taking instructions in school subjects, that being emotionally intelligent is as important as learning any of the subjects. Researches have shown that teachers' effect on students' achievement are additive and cumulative. That irrespective of race or class, students

who we discriminately assigned to teachers who are ineffective will be handicapped academically in comparison to those students who are assigned approximately to teachers who are effective. In recent times, interest has been greatly given to the role of effective and emotion in education. According to Alavina and Kurosh (2012), education professionals believe that feelings are very important in the overall development of the young ones therefore, they encouraged the development of children and young people social and emotional competencies and not just their academic development. Emotional competence of teachers is vital both in general and in particular for their own well-being and for effectiveness and quality in carrying out teaching/learning processes in the classroom also for the socio-emotional development of students (Sultan & Wheatly, 2003).

Academic demands and pressure guarantee that students experience academic stress but how it is handled is what matters most. Ekata (2007), maintained that stress increases when a student is not able to cope with the academic demands and that this is the major problem that many students face due to their inability to deal with the situation. Salami (2001) agreed that the whole being of a student becomes the centre of concern, not just his capacity to reason, also, his emotions, interpersonal and coping skills for academic stress. Academic cannot be attained without being faced with academic stress; therefore, stress is a common challenge to all students. In view of this, emotional intelligence training is considered an intervention programme to militate against academic stress. Fortunately, emotional intelligence has a set of

key skills, abilities and competences that can be learned by any one (Goleman, 2001). Goleman formed a model of emotional intelligence that connects individual's set of skills that are controlled by the dynamics in brain at the background. This emotional skill is divided into two groups – i.e. the abilities to successfully manage ourselves and the second group indicates how we receive the guidance of others.

Review of Empirical Studies on Emotional Intelligence, Critical Thinking and Restiveness Tendencies

The development of youths who are the potential leaders of any given country the world over, ought to top the goals of any nation. It is simply because the youths constitute a formidable force and if their energies are properly channelled, there will be immense growth and development. However, when such energies are dissipated on activities that are detrimental to national development, such a country will definitely experience myriads of problems. This is what Nigeria as a country is presently going through. A good number of Nigerians believe that unemployment, poverty, bad governance and religious intolerance may have driven the youths into becoming perpetrators of violent crimes such as terrorism, cultism, militancy and kidnapping. Against this background different researchers have carried out studies on youth restiveness and on independent basis, different researches had been carried out on emotional intelligence and critical thinking skills. Such researchers include: Ebinuwa-Okoh, Akpochafo and Onoyase (2013) who studied undergraduates' perception of causes of youth restiveness in Delta State of Nigeria.

In the study of Ebenuea-Okoh, et. al., (2013), a descriptive survey design was employed while a sample of 275 undergraduates drawn via multi-stage random sampling technique, was used. A 30-item questionnaire: Undergraduates' Perception of the Causes of Youths' Restiveness Inventory (UPCOYR) designed by the researchers was the instrument used for the study. The instrument had a Cronbach alpha co-efficient value of 0.76 and the data was analysed using t-test and Analysis of Variance (ANOVA). The results revealed that there was no significant difference between the perception of male and female undergraduates of the causes of youths' restiveness in Delta State. However, there was a significant difference between the perception of the younger and older undergraduates of the causes of youths' restiveness. Lastly, there was a significant difference among undergraduates in their perception of the causes of youths' restiveness based on discipline. Recommendations were made based on the findings.

Furthermore, Chukwuemeka and Aghara, (2010) investigated youths' restiveness in Niger Delta and socio-economic development of Nigeria. Personal observation questionnaire and oral interview were the instruments used for data collection. The population for the study was 40,000 adults between the ages of 30 and 70 years old and youths between the ages of 20 and 30 years old. Respondents who were selected using quota purposive sampling technique was 350 and the main statistical tool used for the analysis was Chi-square. The results showed that dissatisfaction of the people of Niger-Delta especially the youths on the level of

attention given to the development of their region and the damages to their environment by oil spillages were the major causes of youth restiveness.

In the same vein, Chukwuka (2014) carried out a study on the influence of emotional intelligence on secondary school students' achievement in chemical quantitative problem solving. The study adopted an expo-facto design and the population for the study was 757 SSII students from 49 government secondary schools in Nnewi Education zone. Two-stage sampling techniques consisting of simple random sampling technique and stratified sampling technique were used for selecting the schools for the study. Emotional Quotient Inventory (EQi) and Chemistry Achievement Test (CAT) were used for data collection. The data collected were subjected to descriptive and inferential statistical analysis using means, standard deviation and Analysis of Variance (ANOVA).

The results revealed that there was a significant difference in the problem-solving mean achievement scores of students among high, medium and low emotional intelligent students in chemistry. Results also revealed that there was a significant difference between chemistry achievements mean scores of male and female students and there was also a significant difference between chemistry achievements mean scores of students in rural and urban areas. It was concluded that EI influences students' achievement in chemical quantitative problem solving. Male students achieved relatively better than female students and students from rural schools achieved relatively better than students from urban schools.

Based on the findings, it was recommended that government should organize seminars and workshops for teachers to enable them understand the concept of EI. As this understanding will help the teachers to develop their EI skills and that of their students. It was also recommended that the teaching of chemistry should encourage gender equality as this would encourage the use of techniques that build confidence in both males and females students alike. Finally, teachers should be gender sensitive to encourage both male and female students in developing scientific aptitude.

Furthermore, Ali and Ali (2016) carried out a study on the relationship between emotional intelligence and academic achievements in males and females in Egyptian Context. The sample consists of 121 participants at a public university in North Upper Egypt called Minia University. Wong and Law's (2002) emotional intelligence scale was the instrument used in this study and confirmatory factor analysis was adopted to verify the structure of validity for the EI scale. The results of confirmatory factor analysis showed that the four-factor model fits well and its results met the criteria for goodness of fit indices (>0.90) and root mean square residual (<0.05). Cronbach Alpha indicated high reliability of the scale. Positive correlation was found between academic achievement and self-emotional appraisal, regulation of emotion, use of emotions, and total emotional intelligence score. However, there was no significant difference between males and females in EI in the total score of EI scale and its subscales. Only two dimensions (regulation of emotions & self-emotions appraisal) predicted academic achievement.

Also, Sania and Sehrish (2016) studied the effect of EI on academic performance among business students in Pakistan. A total of 325 business students studying in three business-related institutions participated in the study. This study measured EI by employing Trait Emotional Intelligence Questionnaire Short Form (TEIQue SF) and academic performance through grade point average (GPA). Hierarchical regression analysis was conducted to ascertain the effect of EI on academic performance of business students. Findings suggested that the relationship between EI and academic performance was weak. However, the relationship between EI and academic performance improved considerably over the years. These results imply that the curriculum and evaluation system in business schools needs to be designed adequately in order to reflect the EI of the students, as emotional intelligence is key to managerial success.

