EFFECTS OF TWO PSYCHOLOGICAL THERAPIES ON ACHIEVEMENT EMOTION AMONG SENIOR SECONDARY STUDENTS IN OYO STATE, NIGERIA

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CERTIFICATION

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DEDICATION

This thesis is highly dedicated to the Lord God Almighty, the giver of knowledge for the enabling grace to pursue Ph.D. at the University of Ibadan and granting me opportunity to complete my studies.

Also, this work is dedicated to my loving and caring mummy Mrs Victoria Olufunke Ogunniran, my one and only wife Mrs Abigail Ogunniran and to my wonderful children, Moses, Mary and Samuel.

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ABSTRACT

Achievement Emotion (AE), one of the important factors to academic success, is the feeling of excitement that students receive during learning that leads to academic success. However, meta-analytic findings have shown that AE of many senior secondary students in Oyo State, Nigeria was on the decline. Previous studies concentrated largely on students' self-regulated learning with little emphasis on behavioural modelling and emotion control therapies. This study, therefore, was carried out to examine effects of Behavioural Modeling Therapy (BMT) and Emotion Control Therapy (ECT) on AE among senior secondary students in Oyo State, Nigeria. The moderating effects of gender and academic self-efficacy were also investigated.

The study was anchored to the Control Value Theory of Achievement Emotion, while the pretest- posttest control group quasi-experimental design with a 3x2x3 factorial matrix was adopted. The simple random sampling technique was used to select three Local Government Areas- (LGAs): Ogbomoso South, Ogbomoso North and Ogo-Oluwa out of thirty-three. Three secondary schools (one per LGA) were selected through simple random sampling technique. The senior school I students were screened with Positive Achievement Emotion Scale, and those who scored below 40% threshold were randomly assigned to BMT (40), ECT (40) and control (40) group. The instruments used were Achievement Emotion ($\alpha= 0.92$) and Academic Self-efficacy ($\alpha= 0.85$) scales. The intervention lasted 10 weeks. Data were analysed using Analysis of covariance and Duncan post-hoc test at 0.05 level of significance.

The participants' age was 15.40 ± 1.10 years, and 58.4% were female. There was a significant main effect of treatment on AE ($F_{(2,103)} = 329.81$; partial $\eta^2= 0.87$). BM was more effective, though both BM and EC found to be effective. The participants in the BM had the highest post mean scores (104.93), as against those in EC (94.35) and the control (62.75) groups. There was a significant main effect of gender on achievement emotion $F_{(1; 103)} = 9.04$; partial $\eta^2 = 08$). Female participants benefited more ($\overline{x}$=93.37) than male participants ($\overline{x}$=85.37). There was a significant main effect of academic self-efficacy on AE ($F_{(2, 103)} = 3.57$; partial $\eta^2= .07$). Participants with high academic self-efficacy benefited most from the treatment ($\overline{x}$=93.43), followed by moderate ($\overline{x}$=89.40) and low academic self-efficacy ($\overline{x}$=73.08). There was a significant interaction effect of gender and academic self-efficacy on achievement emotion ($F_{(2. 103)}$ =3.39; partial $\eta^2 = .06$). There was no significant interaction effect of treatment and gender on achievement emotion. The two-way interaction effect of treatment and academic self-efficacy and three-way interaction effect of treatment, gender and academic self-efficacy were not significant.

Behavioural modelling and emotion control therapies enhanced achievement emotin of senior secondarystudents in Oyo State, Nigeria, with special consideration for gender and academic self-efficacy. Counselling psychologists should adopt the two interventions.

Keywords: Students achievement emotion, Academic self-efficacy, Behavioural modeling therapy.

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CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

Issue of good academic achievements of many students is a critical matter up till date. Meanwhile, students at different categories are not exempted from the entire population of the contry, and therefore, there is need to prepare them with all round educational development to cater for the needs and aspiration of the country. Students would soon leave the schooling activities and to be the workers and settle for their life. Education goes beyond learning in the four corner of the classroom but also encompasses their ability to face the complex challenges that may arise during each stage of life accomplishment. The purpose of education is for students to be able to utilize their intellect in developing the society at which they live and also to be useful to themselves. On this note, teachers are saddled with the responsibility to teach, train, nurture, and care for them to achieve all the objectives of education. There is an urgent need for schools to work on emotions and feelings of students that could affects their maximum educational performance. Students experience different emotions when approaching their studies and this has a great influence on their academic achievement. It is noted that students emotion could either be positive or negative depending how an individual is able to manage it (Pekrun 2006).

