

REBELLIOUS BEHAVIOUR AMONG UNDERGRADUATES IN THE SOUTH-WEST, NIGERIA: EFFICACY OF SOLUTION-FOCUSED AND DIALECTICAL BEHAVIOUR THERAPIES

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Abstract

This study was designed to investigate the effects of Solution-Focused Therapy (SFT) and Dialectical Behaviour Therapy (DBT) in the reduction of rebellious behaviour among undergraduates in the South-West, Nigeria. The moderating effects of emotional intelligence and peer pressure were also examined. The pretest-posttest control group quasi-experimental design with a 3x2x2 factorial matrix was adopted. Three states (Oyo, Lagos and Osun) were randomly selected out of the existing six in the South-West, Nigeria. The simple random sampling was used to select three federal universities in the selected states. The students were screened with Rebellious Scale and those who fell within the range of 40 – 50 participated. The instruments used were Rebellious Behaviour ($\alpha = 0.88$), Emotional Intelligence ($\alpha = 0.73$) and Peer Pressure ($\alpha = 0.81$) scales. The participants in the schools were randomly assigned to SFT (21), DBT (24) and control (28) groups. The treatment lasted nine weeks. Data were analysed using Analysis of covariance and Bonferonni post-hoc test at 0.05 level of significance. There was a significant main effect of treatment on rebellious behaviour among undergraduates ($F(2, 69) = 359.32$; partial $\eta^2 = 0.91$). The participants in DBT displayed the lowest rebellious behaviour (27.86), followed by those in SFT (31.15) and control (58.13) groups. There was a significant main effect of treatment and emotional intelligence on rebellious behaviour ($F(1, 70) = 4.19$; partial $\eta^2 = 0.06$). The participants with high emotional intelligence in DBT had a lower mean score (33.66) than those with low emotional intelligence (43.55) group. There was a significant main effect of treatment and peer pressure on rebellious behaviour ($F(1, 70) = 6.11$; partial $\eta^2 = 0.8$). The participants with low peer pressure displayed lower mean score (39.17) than those with high peer pressure (46.74) group. There was a significant interaction effect of treatment and emotional intelligence on rebellious behaviour among undergraduates ($F(2, 66) = 16.74$; partial $\eta^2 = 0.34$) in favour of participants with high emotional intelligence in the SFT group. There was a significant interaction effect of treatment and peer pressure on rebellious behaviour among undergraduates ($F(2, 66) = 9.62$; partial $\eta^2 = 0.23$) in favour of the participants with low peer pressure. Dialectical behaviour, more than solution-focused, psychotherapy was effective in the reduction of rebellious behaviour among undergraduates in the South-West. Counselling and Educational Psychologists and other helping professionals should utilise these interventions to reduce rebellious behaviour among undergraduates. Keywords: Emotional intelligence, Solution-focused therapy, Dialectical behaviour therapy, Rebellious behaviour among undergraduates.

INTRODUCTION

Rebellious behaviour in schools is ranked as a major problem among students at various levels of schooling in Nigeria. It is a concern to schools and parents and to fellow students, whose education may be adversely affected. Therefore, rebellious behaviour and other forms of disruptive behaviour cannot be ignored. The rate at which peaceful behaviour is lacking cannot be overestimated. Students who could have been more useful to themselves, their parents and the nation at large died during rebellious activities leading to a waste of human resources.

An offshoot of violent demonstration is violent crimes; violent crimes in tertiary institutions such as homicide, rapes, burglar-office, home and store-breaking offences are now at alarming proportion. All these violent criminal activities have their resultant consequences on the academic and social progress of both the University communities and the general society. Students and lecturers are made to live under constant fear as there is a general state of insecurity and chaos.

The rate at which undergraduates in Nigerian universities indulge in violent demonstrations against the management of their institutions is becoming worrisome to many stakeholders, especially parents, who, against all odds, ensure their wards get tertiary education. Moreover, the increase in intensity of the menace and the way it spreads from one institution to another in short period of time could be regarded as a bad signal to the challenged education system in Nigeria. If this dangerous phenomenon is not nipped in the bud it may be very difficult to access quality education in Nigeria, in the foreseeable future, because the sector could become worse than other public sectors where violence and instability of academic calendar, high level of indiscipline, bribery and corruption, loss of lives and destruction of properties appear to be the order of the day. How can this rebellious behaviour be reduced if not totally eradicated among university undergraduates? Studies on causes and solutions have been carried out but it seems the situation continues to increase. Against this premise, this study is basically designed to find out the effectiveness of solution-focused therapy and dialectical behaviour therapy in reducing rebellious behaviour among undergraduates in the South-West, Nigeria.

Rebellious behaviour is a deliberate opposition or resistance against constituted authority. Newspapers, broadcast and social media report daily on rebellious behaviour of adolescents and youths at homes, within and outside school systems. Generally, adolescents and youths majority of who are students in Nigerian tertiary institutions, as part of their development into young adults will openly defile the advice and authority of their parents and other figures of authority in the society. Youth have special capacities to see the imperfection of society; not burdened by financial and social responsibility. Young people would want to find their place in the adult world; where they belong in the greater scheme of things. Youths would want to explore things, but when not allowed to do so, they think of rebelling (Pickhardt, 2009).

According to Steinberg and Silk (2002) persons between the age of 18 and 25 are in the ambiguous period where they have high levels of autonomy but not similar levels of responsibility. This is also corroborated by Arnett and Mohantey (2002) that students have more freedom than adults and relative freedom from parental and family control; from financial responsibility and from outside work combined. Due to this freedom students often take risks which other segments of the population can seldom take without concern for consequences. Thus, the university undergraduates have time/chance to rebel against the authorities of their universities. These young adults are sometimes confused and in most cases disturbed, an experience which could manifest itself in a rebellious way. In other words, these young adults are controlled and ruled by their feelings, which sometimes make them confused and disturbed. Added to this, are the physical, psychological, emotional and cognitive changes that characterized the development of adolescents and youths at this stage. Attempt on the part of these young adults to deal with these changes creates confusion, uncertainty and frustration. Consequently, they begin to misbehave, reject the legitimate goals and resent control of the university authorities.

Undergraduates desire to be treated as grown-up, where the adults listen to them, take their ideas into account, get them involved in decision making that affect their welfare and most important allow them to act on their initiative. In cases where students feel underrepresented, misrepresented or not represented at all in all the formal decision making processes of university governance, the likelihood of student rebellion increase (Fatile and Adejuwon, 2011). When university management becomes unresponsive to the demands of students, being aloof and distant in their engagement, being detached from the sensitivities of the students and unsympathetic to the cause of students, students in return get angered and become rebellious. Imagine students pouring water on the University Vice Chancellor when the latter was passing through the corridor of the student hall of residence, throwing stones and pebbles on key officers in their institutions and male students going to female halls of residence at odd hour as a way of rebelling against authority. At times students engage in pen war against institutions'

authorities through printed and social media criticizing and painting bad every step taken by the authorities. Most of the times, to make authorities feel their resentments, students embark on protests, demonstrations, boycott of classes and examinations, chanting war/struggle songs and dancing, barricades of entrances and exits to campuses, burn fire, mass rally, sit-ins, display of placards and rampage as form of rebellion against university management and authorities (Odu, 2013).

Violence and aggression often go hand in hand with rebellion. Whenever the institution authorities and management rise up to take action on these acts of rebellion of the students, the students go hey wire/ go out of hand, become violent and destructive. Some of the measures or actions taken by authorities in most cases usually lead to escalation of violence on the campuses. Students become more rebellious and destructive especially when the institution authorities called and stationed law-enforcing agencies within university premises. The sight of the police by protesting students often ignites campus disturbances rather than reducing the likelihood of violence. Student rebellious behaviour has caused a lot of havoc to the education industry, students themselves and the larger society. It has affected the learning quality, the integrity of students and the image of institutions of learning.