Similarly, Chamundeswari (2013) examined EI and academic achievement among students at the higher secondary level using random sampling technique. 321 students, from the higher secondary school level in different systems of education, namely, state, matriculation and central board schools were chosen. Emotional Quotient Inventory (EQi) was employed in assessing EI and the marks scored in Science were taken from their half yearly performances. The data collected was subjected to statistical analysis, namely, mean, standard deviation, 't'- test, 'F'- ratio and Pearson's Product Moment Correlation Co-efficient 'r'. Results showed a

positive significant correlation between emotional intelligence and academic achievement among the students.

Furthermore, the students belonging to the central board schools had a higher level of emotional intelligence compared to students in state board schools but did not differ from the students in matriculation board schools at the higher secondary school level. Similarly, students belonging to central board schools were found to perform better in academics compared to students in state and matriculation board schools at the higher secondary school level.

Also, Farah and Sultan (2013) investigated EI and academic achievement: Implications for children's performance in schools. Sample comprised 204 children; 107 high and 97 low achievers drawn from eight public and private schools in two cities of Pakistan. Children's percentage of marks obtained in the final promotion examination of pervious grades was used as indicator of academic achievement. Measures used were Urdu version of Bar On EQ-i: YV and a demographic information form. Data were collected in small groups of 10-15 consented children with the help of class teachers. The results indicated positive correlation between academic achievement and emotional intelligence. The high and low achievers showed significant differences on overall emotional intelligence; gender differences were not found in both groups for total EQ score but on interpersonal and stress management scales; gender differences within groups were significant. Children

from public schools were high on EQ than private schools but low on academic achievement.

In addition, the study of Facione (2011) revealed that there was a positive relationship between the learners' CT ability and their reading comprehension ability. In a similar vein, Paul (2006) highlighted the correlation between CT ability and reading comprehension. It is important to note that the field of EFL has had its own share of the overall impacts of CT research. Likewise, in a study, with its logistics in the Iranian context, Fahim, Bagherkazemi, and Alami (2010) examined the possible relationship between the Iranian EFL test-takers' CT ability and their performance on the reading section of TOEFL. For this purpose, 83 EFL advanced male and female students participated in the study. Their participants were required to take a CT appraisal test and a reading passage selected from the TOFEL test. Based on the, they concluded that the participants' scores on the CT test had a significant relationship with their performance on the reading sample test of TOFEL.

In a research project, Ghanizadeh and Moafian (2011) investigated the relationship between the participants' CT ability and their EI levels. Watson-Glazer's CT test and Bar-On's Emotional Quotient Inventory (EQ-i) questionnaire were used. The findings revealed that there was a positive correlation between the learners' CT ability and their EI levels and it was also clear that age could not have any impact on the relationship between CT and EI. Kamali and Fahim (2011) also investigated the relationship between the Iranian EFL learners' CT ability, resilience levels, and their

reading comprehension. Their main objective was to find out the extent CT skills could influence and enable their participants to cope with the ambiguous and unknown vocabularies in the reading comprehension test. The results demonstrated that the Iranian EFL learners' CT ability had a significant impact on their performance on the reading comprehension test.

Furthermore, CT skills had significant impact on the resilience ability of the participants in dealing with unfamiliar lexical items within the reading test. Similarly, Gholami and Purfallah (2014) conducted a robust study to explore the impacts of CT skills on L2 vocabulary learning. According to the findings, it was revealed that teaching CT skills can immensely influence EFL learners' stock of vocabulary and also give them sufficient ability to acquire L2 lexical items without so much trouble. The recommendation is that, further investigation of the CT construct can be very promising in the near future and can definitely result in more excavations of the domain of CT which in turn, will produce very fruitful outcomes for the field of ELT in particular.

Similarly, Mehrabi, Alipour and Saeed (2011) examined the critical thinking skills of students in the Payame Noor University of Shiraz, they found that there was significant difference between the scores of critical thinking skills among freshmen and that of the senior students. Mahbobi, et. al., (2012) in their study compared the critical thinking skills and tendency to critical thinking among normal and disabled students in the city of Gilanegharb. Mahbobi, et. al., (2012) discovered that there was

a significant difference between the scores of critical thinking of normal and disabled students in terms of exploration and development of students. Azodi, et. al., (2010) in their study which was in comparing the critical thinking skills of students in the Boshehr University of Medical Sciences, did not find any significant difference among scores of medical, nursing, and midwifery students. Javidi and Abdoli (2010) studied the revolutionary trends of critical thinking among the students of Ferdosi Mshhad University. The findings showed that there was a significant difference between the critical thinking scores of freshman and that of the senior students.

Also, Barkhordari (2011) in his study, investigated the degree of tendency to critical thinking among M. A. nursing students in Shahid Sadoghi University of Medical Sciences and Islamic Azad University of Yazd, it was found that 81.8% of nursing students tend to critical thinking skills. Khodamoradi (2011) compared the critical thinking scores of freshman and senior students in selected universities of medical sciences in the city of Tehran, it was revealed that there was a significant difference between critical thinking skills of nursing students in the Shahid Beheshti University of Medical Sciences and Iran University of Medical Sciences. Gharib (2006) investigated critical thinking scores in the freshman and the senior students and found that there was a significant difference between critical thinking scores in the freshman and senior students. Martinuzzi (2014) explained that a recent survey shows CT is crucial for growing a business and achieving success in the 21st century. CT skills including making decisions, solving problems and taking appropriate

action. Three out of four major industry players surveyed, rated the pace of change in business as the leading reason why such skills are necessary, followed by global competitiveness and the nature of how work is accomplished today. Use critical thinking every time that you need to make an important decision, people will notice the difference in your actions and before long, you will be achieving more success than you ever thought was possible.

Appraisal of Literature Reviewed

Literature related to this study has been reviewed in this chapter. An overview of E.I. as correlate of restiveness tendencies has shown that the theorists are historically divided between the emphases on the specific group of people as the most important factor in the application of the models of EI. In line with the way Bar-On's model of Emotional Intelligence is conceptualised, to be emotionally and socially intelligent is based first, on our ability to be aware of ourselves, to understand our strengths and weaknesses, and to express our feelings and thoughts in a non-destructive way. Ultimately, being emotionally and socially intelligent means to effectively manage our personal, social and environmental changes by coping with the immediate situation, solving problems and making decisions as the need arises. To be able to do this, we need to manage our emotions so that they work for us and not against us in our everyday activities.

Mayer-Salovey Model of E.I. (1997), was the first formal model of EI. It was the model Daniel Goleman depended on in the popularisation of EI that is

competence based-model of emotional intelligence by Goleman (2001) that has been designed specifically for work place applications. Goleman explored the function of EI on the job, and claimed EI to be the strongest predictors of success in work place. Literature likewise revealed that Benjamin Bloom the initiator of Bloom's Taxonomy had the idea, hoping that it would reduce the labour of preparing annual comprehensive examinations. Bloom's Taxonomy provided carefully developed definitions for each of the major categories. The anomaly of unidimensionality to the frame at the cost of knowledge category that was dual in nature was eliminated in the revised Taxonomy by Krathwohi (2002). A fourth, and new category, Metacognitive Knowledge which provides a distinction that was not widely recognised at the time the original scheme was developed. Metacognitive knowledge involves knowledge about cognition in general as well as awareness of and knowledge about one's own cognition.