Inspite of these emotions, the researchers who have worked on emotion in relation to learning have not sufficiently studied the influence and contribution of positive emotions to students learning ability and negative emotions on academic success. it is necessary to study the importance of emotion on learning, why does emotion occur and when is it most likely for emotion to manifest , and the resultant effects of emotion on academic achievement. It is also good to study the impacts of mental process, motivation and classroom environment which could induce emotion on students achievement. Erin (2016) affirms that students experience different emotions when dealing with academic activities and manifest it in a periodic manner at different frequencies, depending on the condition that surrounds the academic situations.

There is a need to understand differences in emotion in order to know students' behaviour and their mental ability. Students emotion involves several components and these include: behavioural, mental curiosity, biological and affective elements.

Educational environment and curiosity for academic achievement always bring series of feelings of emotion to manifestation and this is made of either positive or negative. Moreover, when a task is given and should be completed within a specific period of time couple with a self-related and social interaction with peers could generate intense feeling of emotions. Positive emotions are not simply a happy feeling that we chase to feel momentarily which play a significant role in our day to day activities of life encounter. The findings of researches on influence of positive emotion on learning and students' achievement indicate that students who are happy, feel contented, proud of their course, and having hope could manage their emotion positively. Positive emotions enhances students' general learning activities (Rothbart and Bates, 2006) and also seen as determinant factors that enhance general academic competence of students (Fredrickson, 2001). Several studies identified that high intensity of positive emotions that could lead to dysregulating factor of learning goals achievement because of reduction in the effortful control of the learners and increase in problematic behaviours (Dennis, Hong, and Solomon, 2018).

Positive emotion plays a pivotal role in helping students to adjust, make friends, and engage in proactive social relationships with others. It is very important to logically think about the methods and the programmes to use in order to improve students positive emotions because of its importance to learning and its accomplishment. Positive emotions (pleasantness) could be helpful in the improvement of students educational accomplishment to meet their primary needs. Any Student who is not happy may quit schooling activities and this may cause him to engage in a deviant behaviour and get involved in anti-social vices (negative emotion). Positive feeling of emotion serve the purpose of defence mechanism in-between students and their stressful academic condition and help them to cope with every academic challenge and lead to good mental health and sound minds. Academic environment is very important because it can either shape or mar students self-control and intellectual development. In this wise, both Students and teachers' positive emotions have a positive correlation in shaping student's emotion that would lead to good academic achievement (Sheldon, 2014).

However, educational psychologists and educationalists generally have neglected the importance of positive emotions in actualizing the desired academic achievement. Negative emotions receive more investigative attention, because they are perceived to be more troublesome for human functioning and development. The analysis of the findings reviews that out of one thousand studies related to achievement emotion, many of them covered negative emotions, usually anxiety, but little of them covers positive emotions. While Pekrun in the longitudinal research found that test anxiety and academic achievement were linked by reciprocal causation (positive feedback loops) throughout the school years from primary to higher institution of learning (Pekrun, Goetz, Titz and Perry 2002).

Achievement emotion is a crucial factor for learning outcome and academic performance and it is seen as feelings that students display during teaching and learning situation. Achievement emotion occurs at different settings such as class attendance, studying, taking of test and examination. According to Pekrun (2006), achievement emotion is the emotion towards achievement activities or achievement outcomes. Achievement activities include task preparation and task taken while the achievement outcomes deal with students success or failure. Achievement emotion could be defined as the emotions that are linked to achievement activities or achievement outcomes. Furthermore, achievement activities include enjoyment that students receive during learning. A student sees learning as being enjoyable if he feels competent enough to master all learning materials and feels that the materials is very interesting. In the order way round, boredom sets in when students perceived learning materials as not interesting and difficult to handle. It focuses on emotions that are into achievement outcomes and these could be in terms of prospective and retrospective. Prospective outcome emotions include both hope and anxiety and would possibly lead to success and failure respectively while retrospective outcome of emotions deals with students' prior success and failure. Also, Pekrun, Elliot and Maier (2009) conceptualized achievement emotion as the emotions that are relating to competence relevant activities or outcomes, thus its quite different from mood as some people thought to be.