Student rebellion as a problem behaviour in Nigeria Universities has led to frequent confrontations between university authorities and students. As a result, there is incessant closure of campuses, which adversely leads to disruption of academic programmes and affects the coverage of the curriculum in a given session. The aim of establishing these universities would not be adequately achieved under a violent and troubled situation always experienced during student rebellious activities. The situation would not provide conducive atmosphere for teaching and learning activities, implementation of university programmes and proper achievement of university set goals. Thus, the universities that supposed to be fountains of learning have now turned to citadels of hooliganism and senseless acts by the students. Violence associated with these acts of rebellion has been an issue of concern, hence the need for this study. If this situation is not nip in the bud, it may be a canker to the nation's education systems and the entire fabric of the society.

Young people constitute the bulk of the educational and economic nucleus of any virile society. If nothing is done, the bandwagon effects of this rebellious behaviour of students in Nigeria Universities on other categories of people in Nigerian society will be catastrophic. Studies have been carried out in the past on the acts of rebellion among students in tertiary institutions of learning in Nigeria, such as Socio-economic status and substance use among young adults (Patrick, 2012); Drug abuse among youths (Abdulahi, 2009); Management of students' crisis in higher institutions of learning in Nigeria (Odu, 2013); Students' unrest in Nigerian universities (Aluede, Jimoh, Agwinede and Omoreige, 2005); Causes of students' unrest and the basis of students power in Nigeria (Ahmad, 1998); Perceived causes and control of students' crisis in higher institutions in Lagos state (Akeusola, Viatonu and Asikha, 2012); Factors influencing students unrest in institutions of higher learning (Davies, Ekwere and Uyanga, (2015). All these studies were based on descriptive survey design. Beside, none of these scholars/researchers used Solution-Focused Therapy and or Dialectical Behaviour Therapy on their studies. Based on this gap in literature, this researcher is therefore investigated the effect of Solution-Focused Therapy and Dialectical Behaviour Therapy in the reduction of rebellious behaviour among undergraduates in the South-West, Nigeria.

Solution-Focused Therapy is an approach of psychotherapy based on solution-building rather than problem-solving. It explores current resources and future hopes rather than present problems and past causes. It has great value as a preliminary and often sufficient intervention and can be used safely as an adjunct to other treatments. In problem-focused therapy, problems are conceptualized as repeated applications of ineffective solution attempts. It follows that in

problem-focused therapy," the solution is the problem." In contrast, solution-focused therapy developed an inverse of the problem/solution ascription by proposing that the problem has within it the seeds of a solution. From this came the central notion of 'exceptions', however serious, fixed or chronic the problem, there are always exceptions and these exceptions contain the seeds of the client's own solution (De Shazer and Berg, 1986).

Solution-Focused Therapy is an outcome-oriented, competence-based approach. Solution-Focused therapists help clients to achieve their preferred outcomes by facilitating the evocation of solutions. Solution focused practice emerged with the idea that solutions may rest within the individual and his or her social network. As postmodernism sparked questions about the superiority of the therapist's position and the idea of a universal truth, the therapeutic relationship began to transform - the client now recognised as the expert in his or her own life. This created a more collaborative approach to counselling (Bertolino and O'Hanlon, 2002) and established a context in which solution focused practice could flourish.

Solution-focused therapy was developed by Steve de Shazer and his colleagues at the Brief Family Therapy Centre in Milwaukee, Wisconsin, USA in 1980. It was influenced by the Mental Research Institute's problem-focused therapy (Fisch, Weakland, and Segal, 1982 cited in Saadatzaade and Khalili, 2012) in Palo Alto, California. De shazer and his team were also interested in determining the goals of therapy so that the therapists and clients would know when it was time to end. The therapists found that the clearer a client was about his or her goals the more likely it was that the therapists achieved. Finding ways to elicit and describe future goals has since become a pillar of Solution-Focused Therapy (De shazer and Berg, 1994).

Solution-Focused Therapy (SFT) is a strength-based intervention that is founded in the belief that it is important to build on the resources and motivation of clients because they know best, problems facing them and are capable of generating solutions to solve these problems (Kim and Frankly, 2009). The effectiveness of SFT had been demonstrated among others in the management of academic stress and internet addiction among older adolescents (Busari, 2016); decreasing depression among teenage girls (Javanmiri, Kimiaee, and Hashem-Abadi, 2013); modifying problematic behaviours among the youths (Shin, 2009). Solution-Focused Therapy often proves very useful in crisis intervention. The available time does not usually lend itself to an elaborate diagnosis and, further to this, a client in crisis benefits from regaining confidence in their personal competences and a future-oriented approach. Saadatzaade and Khalili (2012) asserted that solution-focused counselling is an efficient and direct approach that emphasizes problem identification and solutions. Practitioners following a solution-focused approach focus on client skills and solutions rather than deficits and problems.

Some other psychotherapy interventions can be applied to reduce negative behaviours. Such psychotherapy that can be used for the reduction of rebellious behaviour is Dialectical Behaviour Therapy (DBT). DBT is a psychotherapeutic approach used to treat individuals with complex psychological disorders, particularly chronically suicidal individuals with borderline personality disorder (BPD). It is a type of talking therapy, which was originally developed in the late 1980s by an American psychologist named, Marsha Linehan. The main goals of this therapy are to teach people how to live in the moment, cope healthily with stress, regulate emotions and improve relationships with others (Michaela and Heidi, 2017). DBT has evolved into a sophisticated treatment, yet most of its concepts are quite straightforward.

DBT is also helpful in changing unhelpful behaviours, being a broad based cognitive behavioural treatment, but it differs from Cognitive Behaviour Therapy (CBT) in that it also focuses on accepting who you are at the same time. DBT places particular importance on the relationship between the client and the therapist, and this relationship is used to actively motivate you to change. DBT is derived from a philosophical process called dialectics.

Dialectics is based on the concept that everything is composed of opposites and that change occurs when one opposing force is stronger than the other, or in more academic terms—thesis, antithesis, and synthesis. Thus in DBT, the client and therapist are working to resolve the seeming contradiction between self-acceptance and change in order to bring about positive changes in the client. In a nutshell, ‘dialectics’ means trying to balance seemingly contradictory positions (Linehan, Comtois, Murray, Brown, Gallop, and Heard, 2006).

Emotions play an important role in how people think, behave, and seem to rule people’s daily lives. The emotions people feel each day can compel them to take action and influence the decisions they take about their lives, both large and small. People make decisions based on whether they are happy, angry, sad, bored or frustrated. Therefore, emotion could go a long way in determining whether a person will be violent and rebellious or not. For instance, an individual that has some level of control over his or her emotions has tendency to regulate violent or rebellious dispositions when situation arises. The ability to express and control one’s emotions is as essential as one’s ability to understand, interpret, and respond to the emotions of others. Psychologists refer to this ability as emotional intelligence. Hence, emotional intelligence is chosen as a moderating variable for this study.

Emotional intelligence is a way of recognizing, understanding and choosing how we think, feel and act. It shapes our interactions with others and our understanding of ourselves. It involves the ability to understand and manage emotions. Adeyemo (2017) stated that emotional intelligence is a rescue to building a peaceable school environment. Participants in this study with low emotional intelligence are likely to manifest rebellious behaviour than participants with high emotional intelligence, hence the reason for the use of emotional intelligence as moderating variable. As a concept, emotional intelligence has found its way to different positive behavioural outcomes. It is an increasingly popular term of reference for an optimal psychological state within an individual and their interaction with their environment. This term is usually associated with author Daniel Goleman and his mid-1990 bestseller by the same name. Goleman promoted the idea of an ‘EQ’ (for emotional intelligence) as a prerequisite for effectively using one’s intelligent quotient (IQ). In Goleman’s understanding ‘EQ’ stands for the capacity for compassion, empathy, motivation, self-awareness, altruism, appropriate response to, and distinction between, pain and pleasure, and to bringing energy back into flow within an individual.