From the various studies especially, those conducted by (Igbo, et. al., 2013; Uriah, et. al., 2014; Esere et. al., 2015) concerning the perceived causes of youths' restiveness; the correlate of youths' restiveness and academic performance, there seem to be an agreement that youth restiveness on campuses affect the institution's interest in maintaining an uninterrupted and high-level productivity. However, stemming the tide of this variable that has negatively impacted on the productive activities of the school system and the general public has been of a great concern to Nigerians. Hence the interest to carry out this study on emotional intelligence, and

critical thinking as correlates of restiveness tendencies among colleges of education students in the Niger Delta.

Furthermore, Esere, et. al., (2015) examined the perceived causes of youth restiveness by security personnel in Ilorin metropolis, Kwara State, Nigeria on a population of 240 security personnel, cutting across military agencies in Kwara State. In contrast to this study, different variables of emotional intelligence and critical thinking as well as restiveness tendencies were employed in this study as against security personnel. Also, a sample of 1119 Colleges of Education students in Niger Delta, Nigeria formed the sample for this study. Another study by Ebeuea-OKoh, et. al., (2013) was on undergraduates' perception of causes of youth restiveness in Delta State. Though the study was on youth restiveness, the operative word in the study is "perception" and a sample of 275 undergraduates drawn through multi-stage random sampling technique was used. Whereas, the present study is different as it involved students in the Colleges of Education, in Niger- Delta as well as having different variables of emotional intelligence and critical thinking.

Similarly, Chamundesiwari (2013) examined emotional intelligence and academic achievement among students at the higher secondary school level using 321 students as the sample. While, Emotional Quotient Inventory was the instrument used to measure the emotional intelligence and the marks scored in science, unlike this present study that has a sample of 1119 Colleges of Education students and Nirmalo and Panboli (2018) Emotional Intelligence Scale and Owolabi Critical

Thinking Test (2011) were used to measure the EI and CT of the students respectively. This study was also among Colleges of Education students and not higher secondary school students. Likewise, Ali and Ali, (2016) examined the relationship between emotional intelligence and academic achievement in males and females Egyptian Context. It consisted of 121 participants at a public university in North Upper Egypt called Minia University. The present study was carried out in Niger Delta, Nigeria which has a different cultural back ground from the previous study. Again, the variable of critical thinking was not one of the variables of Ali and Ali (2016).

The research by Facione (2011) examined the relationship between learners' critical thinking abilities and reading comprehension. It also, highlighted the correlates of CT abilities and reading comprehension. These studies were however carried out in different cultural back ground from the present study. Though the studies were correlational study like the present study, the variables of interest differ. Furthermore, Ghanizadeh and Moafian (2011) studied the relationship between participants' CT ability and EI levels. Watson- Glazer's CT test (WCTT) and Bar-On's Emotional Quotient Inventory (EQ-i) questionnaire were used to measure the CT abilities and EI abilities respectively. However, the present study though correlational, Emotional Intelligence Scale (EIS) designed by Nirmala and Panboli (2018) was adapted to measure emotional intelligence skills and Owolabi Critical

Thinking Test developed by Owolabi (2011) was adopted to measure critical thinking skills.

Owolabi, (2010); Martinuzzi (2014); Nalla, (2015); Craig, (2018) are all in agreement that critical thinking is a higher-order thinking. Therefore, it is important that critical thinking forms a part of our daily life as it allows us make informed decisions in situations. As individuals striving to be better persons, education is meant to influence the thinking of beneficiaries in specific directions which is expected to reflect in terms of performance and ability to solve problems. Likewise, by thinking for yourself, you will unleash your creativity and boost your self-confidence. However, the would-be teachers who are in the College of Education will not be able to achieve these if restive or lack emotional intelligence. In view of this, this study is apt as it has revealed the extent to which EI and CT have affected the restiveness tendencies among Colleges of Education students, it also showed the extent they are emotionally intelligent and their levels of critical thinking.

Theoretical Reviewed

According to Henning, VanRensburg and Smith (2004) a theoretical framework provides an orientation to the study at hand in the sense that it reflects the stance the researcher adopts in his or her research. In this way, a theoretical framework becomes a structure that guides the research constructed by using established explanation of certain phenomenon and relationship. Invariably, a theoretical framework leads to certain conceptual framework. This study focused on

emotional intelligence and critical thinking as correlates of restiveness tendencies among colleges of education students, in Niger-Delta.

There are many theories to explain facts generated in research endeavours, such as Karl Marx theory of Class Conflict, “Strain” Theory of Deviance and “Frustration” Theory, for the purpose of this study, the Strain Theory of Deviance and Frustration Theory were adopted. This became necessary because the factors that are usually advanced as the explanation for youth restiveness can be found in the above theories due to the fact that they all relate to the main issues, which are dissatisfaction and unrealised goals.

The Marxist Political Economic Approach propounded by Karl Marx (1977), scientifically studied the society in its totality and takes into consideration the interconnection of social relations, class conflict and the organic relationship between the sub-structure (economy) and the super-structure (politics). The political economy is concerned with the social laws of production and distribution. Marxist political economy approach is a holistic historical orientation, used for the analysis of social formations and their contradicting relationships. It mainly focuses on the economic laws which govern the production and distribution of material benefits among individuals and groups at different stages of development of society.

The approach shows how the various parts of the super structure are used as weapons of the ruling class to dominate and as mechanism of oppression of the subjects. The history of all existing societies are the history of class struggle between

the exploiters, and the exploited. As relates to the Niger- Delta, it portrays the Federal Government of Nigeria and Oil multinationals as the exploiters while the Niger-Delta people are the exploited. This approach in essence, exposes the realities of oil production and lack of development in the Niger-Delta, which is linked to the marginalisation and neglect of the Niger-Delta region that is at the receiving end of the negative effects of oil exploration and exploitation. Similarly, it is attributed to the lopsided federalism, and the laws that govern the oil industry. It also explains the lack of political will on the part of the federal government to develop the region. According to Marxist thought, the exploited, dominated and the marginalised groups, which paradoxically generates and creates resources, seeks to change the status quo when it becomes conscious (Oweila, 2009). Therefore, the militancy and agitations in the Niger Delta are linked to the awareness of the Niger Delta people who are exploited and the struggle to change the status quo. Ken Saro-Wiwa buttressed this point when he opined (cited in Ibada, 2002) that: There is tremendous awareness in Ogoni now that the Nigerian government is cheating them, and they also know that something has to be done to stop it.

Similarly, the “Strain” theory that was developed by Merton (1968) believes that pathological personalities do not bring about behaviours that are deviant; rather, deviant behaviours are the outcome of the way society and culture are structured. He noted that the reason for the differences in inability to realise access to their shared values, is because all members of the society are differently placed in categories of

social structures. Therefore, the access to the realisation of their shared values and goals are not the same. Cultural goals which may be educational attainment, material possession, and significant others, could be the shared values and goals. According to Merton (1968), people feel strained when they are unable to meet the cultural goals they are exposed to due to inaccessibility to the approved culturally setting and the acceptable ways of realising the goals. The result therefore, is that people resort to anti-social activities and other means that are unacceptable.