Ogunsanwo (2013) believes that appraisals that pertain to the perceived controllability of achievement emotion are related to actions and outcomes. As such, two important types of control appraisals are action control expectancies and action outcome expectancies. Action control expectancies are expectancies that an action can be initiated and performed by the individual. Action outcome expectancies imply that

one's actions (e.g., academic effort) will produce desired outcomes (e.g., good grades) and these expectancies have been called academic control. Achievement emotion can be grouped according to their valence and to the degree of activation. In terms of valence, it is noted that positive emotion can be differentiated from negative emotion, such as pleasant (enjoyment) experienced during studying versus unpleasant (anxiety) felt before an upcoming examination. Further, in terms of activation, physiologically activating emotions that facilitate excitement for students can be differentiated from deactivating emotions that induce relaxation for the students.

Achievement emotion focuses mainly on different types of emotions which include positive and negative emotions. Positive emotion is a pleasant academic situation faced by the students and includes: enjoyment, hope and pride. Enjoyment is associated with students' adopting mastery, performance and goals towards learning process. Hope and excitement are positively correlated with the goal setting and perceived competence on a particular task. Pride occurs in a situation whereby students showcase high level of academic performance in a selected subject area. Students with positive educational emotions learn to look forward and to engage in future learning experiences (Ekman 2014 and Izard 2017).

Negative emotion on the other hand occurs when students see learning as being unpleasant and withdraw from learning activities. These include anger, anxiety, shame, hopelessness and boredom. It is believed that anger makes a student to be more physiologically aroused at the task demands of academic learning and hopelessness makes a student withdraw from the learning process. Also, anxiety is correlated with the situation in which student's setting low levels of mastery and performance goals activities. Therefore, a student would be anxious before an upcoming examination whenever he thinks he could fail the examination. According to Hobson, Ouston, and Lee, (2008) negative emotion of test anxiety, boredom and frustration are associated with poor academic performance. Boredom could be a result of lower motivation, lower studying and learning strategies and lower academic outcomes. This could be experienced during classroom instruction. Hopelessness is thought to be triggered when achievement seems not controllable at all. Negative educational emotions inhibit students and trigger avoidance behaviour and disengagement from learning. If students do not perceive themselves as having control over achievement activity and expect failure, those students are likely to experience negative emotion.

The impact of emotions in students' academic achievement cannot be overemphasized because of the significant effects in actualization of educational goals. This gives room for proper understanding of the influence of school readiness and academic achievement. Emotions could be seen as of great importance for learning, their self-motivation, formation of identity, academic performance and their total wellbeing (Schutz and Pekrlin 2017). Emotions are central to the understanding of student learning and achievement. Academic emotions are defined as students' emotional experiences related to the academic processes of teaching and learning, this includes, enjoyment, hopelessness, boredom, anxiety, anger, and pride (Pekrun, Goetz, Titz and Perry 2002).

This research, therefore focuses to fostering positive achievement emotion which include enjoyment, hope and pride among senior secondary students and to also help students to avoid negative emotion, or to cope with negative emotion in flexible ways once they emerge. Positive emotional experiences play an important role in academic achievement and have a considerable impact on students' ultimate success in the academic domain. According to Dirk, Alexandra , Bart, Wim and Bas (2017) positive emotion helps to envision goals and challenges, open the mind to thoughts and problem-solving, protect health by fostering resiliency, create attachments to significant others, lay the groundwork for individual self-regulation, and guide the behaviour of groups, social systems, and nations.