Apart from emotional intelligence, tendency to be peaceful can also be influenced by affiliation with peers and types of friend adolescents and youths move with. Therefore, peer pressure is another moderating variable chosen for this study. Peers are people who are part of the same social group. Peers are the kind of people who relate every day and provide critical information for each other. Peers may strongly determine preference in the way of dressing, speaking, using illicit substances, adopting and accepting violence and anti-social behaviours. This is what is called peer pressure. It is the influence that the peers can have on each other. Peer pressure is a feeling that one must do the same things as other people of one’s age and social group in order to be liked or respected. School is a setting where interpersonal relations are promoted which are important for youngsters’ personal and social development.

Peers increasingly play an important role during the adolescent period among the lives of young people. As adolescents make the transition to high school, peer networks increase, and peer affiliation becomes an important aspect of peer relations. Also during adolescence, close friends begin to surpass parents as adolescents’ primary source of social support and contribute in important ways to adolescents’ self-esteem and well-being. Positive peer affiliation is essential to maintaining positive self-esteem.

When adolescents begin to behave differently, adults think that this is a child's desire to form their own sense of independence or teenage rebellion. However, autonomy and independence may not be synonymous. While autonomy is larger in scope and include an adolescent's capacity to think, feel, and act on his or her own; independence involves personal behaviour on issues (Ibeh, Unugo, and Orij, 2017). Adolescents mostly are likely to argue, press for advantage, and test of the limits that parents set for them. This is because though adolescents are not fully grown adults, but they want to be treated as one. It is this transition between childhood and adulthood alongside physical and social changes bringing about changes in cognition including information processing which in effect increases the conflict between parents and their adolescent children.

Researchers/scholars have done a lot of descriptive survey studies but few experimental studies on problem behaviours among university students in Nigeria using different therapeutic packages different from solution-focused therapy or and dialectical behaviour therapy but none was done on how to reduce rebellious behaviour. The problem of rebelliousness among university students in Nigeria is now rather alarming and jeopardizing the education system at tertiary level, making difficult the administration of universities across the country. It is against this background that the psychological management of rebellious behaviour in higher institutions of learning in Nigeria needs urgent attention. Based on these gaps in literature, this study sought an investigation of solution-focused therapy and dialectical behaviour therapy in reducing rebellious behaviour among undergraduates in the South-West, Nigeria.

This study would be beneficial to all students in Nigerian tertiary institutions by learning some peaceful methods of achieving their yearnings and aspirations rather than violent means. The findings of this study will illuminate students' understanding of peace and nonviolence and its relevance to students-management relationship. In addition to this, various authorities in higher institutions of learning in Nigeria would benefit immensely from this study in their quest to relate with students' representatives on the basis of their behavioural dispositions. It will enhance synergy between student representatives and authorities of tertiary educational institutions in Nigeria.

Scholars in the area of peace and conflict studies will also benefit from this study by putting forth social and psychological interventions for improving peaceful and nonviolence behaviour in campuses among youths and larger society. The findings of this study will be beneficial to counselling profession; it will avail professional counsellors the opportunity to adopt or adapt suitable psychotherapies for the treatment of rebellious behaviour among students and other categories of clients. The findings of this study will also be beneficial to all stakeholders; parents, lecturers, care givers and university administrators in all strata of the society by reducing tendencies of rebelliousness and rebellious behaviour especially among youths. This will further ensure peace and tranquillity within and outside the universities' environment. Governments at federal and state levels and their institutions will benefit from this study by abiding immensely with the recommendations that could emanate from this study. This study will also contribute largely to the existing body of research especially in the area of rebellious behaviour, adolescent and youth counselling.

Study Objectives

The purpose of this study is to investigate the effects of solution-focused therapy and dialectical behaviour therapy in reducing rebellious behaviour among undergraduates in the South-West, Nigeria. Specifically, other purposes of the study are to:

- i find out the main effect of treatments on rebellious behaviour among undergraduates..
- ii find out the main effect of the emotional intelligence on rebellious behaviour of undergraduates.
- iii investigate the main effect of peer pressure on rebellious behaviour of undergraduates.

- iv ascertain the interaction effect of treatment and emotional intelligence on rebellious behaviour of undergraduates.
- v. find out the interaction effect of treatment and peer pressure on rebellious behaviour of undergraduates.
- vi investigate the interaction effect of emotional intelligence and peer pressure on rebellious behaviour of undergraduates.
- vii determine the interaction effect of emotional intelligence, peer pressure and treatment on rebellious behaviour of undergraduates.

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant main effect of treatment on rebellious behaviour among undergraduates.
2. There is no significant main effect of emotional intelligence on rebellious behaviour of undergraduate.
3. There is no significant main effect of peer pressure on rebellious behaviour of undergraduates.
4. There is no significant interaction effect of treatment and emotional intelligence on rebellious behaviour of undergraduates.
5. There is no significant interaction effect of treatment and peer pressure on rebellious behaviour of undergraduates.
6. There is no significant interaction effect of emotional intelligence and peer pressure on rebellious behaviour of undergraduates.
7. There is no significant interaction effect of emotional intelligence, peer pressure and treatment on rebellious behaviour of undergraduates.

Design

The study adopted the pretest –posttest, control group, quasi-experimental design with a 3x2x2 factorial matrix. The first “3” implies Solution-Focused Therapy, Dialectical Behaviour Therapy and Control Group; the “2” indicates Peer Pressure which is at the levels of High and Low, while the last “2” means Emotional Intelligence which varies at two levels- High and Low.

Population

The population for the study comprised all undergraduates in the South-West, Nigeria. The South-West Nigeria comprises of six (6) states namely Lagos, Ekiti, Ogun, Ondo, Osun and Oyo states. Undergraduates are students admitted and registered to run different bachelor degree programmes in different faculties in universities in the South-West, Nigeria.

Sample and Sampling Techniques

The multistage sampling procedure was used. Three states (Oyo, Lagos and Osun) were randomly selected out of the six states in the South-West, Nigeria. The simple random sampling was used to select three federal universities (Obafemi Awolowo University, Ile-Ife, University of Ibadan, Ibadan and University of Lagos, Lagos) in the selected states. The students were screened with Rebellious Scale and those who fell within the range of 40 – 50 participated. The participants in the schools were randomly assigned to SFT (21), DBT (24) and control (28) groups.

Instrumentations

Rebellious Behaviour Scale (screening)

The scale was adapted from the rebellious scale by McDermott and Apter, (1987). The scale of 10 items measuring the rebellious behaviour among youths and adolescents. The scale was adapted, modified for the purpose of this study. The scale has a variety of items with different

response scales and formats. The scale have response format ranging from Always=5, Often=4, Sometimes=3, Rarely= 2 and Never=1, using a five point Likert format. Two sample items are : (1). If people are unkind to you, do you feel you should be unkind too? ; (2). If someone corrects you, do you always yield to instruction? The original scale has 0.88 Cronbach Alpha Coefficient. The current scale was subjected to reliability analysis through Cronbach Alpha and it yielded index value of 0.76

Rebellious Behaviour Scale

The scale was adapted from the authoritarian- rebellious scale by Khon (1972). The original scale consists of 30 items measuring authoritarianism and rebelliousness among Canadian youths and adolescents. The scale was adapted, modified for the purpose of this study. 22 items were used for this study. The original scale has 0.74 Cronbach Alpha Coefficient. All items were scored Directly from 1-5, except items 11, 12, 13 that are scored from 5-1. Samples of items on the scale “obedience and respect for authority are the most important virtues students should learn”, “No principle is more noble than that of true obedience”. The current scale was subjected to reliability analysis through Cronbach Alpha and it yielded index value of 0.71

Emotional Intelligence Scale

This scale was employed to measure the emotional intelligence of the participants. Emotional intelligence is a moderating variable in this study.