The “Frustration” theory as propounded by Atkinson (1975), maintained that a persistence motivational conflict that is unresolved is a source of frustration. This theory presupposes that when a desired goal or a person’s progress toward that desired goal is blocked, delayed, or interfered with, the person experiences frustration. Bewilderment, confusion, and annoyance that can make someone not to think critically, are as a result of blocked goals. Therefore, by implication, frustration connotes an event rather than an emotional state; circumstances that are thwarted rather than the consequences. There are other barriers to the attainment of satisfaction of drives apart from the different kinds of conflicts that are the main sources of frustration (Atkinson, 1975). Frustration, has immediate and remote consequences, whether it is as a result of conflict, deficiencies or obstacles. This viewpoint is based on the reasoning that when a person works towards meeting a goal and that goal is blocked, the person or youth may develop attitudes towards

uncertainty, risk taking or react immediately and these actions may have more negative consequences on the person and the society as a whole.

Many actions that reflect frustration, dissatisfaction and unhappiness, are usually associated with restiveness and they are closely related to increased tensions. Restless movements are the rage states that lead to destructiveness and hostile attacks that have become regular incidences in the Niger-Delta. Although frustrating circumstances often results in aggression, an aggression explanation that is solely based on influences of the environment is incomplete because of the problems in the original version of the frustration–aggression hypothesis. Berkowitz (1965) therefore suggested changes to the theory and further stated that emotional reaction does not necessarily cause aggression, rather, it creates the enabling disposition for aggressive acts.

This has become symbolic of the Niger Delta youths who have little or no access to the environmental opportunities of their region due to the insensitivity and neglect that characterise or underpin the activities of the Nigerian state in connivance with the oil multi-nationals and the local bourgeoisie. Therefore, the inability of the youths to actualise their goals through the constitutional means in the face of the opportunities that abound in their environment has produced strains and frustrations culminating in all shapes of social problems and deviant practices that consequently pose serious threats to the same micro (Niger Delta) environment and the macro (Nigerian state). These theories – the strain theory of deviance and the frustration

theory therefore, have the major explanations for the restiveness, and the attendant activities of the militants in Niger Delta, Nigeria.

Conceptual Frame Work

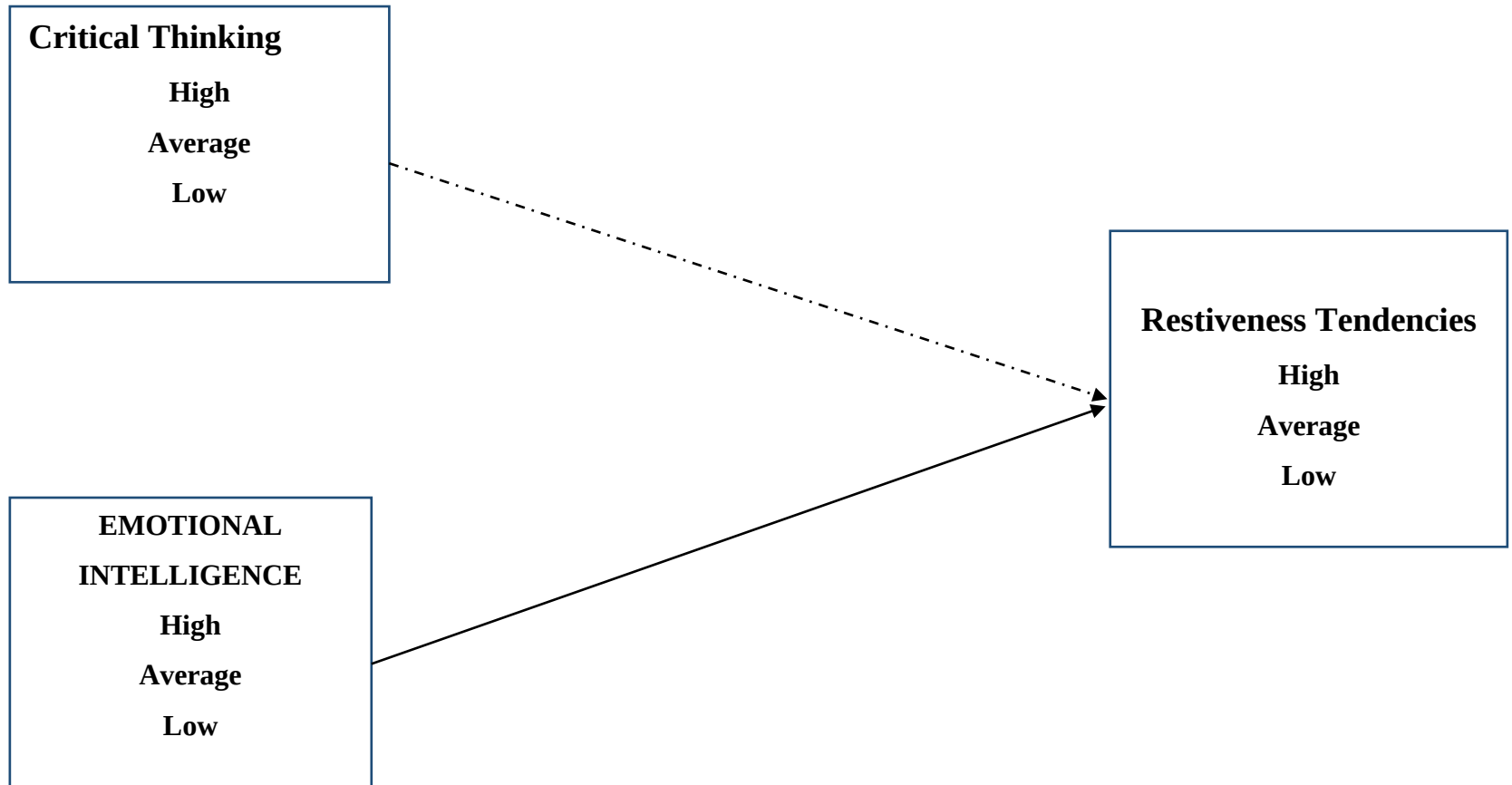


Figure 4: Conceptual Framework of Emotional Intelligence and Critical Thinking on Restiveness Tendencies

According to Marilla (2010) a conceptual framework is all about the inter connection of ideas and how a particular phenomenon functions or influences other ideas. In other words, a conceptual framework serves as the foundation for understanding the causal or correlational patterns of interconnections across events, ideas, observations, concepts, knowledge, interpretations and other components of experience. Thus, in order to understand the correlates of emotional intelligence and critical thinking on restiveness tendencies among Colleges of Education students in Niger-Delta, Nigeria as presented in figure 1, it is therefore necessary to utilize a sound conceptual framework that takes into account the experiences of colleges of education students and their restiveness tendencies.