The emotional intelligence scale used for this study was adopted from the work of Schutte, Malouff, Hall, Haggerty, Cooper, Golden and Dornheim (1998) "Development and validation of a measure of emotional intelligence, Personality and Individual Differences". The scale is a veritable method of measuring general Emotional Intelligence (EI), using four sub-scales: emotion perception, utilizing emotions, managing self-relevant emotions, and managing others' emotions. The (Schutte Self-Report *Emotional Intelligence*) SSEIT was structured from the Emotional Intelligence model by Salovey and Mayer (1990). The SSEIT model is closely associated with EQ-I model of Emotional Intelligence. The instrument consists of 33 items that measure appraising emotions in self and others, regulation of emotions in self-and others, utilization of emotions to solve problems. The scale has been found efficacious in studies carried out in Nigerian context (Adeyemo and Agokei, 2011; Salami, 2007). The scores range from 33 to 165. A score below 68 is low while a score from 69 to 110 is moderate and above is high. Internal consistency of the scale was calculated using Cronbach Alpha method through test-retest. Samples of items on the scale are “I know when to speak about my personal problems to others”, “I find it hard to understand the non-verbal messages of other people”. The original scale was reported reliable with 0.85 reliability coefficient. The current researcher carried out a reliability analysis for the scale using Cronbach Alpha method. It yielded an index value of 0.73

Peer Pressure Scale

Peer pressure scale that was used in this study and was adapted from Perception of Peer Pressure Scale (PPPS) as developed by Harter (1985). The scale was designed for this research to assess the degree to which peers influenced adolescents' behaviour. The scale is measured on a five-point scale. Samples of items on the scale include “my friends expect me to do things that my parent disagree with” ”My friends expect me to dress as they want” The original scale was found to be reliable as internal consistency indexed by Cronbach's alpha, was high, $\alpha = 0.90$. The current researcher carried out a reliability analysis for the scale using Cronbach Alpha method. It yielded an index value of 0.81.

Data Analysis

The pretest-posttest data that were generated from the three groups were analyzed statistically using Analysis of co-variance (ANCOVA) and Bonferonni Post-hoc test, while all hypotheses

were tested at 0.05 level of significance. Analysis of co-variance is considered to be suitable for this study because of its ability to determine the effect of the treatment packages on the experimental groups. The Bonferonni Post-hoc test was used to determine the directions of differences and significance identified.

RESULTS

Hypothesis one: There is no significant main effect of treatments on rebellious behaviour among undergraduates.

To test this hypothesis, Analysis of Covariance (ANCOVA) was adopted to analyse the post-test scores of the participants on their rebellious behaviour using the pre-test scores as covariate to ascertain if the post experimental differences are statistically significant. The summary of the analysis is presented in Table 1.

Table 1: Analysis of Covariance summary showing the effects of treatments on rebelliousness among undergraduates.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	15344.341 ^a	3	5114.780	252.949	.000	.917
Intercept	45.284	1	45.284	2.239	.139	.031
Pretest rebelliousness	329.374	1	329.374	16.289	.000	.191
Treatment	14531.245	2	7265.622	359.318	.000	.912
Error	1395.220	69	20.221			
Total	140933.000	73				
Corrected Total	16739.562	72				

R Squared = .917 (Adjusted R Squared = .913)

Table 1 reveals that there is a significant main effect of treatment on rebelliousness among undergraduates; $F_{(2,69)} = 359.318$, $p < 0.01$, $\eta^2 = .912$. Hence null hypothesis is rejected. Therefore, there is a significant difference in the rebellious behaviour among undergraduates based on treatment groups. Size of effect reveals that treatment accounted for 91.2% ($\eta^2 = 0.912$) change in undergraduates' rebellious behaviour; that is, the variance in treatment groups had large effect on rebellious behaviour among undergraduates. For further justification on the margin of difference between the treatment groups and the control groups, the pair-wise comparison using bonferonni was computed and the result is shown in table 4.2.

Table 2: Bonferonni Pair-wise Comparison showing the significant differences among various treatment groups and control group.

(I) Treatment	(j) Treatment	Mean Difference (I-J)	Std. Error	Sig. ^c
Control group (mean= 58.131)	Solution-focused therapy group	26.980*	1.289	.000
	Dialectical Behaviour therapy group	30.272*	1.263	.000
Solution-focused therapy (SFT) group (mean= 31.151)	Control group	-26.980*	1.289	.000
	Dialectical therapy group	3.293	1.376	.058
Dialectical Behaviour therapy (DBT) group (mean= 27.859)	Control group	-30.272*	1.263	.000
	Solution-focused therapy group	-3.293	1.376	.058

Table 2 reveals that after controlling for the effect of pre-rebelliousness, experimental group II (DBT) (mean= 27.859) displayed the lowest rebelliousness, followed by experimental group I (Solution focused therapy) (mean= 31.151) and control group (mean= 58.131). By implication, DBT is more potent in undergraduates' rebelliousness than solution focused therapy. The coefficient of determination (Adjusted R-squared =.913) overall indicates that the differences that exist in the group account for 91.3% in the variation of rebellious behaviour among undergraduates.

Hypothesis two: There is no significant main effect of emotional intelligence on rebellious behaviour of undergraduates.

To test this hypothesis, Analysis of Covariance (ANCOVA) was adopted to analyse the rebellious behaviour post-test scores of the participants using the pre-test scores as covariate to ascertain the level of rebelliousness accounted by levels of emotional intelligence. The summary of the analysis is presented in Table 3.

Table 3: Analysis of Covariance summary showing the effects of emotional intelligence on undergraduates' rebellious behaviour.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	947.008 ^a	2	473.504	2.099	.130	.057
Intercept	34.693	1	34.693	.154	.696	.002
Pretest rebelliousness	133.911	1	133.911	.594	.444	.008
Emotional Intelligence	945.548	1	945.548	4.191	.044	.056
Error	15792.554	70	225.608			
Total	140933.000	73				
Corrected Total	16739.562	72				

Table 3 further shows that there is a significant main effect of emotional intelligence on rebellious behaviour of undergraduates; $F_{(1,70)} = 4.191$, $p < 0.05$, $\eta^2 = 0.056$. Hence, the null hypothesis is rejected. This implies that there is a significant difference in the rebellious behaviour of undergraduates based on their level of emotional intelligence. The table further reveals that undergraduates' level of emotional intelligence accounts for 5.6% change in their

rebelliousness. To further clarify where the difference lies, a pair-wise comparison was computed using bonferonni, and the result is shown in table 4.

Table 4: Bonferonni Pair-wise Comparison showing the significant difference among levels of emotional intelligence.

(I) emotional intelligence	(J) emotional intelligence	Mean Difference (I-J)	Std. Error	Sig.
Low emotional intelligence participant (mean=43.554)	high emotional intelligence participant	3.893	3.755	.044
high emotional intelligence participant (mean=39.661)	Low emotional intelligence participant	-3.893	3.755	.044

Table 4 reveals that after controlling for the effect of pretest rebellious behaviour, participants with high emotional intelligence (mean=39.661) had the lower rebellious behaviour than those with low emotional intelligence (mean= 43.554). By implication, higher emotional intelligence reduces the likelihood of rebellious behaviour among undergraduates.

Hypothesis three: There is no significant main effect of peer pressure on rebellious behaviour of undergraduates.

To test this hypothesis, Analysis of Covariance (ANCOVA) was adopted to analyse the rebellious behaviour post-test scores of the participants using the pre-test scores as covariate to ascertain the level of rebelliousness accounted be levels of peer pressure. The summary of the analysis is presented in Table 5.

Table 5: Analysis of Covariance summary showing the effects of peer pressure on rebelliousness of undergraduates.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1529.512 ^a	2	764.756	3.520	.035	.091
Intercept	120.443	1	120.443	.554	.459	.008
Pretest Rebelliousness	716.415	1	716.415	3.297	.074	.045
Peer pressure	1328.183	1	1328.183	6.113	.016	.080
Error	15210.050	70	217.286			
Total	140933.000	73				
Corrected Total	16739.562	72				

R Squared = .091 (Adjusted R Squared = .065)

Table 5 further shows that there is a significant main effect of peer pressure on rebellious behaviour of undergraduates; $F_{(1,70)} = 6.113$, $p < 0.05$, $\eta^2 = 0.080$. Hence the null hypothesis is rejected. This implies that there is a significant difference in rebellious behaviour of undergraduates based on levels of peer pressure. The table further reveals that participants' peer pressure accounted for 8.0% change in their rebellious behaviour. To further clarify where the difference lies, a pair-wise comparison using bonferonni was computed. The result is shown in table 6.

Table 6: Bonferonni Pair-wise Comparison showing the significant difference in rebellious behavior of undergraduates based on the level of peer pressure.

(I) Peer pressure	(J) Peer Pressure	Mean Difference (I-J)	Std. Error	Sig. ^c
High peer pressure participants (mean= 46.74)	Low peer pressure participants	-7.571	.170	.034
Low peer pressure participants (mean=39.17)	High peer pressure participants	7.571	.170	.034

Table 6 reveals that after controlling for the effect of pretest rebellious behaviour, participants with low peer pressure displayed lower (mean=39.17) rebelliousness than those with high peer pressure (mean= 46.74). By implication, low peer pressure participants have lower tendency to display rebellious behaviour than those with high peer pressure. The coefficient of determination (Adjusted R-squared = .913) reveals that the overall model explained 6.5% variation of rebellious behaviour of undergraduates.

Hypothesis four: There is no significant interaction effect of treatment and emotional intelligence on rebellious behaviour among undergraduates.

To test this hypothesis, Analysis of Covariance (ANCOVA) was adopted to analyse the rebellious behaviour post-test scores of the participants using the pre-test scores as covariate to ascertain the interaction effect of emotional intelligence and treatment on rebellious behaviour. The summary of the analysis is presented in Table 7.

Table 7: Analysis of Covariance summary showing the interaction effects of treatment and emotional intelligence on rebelliousness of undergraduates.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	15898.480 ^a	6	2649.747	207.927	.000	.950
Intercept	8.235	1	8.235	.646	.424	.010
Pretest Rebellious	241.845	1	241.845	18.978	.000	.223
Treatment	14635.066	2	7317.533	574.210	.000	.946
Emotional Intelligence	42.399	1	42.399	3.327	.073	.048
Treatment * Emotional Intelligence	426.650	2	213.325	16.740	.000	.337
Error	841.082	66	12.744			
Total	140933.000	73				
Corrected Total	16739.562	72				

R Squared = .950 (Adjusted R Squared = .945)

Table 7 further shows that there is a significant interaction effect of treatment and emotional intelligence on rebellious behavior among undergraduates; $F_{(2,66)} = 16.740, p < 0.01, \eta^2 = 0.337$. Hence, the null hypothesis is rejected. This implies that emotional intelligence significantly moderated the effect of treatment on rebellious behaviour. The table further reveals that the effect of emotional intelligence on treatment accounted for 33.7% change in participants' rebellious behaviour; that is the interaction of treatment and emotional intelligence had large effect in the variation of participants' rebellious behaviour score. To further clarify where the difference lies, a pair-wise comparison using bonferonni was computed. The result is shown in table 8.

Table 8: Bonferonni Pair-wise Comparison showing interaction effect of treatment and emotional intelligence on rebellious behaviour among undergraduates

Treatment	Emotional Intelligence	Mean	Std. Error
Control group	High emotional intelligence participant	55.443 ^a	.843
	Low emotional intelligence participant	62.663 ^a	1.090
Solution-focused therapy (SFT) group	High emotional intelligence participant	29.639 ^a	1.278
	Low emotional intelligence participant	32.954 ^a	1.251
Dialectical Behaviour therapy (DBT) group	High emotional intelligence participant	30.643 ^a	1.176
	Low emotional intelligence participant	25.522 ^a	1.074

Table 8 reveals that after controlling for the effect of pretest rebellious behaviour, experimental group II (DBT) was more moderated by emotional intelligence than experimental group I (solution-focused therapy) and control group. Participants in experimental group II displayed varying level of rebellious behaviour based on the emotional intelligence. DBT intervention was more effective in reducing rebellious behaviour among participants with low emotional intelligence (mean=25.522) than those with high emotional intelligence (mean=30.64). While solution-focused therapy intervention was more effective in reducing the rebellious behaviour of participants with high emotional intelligence (mean=29.64) than those with low emotional intelligence (mean= 32.95). The coefficient of determination (Adjusted R-squared = .945) reveals that the overall model explained 94.5% variation of rebellious behaviour among undergraduates. To further understand the point of variance in the mean scores of rebellious behaviour among treatment groups a line graph representation is shown in figure 1.

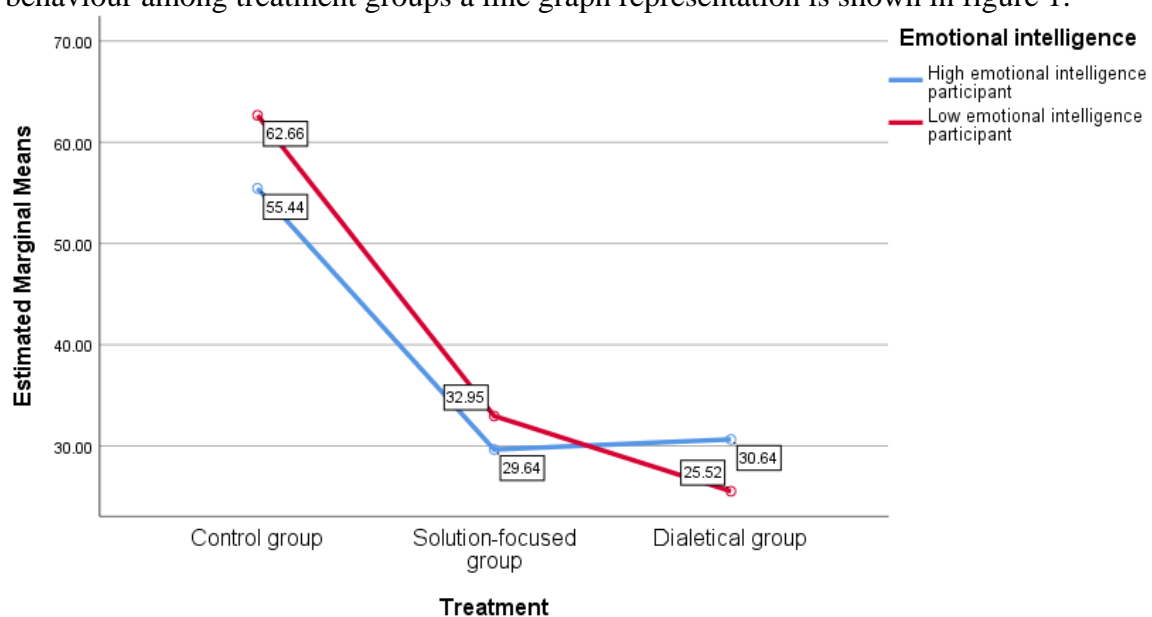


Figure 1: Line graph showing the interaction effect of treatment and emotional intelligence level.