In clear terms, the conceptual framework used in this study reflects the relationships which exist between and or among the independent and dependent variables as captured in the study. For the avoidance of doubt, this conceptual model examined the likely impact which emotional intelligence and critical thinking skills may have on colleges of education students' restiveness tendencies. Put in another perspective, in this study, the framework showed the relationship among emotional intelligence critical thinking and restiveness tendencies.

In this framework, emotional intelligence and critical thinking are treated as independent variables, while restiveness tendencies are taken as dependent variable. In the framework, emotional intelligence may sometimes appear to be high, average or low and critical thinking may sometimes appear to be high, average or low. These

three categories of high, average and low levels of emotional intelligence and critical thinking might predict the restiveness tendencies of (high, average and low) of colleges of education students.

Similarly, restiveness tendencies which reflects the dependent variable in the framework occurs in three levels of high, average and low restiveness tendencies. On the whole, it is assumed from this model that students in the Colleges of Education with high emotional intelligence and high critical thinking will attain negative state or low restiveness tendencies, while students with high restiveness tendencies may likely attract low emotional intelligence and also may likely attract low level of critical thinking. Therefore, emotional intelligence and critical thinking might determine the restiveness tendencies of colleges of education students in Niger-Delta, Nigeria.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter is concerned with the description of procedure adopted in carrying out the study under the following sub headings.

- a. Research Design;
- b. Population, Sample and Sampling Techniques;
- c. Instrumentation;
- d. Procedure for Data collection; and
- e. Data Analysis Techniques.

Research Design

The research design that was used for this study was a descriptive survey research design of the correlational type. Correlational design can be used in predicting studies that explore the relationship between two or more variables. It is useful in investigating problems in education and studying other behavioural sciences. It has the advantage of helping the researcher manage a great number of variables and their relationship simultaneously (Ajagbe, 2011).

A correlational design does not establish cause and effect of relationship but it identifies variables that exist in a given situation and describes the relationship which exists between variables. A correlational study consists of measuring one variable and in other to determine the degree of relationship between it and one or more variables (Tankersley, 2015). This research design is, therefore, deemed

relevant and applicable, since it assisted in carrying out this study on emotional intelligence and critical thinking as correlates of restiveness tendencies among Colleges of Education students in Niger-Delta, Nigeria.

Population, Sample and Sampling Techniques

Students in the public and private Colleges of Education in Niger-Delta, Nigeria, made up the population for the study. In all, there are 18 Colleges of Education in Niger-Delta and these are stratified into 5 Federal Colleges of Education, 10 States Colleges of Education, and 3 privately owned Colleges of Education (see Appendix 1). However, purposive sampling technique was used to sample only the government owned, (Federal / States) Colleges of Education for this study. This is because of their status of being public schools and they are funded by Government (Federal or State). Also, the justification for selecting public Colleges of Education is to ensure that all the students are measured on the same ownership status.

The simple random sampling technique was used in selecting 3 Federal and 9 State Colleges of Education from each stratum, that is, 75% of the government owned Colleges of Education in Niger-Delta. NCE II Colleges of Education students in Niger-Delta formed the target population because, they are at the penultimate level of their academic. Also, it was assumed that the NCE II students have spent sufficient time in the school system for them to be able to respond to the items on the instruments used for this research.

There are 11,198 NCE II public Colleges of Education students across Niger-Delta, Nigeria (Source: Ministry of Education, 2017). From the target population, 10% was sampled, that is, $11,198/100 \times 10 = 1,119$ across the sampled Colleges of Education.

Instrumentation

The research instruments that was used to obtain data for this study, was the questionnaire. The use of questionnaire was preferred for this study because it is a means of supplying the researcher with quantifiable data that are readily available for statistical analyses (Dambudzo, 2009).

The questionnaire was divided into two sections – A and B. Section ‘A’ was used to elicit the demographic characteristics of the respondents. These included gender and age. Three different instruments were used to elicit the relevant information from the respondents. In order to collect the data on restiveness tendencies, Restiveness Tendencies Assessment Inventory (RTAI) developed by Ogbemudia, (2010) was adapted. The response pattern of the original instrument was based on five Likert scale but has been modified to four Likert scale, that is; Strongly Agree (SA = 4 points), Agree (A = 3 points), Disagree (D = 2 points), and Strongly Disagree (SD = 1 point), in line with the other instrument that was used in this study. The RTAI is a reliable and valid measure of youth restiveness. RTAI consisted of 41 items. According to Ogbemudia, (2010), a total of (RTAI) students with scores between 41– 82 were regarded as having low level of restiveness tendencies,

students with scores between 83 – 123 were regarded as having average level of restiveness tendencies, while students with scores between 124 – 164 were regarded as having high level of restiveness tendencies respectively. The scale has shown an internal consistency of 0.72.

While emotional intelligence was measured using an adapted Emotional Intelligence Scale (EIS) designed by Nirmalo and Panboli (2018). The EIS used a four-point Likert scale, that is; Strongly Agree (SA = 4 points), Agree (A = 3 points), Disagree (D = 2 points), and Strongly Disagree (SD = 1 point), while EIS consisted of 27 items. The reliability was tested with the use of Cronbach reliability coefficient at 0.75.

The EIS inventory measured 5 dimensions of the emotional intelligence as follows:

Table 1: **Summary of the Five Broad Areas of Competency-based Model of EI by Goleman**

Dimensions	Items
Self-awareness	1, 2, 3, 4, 5
Self-regulation	6, 7, 8, 9, 10, 11
Motivation	12, 13, 14, 15, 16
Empathy	17, 18, 19, 20
Social skills	21, 22, 23, 24, 25, 26, 27

Students with scores of (EII) between 27– 54 were regarded as having low level of emotional intelligence, students who scored between 55 – 81 were regarded as having average level of emotional intelligence, while students who scored

between 82 – 108 were termed to be having high level of emotional intelligence respectively.

Furthermore, Owolabi Critical Thinking Test (OCTT) developed by Owolabi (2011) was adopted to measure the critical thinking skills of the respondents. Psychometrics: Information on reliability and validity are provided as follows: OCTT reliability of 0.71 was established using Cronbach's alpha. OCTT is divided into three sections measuring Evaluation of Arguments, Recognising Assumption and Test of Inference. The instrument has 54 items and a correct answer carries one mark. On the other hand, a wrong answer has no mark. Respondents who score between 1 – 18 were regarded as having low critical thinking, students with score between 19 – 36 were regarded as having weak (average) critical thinking, while students with scores of between 37 – 54 were regarded as having strong (high) critical thinking respectively. Each section of the instruments had instructions on the response format to follow.

The instruments were given to the researcher's supervisor and two other lecturers in the Department of Social Sciences Education for face and content validities. They scrutinized the items and made alterations and suggestions and these were effect by the researcher in other to make the instrument more standard for eliciting information from the respondents.

A reliable instrument for research would yield similar data from similar respondents over time. The reliability of the instruments of RTAI and EIS were

already established by the developers, however, the researcher still went further to establish the reliability through the test re-test reliability method because they were adapted. In other to determine the reliability of the instruments, the test re-test method was used between the intervals of three weeks of establishing reliability. The first and second administrations of the instruments were correlated using the Cronbach's Alpha. While reliability index stood at 0.78, 0.71, and 0.73 (RTAI, EIS and OCTT) respectively.