Hypothesis five: There is no significant interaction effect of treatment and peer pressure on rebellious behavior of undergraduates.

To test this hypothesis, Analysis of Covariance (ANCOVA) was adopted to analyse the rebellious behaviour post-test scores of the participants using the pre-test scores as covariate to ascertain the interaction effect of peer pressure and treatment on rebellious behaviour.

Table 9: Analysis of Covariance summary showing the interaction effects of treatment and peer pressure on rebelliousness of undergraduates.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared(η^2)
Corrected Model	15728.488 ^a	6	2621.415	171.119	.000	.940
Intercept	112.954	1	112.954	7.373	.008	.100
Pretest Rebellious behaviour	105.912	1	105.912	6.914	.011	.095
Treatment	9502.609	2	4751.305	310.152	.000	.904
Peer pressure	20.518	1	20.518	1.339	.251	.020
Treatment * Peer pressure	294.727	2	147.363	9.619	.000	.226
Error	1011.073	66	15.319			
Total	140933.000	73				
Corrected Total	16739.562	72				

R Squared = .940 (Adjusted R Squared = .934)

Table 9 further shows that there is a significant interaction effect of treatment and peer pressure on rebellious behaviour among undergraduates; $F_{(2,66)} = 9.619$, $p < 0.01$, $\eta^2 = 0.226$. Hence, the null hypothesis is rejected. This implies that peer pressure significantly moderated the effect of treatment on rebellious behaviour. The table further reveals that the effect of peer pressure on treatment accounted for 22.6% change in participants' rebellious behaviour; that is the interaction of treatment and peer pressure had large effect in the variation of participants rebellious behaviour score. To further clarify where the difference lies, a pair-wise comparison using bonferonni was computed. The result is shown in table 4.9a.

Table 9a: Bonferonni Pair-wise Comparison showing interaction effect of treatment and peer pressure on rebelliousness among undergraduates

Treatment	Peer Pressure	Mean	Std. Error
Control group	High peer pressure	59.991 ^a	.929
	Low peer pressure	55.528 ^a	1.130
Solution-focused therapy(SFT) group	High peer pressure	32.597 ^a	.999
	Low peer pressure	26.007 ^a	2.050
Dialectical Behaviour therapy (DBT) group	High peer pressure	26.992 ^a	.902
	Low peer pressure	33.462 ^a	2.300

Table 9a reveals that after controlling for the effect of pretest rebellious behaviour, experimental group II (DT) was more moderated by peer pressure than experimental group I (SFT) and control group. Participants in experimental group II displayed varying level of rebellious behaviour based on the peer pressure. DBT intervention was more effective in

reducing rebellious behaviour among participants with high peer pressure (mean=26.992) than those with low peer pressure (mean=33.462). While SFT was more effective in reducing the rebellious behaviour of participants with those having low peer pressure (mean=26.007) than those with high peer pressure (mean= 32.597). The coefficient of determination (Adjusted R-squared = .934) reveals that the overall model explained 93.4% variation of rebellious behaviour among undergraduates. To further understand the point of variance in the mean scores of rebellious behaviour among treatment groups a line graph representation is shown in figure 2.

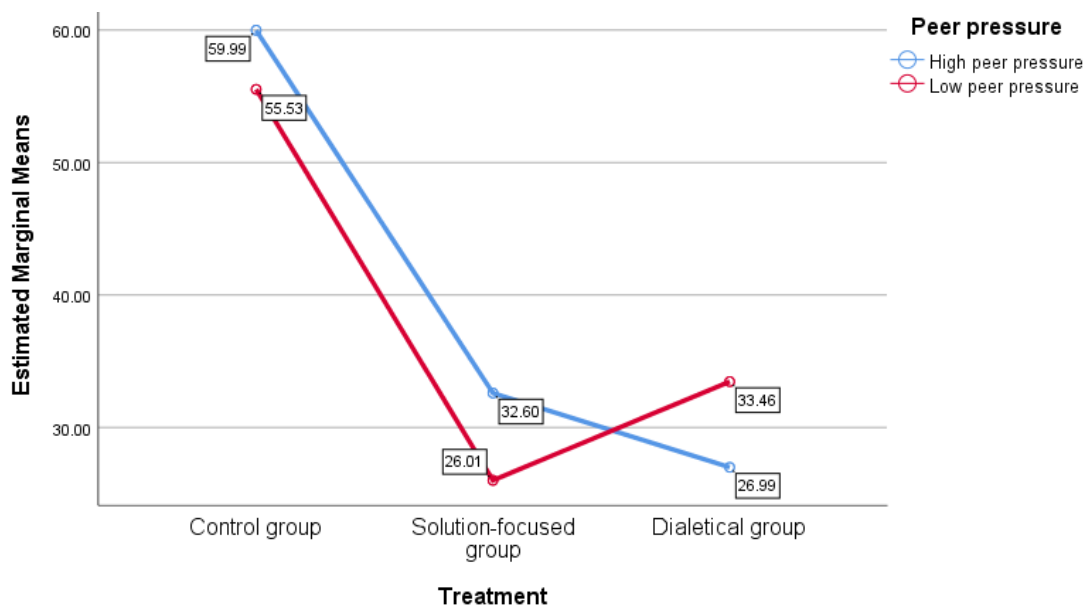


Figure 2: Line graph showing the interaction effect of treatment and peer pressure level.

Hypothesis six: There is no significant interaction effect of emotional intelligence and peer pressure on rebellious behaviour of undergraduates.

To test this hypothesis, Analysis of Covariance (ANCOVA) was adopted to analyse the rebellious behaviour post-test scores of the participants using the pre-test scores as covariate to ascertain the interaction effect of emotional intelligence and peer pressure and treatment on rebellious behaviour.

Table 10: Analysis of Covariance summary showing the interaction effects of emotional intelligence and peer pressure on rebelliousness among undergraduates

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared(η^2)
Corrected Model	1533.142 ^a	3	511.047	2.319	.083	.092
Intercept	117.896	1	117.896	.535	.467	.008
Pretest Rebelliousness	1266.458	1	1266.458	5.747	.019	.077
Emotional intelligence	3.630	1	3.630	.016	.898	.000
Peer Pressure	586.134	1	586.134	2.660	.107	.037
Emotional intelligence * Peer pressure	40.220	2	20.11	1.669	.311	.020
Error	15206.420	69	220.383			
Total	140933.000	73				
Corrected Total	16739.562	72				

Table 10 further shows that there is no significant interaction effect of emotional intelligence and peer pressure on rebellious behaviour of undergraduates; $F_{(1,69)} = 1.669$, $p > 0.05$, $\eta^2 = 0.020$. Hence, the null hypothesis is not rejected. This implies that peer pressure did not significantly moderate the effect of emotional intelligence on rebellious behaviour of undergraduates.

Hypothesis seven: There is no significant three-way interaction effect of treatment, emotional intelligence and peer group on rebellious behaviour of undergraduates.

To test this hypothesis, Analysis of Covariance (ANCOVA) was adopted to analyse the rebellious behaviour post-test scores of the participants using the pre-test scores as covariate to ascertain the three-way interaction effect of treatment, emotional intelligence and peer pressure and treatment on rebellious behaviour.