Procedure for Data Collection

A letter of introduction was obtained by the researcher from the Head of Department of Social Sciences Education, Faculty of Education, University of Ilorin, requesting the administrators of the twelve selected Colleges of Education in the Niger-Delta, to assist the researcher right from the time of gathering the selected sample up to the point of retrieval of the filled instruments. The researcher administered the instruments personally although the assistance of seven trained research assistants was sought and these were those who are familiar with the various sampled Colleges of Education.

The students were asked to fill in their responses and also make a tick (✓) where necessary. The questionnaire forms were filled and collected immediately to forestall any attrition.

Ethical Consideration: The researcher sought the permission of the respondents and assured them of confidentiality before administering the questionnaires because of

the sensitive nature of the study. Furthermore, no respondents were compelled to respond to the questionnaires and the distribution of the questionnaires was determined by the willingness of the respondents. Also, the administration of questionnaires as regards this study, the right to privacy of respondents was put into utmost consideration and was not infringed upon. Conclusively among others, permission was sought from the various authorities in the participating colleges of education in Niger-Delta, Nigeria. The findings/results of this study at the completion of the dissertation defence, would be sent to the participating schools. This is to enable the administrators of the schools gain insight to the levels of EI, CT and restiveness tendencies of their students. Also, they would have the opportunity to identify the students' strengths and how they can build on them.

Data Analysis Techniques

Percentage was used in describing the demographic characteristics of respondents and in other to answer research questions 1, 2, 3, 4 and 5, percentage and mean rating were used. While the research question with corresponding hypothesis was tested using Multiple Regression Statistics at 0.05 level of significance.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

Results obtained from the statistical analysis of data are presented in this chapter. All the research questions were answered using percentage, mean rating, while research hypothesis formulated for this study was tested using the Multiple Regression statistics at 0.05 level of significance via Statistical Package for Social-Sciences (SPSS 25.0).

Demographic Description of the Respondents

The data presented in Tables 1 and 2 were the description of demographic characteristics of the respondents using percentage. The tables reflect respondents according to gender, and age.

Table 2: Distribution of the Respondents by Gender

Gender	Frequency	Percentage (%)
Male	406	36.3
Female	713	63.7
Total	1,119	100.0

Table 2 revealed that out of 1,119 students that participated in this study, 406 (36.3%) of the students were males, while 713 (63.7%) were females. This implies that there were more females than males that participated in this study.

Table 3: Distribution of the Respondents by Age

Age	Frequency	Percentage (%)
18 – 25 years	984	87.9
26 years and Above	135	12.1
Total	1,119	100.0

Table 3 revealed that out of the 1,199 Colleges of Education students that participated in the study, the respondents who were between the age range of 18 – 25 years were 984 (87.9%) while 135 (12.1%) of the respondents were between the age brackets of 26 years and above. This shows that the majority of the students in this study were between age boundaries 18 – 25 years.

Answering of Research Questions

Research questions 1, 3 and 5 of the six research questions raised were answered using percentage, mean rating was used to answer research questions 2 and 4, while research question 6 that had corresponding hypothesis was tested using of the Multiple Regression statistical tools.

Research Question 1: *What is the level of emotional intelligence among Colleges of Education students in Niger-Delta, Nigeria?*

In order to answer this research question, participants' responses to the emotional intelligence questionnaire were collated. The minimum score, maximum score and range score of the respondents were 27, 108 and 81 respectively. The range was divided by the three levels of emotional intelligence (high, average and low) and the cut off was 27 score. Students with scores between 27– 54 of emotional intelligence were regarded as having low level, students who scored between 55 – 81

of emotional intelligence were regarded as having average level, while students with scores between 82 – 108 were regarded as having high level of emotional intelligence respectively. The result is presented in Table 4.

Table 4: Analysis of the Levels of Emotional Intelligence among Colleges of Education students in Niger-Delta, using Percentage

Emotional Intelligence	Frequency	Percentage (%)
High Level of Emotional Intelligence	417	37.3
Average Level of Emotional Intelligence	702	62.7
Low Level of Emotional Intelligence	-	-
Total	1,119	100.0

Table 4 shows the responses of the participants to items that sought information on the emotional intelligence of Colleges of Education students in Niger-Delta. The result on Table 4 indicates that 417 (37.3%) students had high level of emotional intelligence, 702 (60.6%) students had average level of emotional intelligence, while none of the students had low level of emotional intelligence. This implies that among Colleges of Education students in Niger-Delta, Nigeria, the level of emotional intelligence is average (62.7%).

Research Question 2: *What is the common dimension of emotional intelligence among Colleges of Education students in Niger-Delta, Nigeria?*

In order to answer this research question, participants' responses on the emotional intelligence questionnaire were collated. The data collected from the sampled students were summed up and the summary of the results are as shown in Table 5.

Table 5: Mean Rating of Common Dimension of Emotional Intelligence of among Colleges of Education Students in Niger-Delta, Nigeria

S/N	Common Dimension of Emotional Intelligence	Mean	Ranking
1	Self-awareness	3.04	1 st
4	Empathy	2.87	2 nd
5	Social Skills	2.87	2 nd
2	Self-regulation	2.86	4 th
3	Motivation	2.84	5 th

Table 5 indicates that 1,119 respondents participated in this study. Self-awareness as one of the dimensions of emotional intelligence among Colleges of Education students in Niger-Delta, ranked 1st with a mean score of 3.04, while empathy and social skills ranked 2nd with mean scores of 2.87 respectively, self-regulation ranked 4th with a mean score of 2.86 while motivation which has a mean score of 2.84 ranked 5th.

Research Question 3: *What is the level of critical thinking among Colleges of Education students in Niger-Delta, Nigeria?*

In order to answer this research question, participants' responses on the critical thinking test were collated. Students who had scores of between 1 – 18 were regarded as having poor critical thinking, students who had scores between 19 – 36

were regarded as having weak critical thinking, while students who scored between 37 – 54 were regarded as having strong critical thinking. The result is presented in Table 6.

Table 6: Percentage Analysis of Level of Critical Thinking among Colleges of Education students in Niger-Delta, Nigeria

Critical Thinking	Frequency	Percentage (%)
High Critical Thinking	255	22.8
Average Critical Thinking	858	76.7
Low Critical Thinking	6	.5
Total	1,119	100.0

Table 6 reveals the responses of the participants to items that sought information on critical thinking among Colleges of Education students in Niger-Delta. The result indicates that 255 (22.8%) of the students had high critical thinking, 858 (76.7%) of the students had average critical thinking while 6 (.5%) of Colleges of Education students had low critical thinking. It implies that among Colleges of Education students in Niger Delta, Nigeria, the level of critical thinking is average.

Research Question 4: *What are the common critical thinking skills among Colleges of Education students in the Niger-Delta, Nigeria?*

In order to answer this research question, participants' responses on the Owolabi Critical Thinking Test were collated. The data collected from the sampled students were summed. The summary of the results is shown in Table 7.