Table 11: Analysis of Covariance summary showing the interaction effects of treatment, emotional intelligence and peer pressure on rebelliousness among undergraduates.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	
Corrected Model	15980.865 ^a	9	1775.652	147.445	.000	.955
Intercept	14.107	1	14.107	1.171	.283	.018
Pretest Rebelliousness	152.232	1	152.232	12.641	.001	.167
Treatment	11187.308	2	5593.654	464.481	.000	.936
Emotional intelligence	47.159	1	47.159	3.916	.052	.059
Peer Pressure	2.784	1	2.784	.231	.632	.004
Treatment * Emotional Intelligence	186.049	2	93.024	7.724	.001	.197
Treatment * Peer pressure	80.204	2	40.102	3.330	.042	.096
Emotional Intelligence * Peer pressure	40.220	2	20.11	1.669	.311	.000
Treatment * Emotional intelligence * Peer pressure	34.142	1	17.071	1.418	.231	.000
Error	758.696	63	12.043			
Total	140933.000	73				
Corrected Total	16739.562	72				

Table 11 further shows that there is no significant three-way interaction effect of treatment, emotional intelligence and pressure on rebellious behaviour of undergraduates; $F_{(1,63)} = 1.418$, $p > 0.05$, $\eta^2 = 0.038$. Hence, the null hypothesis is accepted. This implies that emotional intelligence and peer pressure could not significantly moderate the effect of treatment on rebellious behaviour of undergraduates.

Discussion

The results from hypothesis one indicated that there was significant main effect of treatments (Solution-Focused and Dialectical Behaviour Therapies) on rebellious behaviour among undergraduates. Therefore, there is a significant difference in the rebellious behaviour among undergraduates based on treatment groups. In other words, there was also significant difference in the mean scores of rebellious behaviour among the participants exposed to treatment when compared with the control group. The implication of this is that Solution-Focused and

Dialectical Behaviour Therapies are effective in reducing rebellious behaviour among undergraduates. The findings can be justified bearing in mind the adopted psychotherapeutic interventions were aimed at changing or transforming behaviour of the participants.

An evidence-based justification for this finding is that rebellious behaviour is a type of problem that might borne out of physical or sexual abuse, domestic violence, or exposure to violence in the community, and experiences that involve deprivation and social disadvantage, such as neglect, the absence or limited availability of a caregiver, poverty and insecure access to food. Based on this, a psychotherapy that is geared towards providing solutions to behavioural challenges tends to be effective. This is in congruence with the findings of this study. To further substantiate this, Bond (2013) reported that Solution- Focused Therapy is a promising intervention for schools and has been applied to improve academic and goal achievement; and to decrease truancy, classroom disruptions, and substance use.

Another justification for the finding is that behavioural disorders like rebellious behaviour has been interpreted as a complex set of emotional, cognitive and behavioural problems, which are characterised by lack of control and respect of the social and moral principles, and difficulties behaving in a desirable and socially acceptable manner. This behavioural problem has been frequently reported to have been addressed by counselling and psychotherapy. This finding is in tandem with the findings, Javanmiri, Kimiaee and Abadi (2013) reported that there was significant effect of solution-focused therapy in decreasing depression and violent behaviour among some teenagers. In the same vein, Rasheed and Ogundokun (2017) reported that Solution-Focused Therapy was effective in controlling performance behaviour of some selected senior secondary school students. In addition, Culpepper and Fried (2013) reported the effectiveness of dialectical behavioural therapy on the reduction of series of behavioural problems like conduct disorders occurring at different levels with varying severity, antisocial, aggressive, and other types of behaviour. Similarly, Stephen and Bailey (2013) found that there is experimental effect of dialectical behaviour therapy on behaviour disorder.

The finding from hypothesis two showed that there was a significant main effect of emotional intelligence on rebellious behaviour of undergraduates. This implies that there is a significant difference in the rebellious behaviour of undergraduates based on their levels of emotional intelligence. This is justified based on the understanding that an emotionally intelligent person would control and regulate his/her emotion such that it would not be injurious or rebellious to the existing social order. An emotionally intelligent individual may not involve in rebellious act or at least in a minimal way.

Emotions and behaviour are inseparable entities; one can barely be studied without the other. Being intelligent in emotion implies that one is able to manage and regulate one's behaviour in all contexts. An emotionally intelligent person tends to have ability to control his/her emotion in the face of aggression and anger. Thus, high level of intelligence signifies less aggression, less rebellion and less anger especially in contexts that are not suitable for anger.

Many researchers have emphasized on the role of emotion and emotional management in wellbeing and success; ever, some believe that 2/3 of capacities for successfulness is emotional capacities (Dattner, 2009) and 90 percent of successfulness in leadership is attributed to emotional intelligence capacity (Goleman, Boyatzis and McKee, 2002). In summary, emotional capacity is the best discriminating factor between ordinary and intelligent people (Goleman, 1998). From the above-mentioned studies, it can be deduced that recent studies have been focusing on the effects of emotional management on cognitive processing and that other studies have indicated the role of emotion and emotional management in approach to a problem and problem solving.

In accordance with the findings of this study, research on emotional intelligence and incidence of tobacco and alcohol use found that emotional intelligence accounts for a small portion of the variance in tobacco and alcohol use (Trinidad and Johnson, 2002). The results suggested that students with high emotional intelligence may be better equipped to ward off peer pressure and have a greater ability to resist the use of tobacco and alcohol.

Kelly and Kaminskienė (2016) found that emotions play a very important role in the search for dispute resolution, but very often are neither understood nor effectively addressed by the parties to the dispute, also not properly controlled and managed by the professionals that are helping the parties to reach peaceful dispute resolution. Argyle and Lu (1990) also reported that positive emotionality is associated with sociability. Whereas persistent negative affect keeps others at bay.

Hypothesis three was rejected because it was found that there is a significant main effect of peer pressure on rebellious behaviour of undergraduates. This is justified because rebelliousness is contextually group behaviour. It is not exhibited in isolation. Man is a social being, thus largely influenced by the elements of his physical and social environments. Man always seeks social acceptance of significant others. In a quest to seek societal acceptance, human beings tend to influence and be influenced by other people in the society. This applies to adolescents and youths' behavioural dispositions. Peers compete favourably with parents and school in the socialization processes. There are peers both at home and in school, this attests to the strength of peer influence in the behavioural development of adolescents. Rebellious behaviour can only be successfully carried out with the help of others. This implies that peer pressure and cooperation are involved in the context of rebelliousness. Peer pressure has far-reaching implications on adolescents' overall social and cognitive development.

In agreement with the findings of this study, Tome, de Matos (2012) reported that the role of peers was found to be relevant to the risk behaviours, violence, well-being, health and feelings about school, directly and indirectly. Lam and Chan (2007) found peer influence to be strongly positively correlated with online pornography use. On the other hand, both loneliness (Yoder, 2005) and a lack of attachment to friends and parents (Davies, 2007) predict greater online erotic involvement. These two findings possibly indicate that close friendships satisfy intimacy needs.

Young people have rebelled because they want to separate themselves from their parents so that they can develop their own personal identities Pickhardt (2009). The study of Gregoire (2014) shows the following reasons why youth rebelled; (1) Youths want to seek independence from fighting against adults like their parents, teachers, and other people who control them. (2) Youths seek individualism since many young people are desperate to change themselves to see them acceptable (Justbequiet, 2013). This is acceptable else or it enters a sort of rebel youth according to (Pickhardt, 2009). It is called non-conformity or to rebel against society. The youth were introduced in different levels of human beings and become aware why they are different from their friends According to Kaur (2013), teenage rebellion is due to their findings of their own, turmoil, and pubertal frustrations. A rebel young man can be harmed by the whole family so the youths are seeking independence. Teenagers want to stay with their friends than their families in order to have the power to make decisions for them. This leads the teenagers to become disobedient to their parent wishes and orders.

Hypothesis four was rejected because the result indicated that there was a significant interaction effect of treatment and emotional intelligence on rebellious behaviour among undergraduates. Behaviour is always exhibited in the context of emotion; hence, cognitive and behaviour-based psychotherapies are capable of either reducing or increasing behaviour. An emotionally intelligent individual would be able to ward off the negative influence of peer pressure and

rebellious behaviour. In concordance with the findings of this study, Mayer, Caruso, and Salovey (2008) reported that a high level of emotional intelligence promotes effective coping by decreasing the extent to which individuals ruminate on negative events, by promoting emotional disclosure, and by increasing individuals' proclivity to seek social support after negative events occur. Also, Garcia, Salguero, and Fernández-Berrocal (2014) found that people with high emotional clarity better understand the emotions they are feeling, their causes, and their consequences. In line with the findings of this study, people with high emotional intelligence resolve conflicts more constructively and display fewer aggressive behaviours (García-Sancho et.al., 2014).

Hypothesis five was rejected because there is a significant interaction effect of treatment and peer pressure on rebellious behaviour among undergraduates. This finding has its basis on the obvious moderating roles of peer pressure on the behavioural dispositions of individuals. Psychological intervention may be ineffective if the negative effect of peer pressure is not controlled. This implies that psychotherapies targeted at reducing rebellious behaviour would be more effective if peer pressure is controlled and allowed to moderate.

In agreement with the findings of this study, Locke and Wong (2010) reported that adolescents who have a smoking peer are four times more likely to smoke than those who do not. It was also reported that peers play a crucial role in the development of adolescents by influencing how they interpret information on risk behaviours and shaping their normative beliefs. In the same vein, a study found that having a friend who discourages a teen from engaging in particular types of behaviour may also protect adolescents from engaging in risky activities (Locke, and Mak, 2013).

Findings from hypothesis six showed that there was no significant interaction effect of emotional intelligence and peer pressure on rebellious behaviour of undergraduates. The reason for this is that adolescents are becoming more independent of their parents and free from parental supervision than before. Due to desire for independence, adolescents get involved in anti-social behaviour just to prove they are matured. When a teenager is largely influenced by peer pressure, such teenager tends to be rebellious especially if the group is rebellious. No doubt, friends play a significant role in the lives of youths and adolescents. At this stage of their lives, peers' advice tend to replace that of parents and this is why some of them have serious disagreement with their school authority, parents or guardians.

In accordance with the findings of this study, Adeyemi and Oluwole (2015), adolescents create a separate world for themselves using slangs, coded language, facial expression, body language which can only be understood by their peers. In the same vein, Fatusi and Hindin (2010), other risky behaviour of adolescents are poor eating habits, high level of anxiety, emotional and behavioural problems and stress disorder. Generally, the effects of negative peer pressure on adolescents may be numerous and these could include alienation from the family, disobedience and total disregard for the opinions and values of their parents and school authorities.

Hypothesis seven was accepted because there was no significant three-way interaction effect of treatment, emotional intelligence and pressure on rebellious behaviour of undergraduates. This implies that the trio of emotional intelligence, peer pressure and the treatments did not interact to reduce rebellious behaviour among the participants. The finding is justified because the participants (undergraduates) might have not fully developed their emotional intelligence. In addition, undergraduates tend to follow the decisions of their peer groups. Another philosophy behind this finding is that emotions are causal variables of motivation, as they elicit states, forces and energies that trigger and guide behaviour. Thus, a motivational tension that is not informed by needs alone, but also by emotions, intention, goals and means to achieve them is therefore generated within the mental, emotional and physical plane.

In line with the finding of this study, Añonuevo (2015) reported that most teenagers do not follow rules to determine how far they can go. In addition, Pickhardt (2009) reported that students' rebellion can cause "high adrenaline" where an individual becomes nervous and can cause a headache. Signs are an individual's anxiety over the things he or she experiences every day. It often affects a young person to train the body because it is repeatedly remembered in the mind as it continues to repeat the event that causes violent, headaches and way fights by force.

Conclusion

This study was designed to investigate the effect of solution-focused and dialectical behaviour therapies on the reduction of rebellious behaviour among undergraduates in tertiary institutions in the South West, Nigeria. Peer pressure and emotional intelligence were the moderating variables. To this effect, the participants took part in psychological trainings/interventions, the required data was collected and analysed, revealing the outcome of the study. Based on the findings of the study, the following conclusions were given;

Solution-Focused and Dialectical Behaviour psychotherapies are effective in reducing rebellious behaviour among undergraduates in tertiary institutions in the South West, Nigeria. This implies that a proper application of the principles of these psychological interventions is capable of producing similar results. The study further discovered that peer pressure and emotional intelligence had significant effect reducing rebellious behaviour among undergraduates in tertiary institutions in the South West, Nigeria.

Based on this study, it is put in proper perspectives that even though rebelliousness is embedded in youths and adolescents, it can be controlled through well-coordinated psychotherapeutic interventions.

Implications to Educational and Counselling Psychology

The findings of this study clearly showed that solution-focused and dialectical behaviour therapies were effective in reducing rebellious behaviour among undergraduates in tertiary institutions. This finding has implications for counselling psychologists, school counsellors, teachers and other researchers who may discover gaps to carry out further studies. The finding will go a long way in assisting the Educational and Counselling psychologists at various levels to evaluate the effectiveness of these interactions, make use of these therapeutic packages in the reduction if not total elimination of rebellious behaviour of the students in tertiary institutions. To the participants, the study has exposed the students to the training programmes, which have helped them imbibe peaceful and desirable behaviour. Another implication of this is that stakeholders in the helping profession would begin to understand the developmental needs and aspirations of youths/adolescents.

Having affirmed the effectiveness of the psychotherapies on the reduction of rebellious behaviour among undergraduates, this study has become a springboard to other researchers in investigating correlates and dynamics of rebellious behaviour among undergraduates. The findings of this study have implications for the practice of counselling in tertiary institutions. Due to the shortness of the intervention in this study, counselling and school psychologists may have to consolidate it by organizing frequent counselling sessions and constant follow up like training workshops and periodic orientation on rebelliousness and other anti-social behaviours. This would allow further assessment of the durability of the effects of the intervention.

Recommendations

Based on the findings of this study, the following recommendations were made to reduce rebellious behaviour among undergraduates:

1. While Solution Focused and Dialectical Behaviour Therapies were effective in reducing rebellious behaviour among undergraduates, it is therefore recommended that Counselling and Educational psychologists should make concerted efforts with other related professionals in adopting these therapies when handling issues related with problem behaviour among students.
2. Emotional intelligence should be introduced and taught as one of the general studies courses in tertiary institutions of learning. In addition to this, emotional intelligence should be fostered among students by the institutions' authorities and managements through their counselling units.
3. No one is immune to peer pressure; therefore students should be wise in joining/picking peer groups in their institutions of learning so as not to be negatively pressurized.
4. It was recommended that standard counselling centres should be set up across all educational institutions which would employ the services of professional practising counselling and educational psychologists. These professionals/specialists would be saddled with the responsibility of using suitable psychotherapies and other counselling tools in attending to behavioural, emotional and psychological challenges that might be confronting students especially in tertiary institutions.
5. There should be sensitization programmes in various campuses that will create awareness among students on the need to visit counselling centres.
6. The existing Counselling centres in Nigeria institutions of learning should organize seminars/conferences for the student body and institutions' managers and administrators on the implications of these interventions (SFT and DBT) as effective measures to reducing rebellious behaviour among students.
7. There should be periodic dialogue between student body and school management so as to have rebellious-free academic environment.
8. Students should be encouraged to seek professional help from counselling psychologists in a quest to ensure the attainment of their yearnings and aspirations.
9. University students should be made to understand the basic rudiments of conflict management, resolution and transformation.
10. Nigeria National Policy on Counselling blueprint should mandate all tertiary institutions of learning to establish functioning counselling centres and counselling psychologists employed on full time basis.

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