Table 7: Mean Rating of Common Critical Thinking Skills among students of Colleges of Education in Niger-Delta, Nigeria

S/N	Common Dimension of Critical Thinking	Mean	Ranking
3	Test of Inference	0.78	1 st
2	Recognising Assumptions	0.62	2 nd
1	Evaluation of Argument	0.50	3 rd

Table 7 indicates that 1,119 respondents participated in this study. The common critical thinking skills exhibited among Colleges of Education students in Niger-Delta, Nigeria is test of inference which has an average mean score of .78 ranked 1st, recognising assumptions with an average mean score of .62 ranked 2nd while evaluation of argument has an average mean score of .50 ranked 3rd.

Research Question 5: *What is the level of restiveness tendencies among Colleges of Education students in Niger-Delta, Nigeria?*

In order to answer this research question, participants' responses on the addressed restiveness tendencies were collated. The minimum score (41), maximum score (164) and range score (123) of the respondents was divided by the three levels of restiveness tendencies to restiveness questionnaire (high, average and low) and the cut off score was 41. Students who scored between 41– 82 were regarded as having

low level of restiveness tendencies, students who scored between 83 – 123 were regarded as having average level of restiveness tendencies, while students with scores between 124 – 164 were regarded as having high level of restiveness tendencies respectively. The result is presented in Table 8.

Table 8: Percentage Analysis of Level of Restiveness Tendencies among Colleges of Education students in Niger-Delta, Nigeria

Restiveness Tendencies	Frequency	Percentage (%)
High Level of Restiveness Tendencies	242	21.6
Average Level of Restiveness Tendencies	863	77.1
Low Level of Restiveness Tendencies	14	1.3
Total	1,119	100.0

Table 7 presents the responses of the participants to items that sought information on the restiveness tendencies among Colleges of Education students in Niger-Delta. 242, representing (21.6%) of Colleges of Education students in Niger-Delta, had high level of restiveness tendencies, 863 representing (77.1%) of the students had average level of restiveness tendencies, while 14 representing (1.3%) of the students were found to be low in their level of restiveness tendencies. This shows that the level of restiveness tendencies among students of Colleges of Education in Niger-Delta, Nigeria was average.

Having answered research questions, the researcher proceeded to test the null hypothesis generated for the study.

Hypothesis Testing

The null hypothesis is stated thus:

H₀₁: *There is no significant relationship among emotional intelligence, critical thinking and restiveness tendencies of the Colleges of Education students in the Niger-Delta, Nigeria.*

In order to answer this research question, participants' responses on emotional intelligence, critical thinking and restiveness tendencies questionnaire scores were collated. The data collected from the study was analysed as shown in Table 9.

Table 9: Results of Regression Analysis of the Relationship among Emotional Intelligence, Critical Thinking and Restiveness Tendencies of Colleges of Education students in Niger-Delta, Nigeria

Analysis of Variance	Sum of Squares	Mean Squares	Df	Cal. F	Sig.	Decision
Regression	86650.08	43325.04	2	184.85*	.00	H₀₁ Rejected
Residual	261565.96	234.38	1116			
Total	348216.03		1118			

p<0.05

Results in Table 9 indicates that calculated level of significance at .00 is less than the expected level of significance at 0.05. The null hypothesis is rejected, it is therefore restated as, there is a significant relationship among emotional intelligence, critical thinking and restiveness tendencies among Colleges of Education students in Niger-Delta, Nigeria ($F_{(1,118)} = 184.85$; $p < 0.05$). To ascertain the contribution of the independent variables together, it is computed via R^2 and the output is reported in table 10.

Table 10: Model Summary of the Interactive Relationship among Emotional Intelligence, Critical Thinking and Restiveness Tendencies of Colleges of Education Students in Niger-Delta.

Model	1
R	.499 ^a
R-Square	.249
Adjusted R Square	.247
Std. Error of the Estimate	15.31

Results in Table 10 reveals that independent variables of emotional intelligence and critical thinking together accounts for .249. This implies that the independent variables together contribute 24.9% to the dependent variable.

To ascertain the contributions of each independent variable to the model, Beta weight and t-values were considered for the assessment of the impacts of emotional intelligence and critical thinking on restiveness tendencies. The outputs are shown in table 11.

Table 11: Results of the Relative Contributions of Emotional Intelligence and Critical Thinking to Restiveness Tendencies among Colleges of Education Students in Niger-Delta.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	73.51	4.10		17.92	.00
Emotional Intelligence	.68	.04	.44	16.71	.00
Critical Thinking	.42	.06	.17	6.57	.00

Results in Table 11 reveals the contributions of each of the independent variables to the model. It reveals that emotional intelligence contributed Beta weight of .44 and the t-value of 16.71 while critical thinking contributed Beta weight of 0.17

and t-value of 6.57. It implies that emotional intelligence is the most predictor followed by critical thinking to restiveness tendencies.

The multiple regression equation shows thus:

Regression Equation ($Y = a + b_1X_1 + b_2X_2$). The value could be substituted as reported in: ($Y = 73.51 + .44X_1 + .17X_2$).

The Summary of Findings

Based on the data collected, analysed and interpreted, the following findings were obtained:

1. The level of emotional intelligence among students of Colleges of Education in Niger-Delta was average; (62.7%).
2. The common dimension of emotional intelligence among students of Colleges of Education in Niger-Delta, was Self-awareness
3. The level of critical thinking skills among students of Colleges of Education in Niger-Delta, was average; (76.7%).
4. The common critical thinking skill among students of Colleges of Education in Niger-Delta, was Test of inference.
5. The level of restiveness tendencies among Colleges of Education students in Niger-Delta, Nigeria was average, (77.1%) and
6. there was a significant relationship among emotional intelligence, critical thinking and restiveness tendencies of the students of Colleges of Education

students in the Niger-Delta, Nigeria. The two independent variables, contributed significantly but emotional intelligence contributed more (0.44) Beta weight followed by critical thinking (0.17) Beta weight.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter presents discussion of findings and conclusion based on the data analysed and the results presented in chapter four. In view of the findings of this study, recommendations, and suggestions for further studies were made.

Discussion of the Findings

This study examined emotional intelligence and critical thinking as correlates of restiveness tendencies among students of Colleges of Education in Niger-Delta, Nigeria. From the analysis presented in the previous chapters, the following discussions of findings were made:

The findings revealed that the level of emotional intelligence among Colleges of Education students in Niger-Delta, Nigeria was average. This might be that a significant number of sampled respondents were from the same background and had similarity in their environmental exposure. It is also likely because such students are not high in self-regulation, social skills and empathy as necessary ingredients of emotional intelligence. This result is congruent with Singaravelu (2007) who reported that the level of emotional intelligence of would-be teachers in Urdu Pondicherry region was average. The finding is also in agreement with Gbadura, (2018) who reported that secondary school students' level of emotional intelligence in North-central, Nigeria was average. On the contrary, this result

contradicted that of Adegboyega, Idowu and Mowaiye-Fagbemi (2017) whose finding indicated that University of Ilorin undergraduates' level of emotional intelligence was low.

The second finding revealed that self-awareness was the common dimension of emotional intelligence among students of Colleges of Education in Niger-Delta. This is probably because majority of the students in the colleges of education are not under-aged individuals and thus they understand their temperaments, emotions, strengths and weaknesses among others. Also, they might have been taught by experience and exposure to understand their own emotion and how to control the emotion in an atmosphere that is charged. This finding is in line with that of Zakarevicius and Zuperka (2010) report that, the main influence of emotional intelligence was self-awareness on relationship management for the development of entrepreneurship of business administration students.

The third finding revealed that the level of critical thinking among students of Colleges of Education in Niger-Delta was average. This is probably due to the educational background that a significant number of them have been exposed to before proceeding to the tertiary institution. Also, it is possibly because many of the students in those colleges of education have hardly been allowed to analyse facts and take judgment on their own. Such individuals have hardly engaged in decisions that requires rational, sceptical, unbiased analysis or evaluation of factual evidence as

regards issues of their personal life and around them. This finding negates that of Asuai (2013) who reported that the level of critical thinking of senior school students in Lagos State was strong. Also, Charles, Renae and Raylene (2004) whose finding revealed that Pharmacy Students' Critical Thinking Skills level was strong and those students in training group that received training on Critical Thinking Skills did better in their post test scores than their control group counterparts.

The fourth finding revealed that common critical thinking skills among Colleges of Education students in Niger-Delta, was test of inference. This finding negates that of Cobbinah, Bamidele, Eshun and Akande (2017) report indicated that application had the highest contribution to the students' achievement in Core Mathematics, followed by the Analysis skill, while the third significant contributor was the Synthesis skill and last contributor was the Evaluation skill.

Further finding showed that the level of restiveness tendencies among Colleges of Education students in Niger-Delta, Nigeria was average. This is possibly as a result of their experiences within the environment which most of them belong to. Youths in this study locale are known to possess the qualities of agitating for their rights from authorities because of years of neglect by the government. Also, the foregoing finding is likely because the greatest number of students in the Colleges of Education are individuals who have spent a significant aspect of their lives in that environment and have lots of experiences in common. Furthermore, as would-be teachers in training, they would have been impacted with the qualities of a good

teacher that will not allow for activities inimical to the well-being of the society. This finding is in dissonance with that of Oromareghake, et. al., (2013) whose finding revealed that the level of restiveness in Niger Delta, was high. Likewise, Chukwuemeka and Agbara (2010) whose finding showed that the level of Niger Delta youths' restiveness was high.

Sixth finding revealed a significant relationship among emotional intelligence, critical thinking and restiveness tendencies of students in Colleges of Education, Niger-Delta. This finding implies that, the more the level of one of the independent variables increases, it is likely that restive tendencies in such students is most likely to reduce. As shown in the last finding, it implies that, there is high possibility that the prevailing tendencies of restive activities among colleges of education students is caused by their levels of emotional intelligence and critical thinking skills.

This finding is similar to that of Nicole and Anthony (2007) finding which revealed a positive relationship between emotional intelligence and critical thinking dispositions of the students. This finding is in line with that of Hasanpour, Bagheri and Ghaedi Heidari (2018) whose study revealed no significant correlation between the scores of critical thinking skills and each of its components with the scores of emotional intelligence skills and its components, except for empathy ($p=0.001$), among nursing students.

Conclusion

One can conclude that the levels of emotional intelligence, critical thinking and restiveness tendencies among students of Colleges of Education in Niger-Delta, Nigeria were average respectively. Also, there was a significant relationship among emotional intelligence, critical thinking and restiveness tendencies of students' in Colleges of Education in Niger-Delta. Therefore, one can conclude from the present study that the more one of the independent variables i.e. critical thinking or emotional intelligence increases, it is likely that restive qualities in such students is most likely to reduce.

Contributions to Knowledge

Researches are carried out in order to extend the frontiers of knowledge. The present study was therefore carried out with this same objective, in the field of educational psychology. It has therefore contributed to the extension of knowledge in the following ways:

Results of this study might show the predictive abilities of emotional intelligence and critical thinking skills on the levels of restiveness tendencies among Colleges of Education students, in Niger-Delta. The need to inculcate emotional intelligence and critical thinking skills in the students of Colleges of Education in Niger-Delta, should be considered when planning the curriculum as this has the capacity of reducing restiveness tendencies among Colleges of Education students in Niger Delta, Nigeria.

The findings of this study might help stakeholders such as educational psychologists, counsellors, parents, Colleges of Education administrators and lecturers alike, to keep abreast with the problem of youths' restiveness tendencies so that they can control it.

Recommendations

It was suggested that lecturers should be encouraged to inculcate the habit of including critical thinking skills in their teaching and learning more especially as they are higher thinking skills.

Since the findings revealed that emotional intelligence, critical thinking and restiveness tendencies were at the level of average, it was recommended that school authorities should find ways of raising the levels of these variables and still find ways to reduce youths' restiveness tendencies to the barest minimum.

Lecturers should set questions which will demand students to apply critical thinking skills. Again, there should be an in-service training for Colleges of Education lecturers in order to enhance their critical thinking skills.

Those in charge of planning the curriculum for Colleges of Education may have to revisit the curriculum with a view of making emotional intelligence and critical thinking skills more prominence since it has been shown that these skills have the propensity of reducing youth restiveness and by extension, reducing the havoc perpetrated during acts of youths' restiveness.

The implementers, educational evaluators of curriculum and school heads should make sure that teachers inculcate in their student's emotional intelligence and critical thinking skills during courses and classroom experiences. This is one of the options that can produce citizens that will be prepared to solve the myriad of problems faced daily at individual and corporate levels. The dream of ensuring that Nigerians are able to find meaningful solutions to scientific, technological, economic, social and political problems confronting the nation can be realised.

Finally, we are in a new dispensation, intelligence and success are no longer viewed the same way they were viewed before. The measure for success in life does not depend on intelligent quotient alone. Emotional intelligence and critical thinking skills also play big roles in a person's success. Therefore, curriculum experts should develop an effective instructional curriculum that would include emotional intelligence and critical thinking skills in all tertiary education programs with the objective of enhancing personal and career successes of students.

Inclusion of these education-based skills in teacher education at all levels is important as the teachers' knowledge in these skills will be transferred to the pupils/students they teach, thereby making the young ones' leaders of tomorrow with the type of behaviour that we all will be proud of.

Limitations to the Study

Certain factors served as limitations to this study. For instance, extraneous variables such as learning environment, nature of studentship (on and off campus) of

the participants, age, socio-economic background, availability, and others that could have influenced the outcome of these findings, were not within the scope of this study. Again, the study involved only a limited number of dependent variables presumed to influence restive tendencies, whereas, there are other several variables.

Suggestions for Further Research

The limitations in this study are pointers to the fact that there is the need for further studies involving more dependent variables. The scope of the study could be widened to incorporate such dependent variables as depression, academic performance, personality type and locus of control.