Pekrun (2006); Pekrun, Frenzel, Goetz and Perry (2007) opine that students are likely to experience positive emotion (e.g., enjoyment) if they perceive themselves to have high or partial control over achievement activities and are focused on achieving success and avoiding failure. Numerous studies have been carried out to investigate the effects of positive achievement emotions on students' academic performance among secondary school students. For instance, the study of Fredrickson (2015) reviews that positive emotion are worth cultivating, not just as end states in themselves but also as a means to achieving psychological growth and improved well-being over time as well accomplishment of academic desire. In another study, Oyetunde (2015) investigated the relevance of positive emotion on student academic performance. It is noted that positive emotions help student to maintain emotional balancing in the academic setting that results into good academic achievement.

More specifically, it is by examining why one experiences specific positive emotion in a classroom setting and the other experiences negative emotion and also to

generate how best positive emotion affective experiences in the teaching environment. These assumptions were tested in many earlier studies. When it comes to test related achievement emotion, the results show that there is a relationship between higher level of positive test-related achievement emotion and higher level of control and value appraisals and, on the other hand, the relationship between higher level of negative emotions and lower level of appraisals of control and value.

Behavioural Modelling Therapy (BMT) is based on the social cognitive theory of Bandura (1977, 1985). Bandura believed that learning and development are on joint relationship of both person and the situation that an individual faces. Bandura and Dweck (1961) also stressed that there are joint relationship among person, situation and behaviour. According to Durojaiya, and Olayinka (2017) social cognitive researchers have shown that people will learn and change their behaviour after observing the experiences of others. To ensure that both conceptual skills and behavioural skills are acquired, social learning theorists have developed strategies that employ observational learning.

Behavioural modeling is included under the family of techniques known as behaviour modification. The major concepts in social cognitive theory concern the process of vicarious learning, it emphasizes the role of cognitive process in learning and the role of internal self-control and anticipatory process of learning. BMT focuses on the vicarious learning. Bandura (1977) identifies vicarious learning as (1) attention to a model (2) retention and mental organization of model's behaviour (3) motor reproduction of the model's behaviour and (4) motivation process which tries to strengthen and reinforce the modeled behaviour.

This therapy is built to enhance individual skills in handling difficult interpersonal situations in order to preserve individual self-esteem. It is a system of motivational skills training which attempts to preserve individual self-esteem. Unlike traditional interpersonal training processes which attempt to change attitudes first, behaviour modeling seeks to change the way people actually behave in certain situations without first going through the diversionary process of attitude change; attitudes change as a consequence of effective action (Facione 2014).

In behavioural modeling therapy, students begin to learn new behaviour that would lead to positive behavioural changes and later to an understanding of the cognitive basis for the new behaviours. In a behavioural modeling programme, students learn how to observe a model when displaying a targeted behaviour and this involves

the use visual and oral repetition of key learning points. Afterward, students rehearse what they have observed in a role-playing setting; feedback and reinforcement would be given by the therapist. Finally, therapist works to help students to transfer the new behaviour learnt to the real life setting in solving life challenges. BMT is mostly good and useful in settings where principles of target behaviour were stated in a concise manner and when illustration of targeted principles were clear with the good examples of appropriate behaviour.

According to Noe and Haladyna (2010) the term behavioural modeling is of significance and it includes the knowledge and skills acquired by the students through practice. Behavioural modeling can be an effective training device in both industrial and nonindustrial contexts. Sona, Manuel, Christopher, Ricardo and Peter (2015) maintained that behavioural modeling therapy is effective in managing individual who suffers one or more of these behavioural disorders such as learning difficulty, depression, anxiety, panic disorder, anger issues, eating disorder, post-traumatic stress disorder, bipolar disorder, phobias, including social phobias, obsessive compulsive disorder, self-harm and substance abuse. Therefore, this therapy can also be useful in shaping students' emotion towards academic activities in order to be successful in their academic endeavour. Behavioural modeling is the psychotherapy whereby students learn through imitation of the model without receiving any verbal directive from the teachers, parents or significant others in the society.

As the name implies, Rubina, Gráinne, Martin, Paula, Julia, Alison and Chris (2015) maintained that in the behavioural modeling the students learn new skills that would help in coping with the academic rigors. The set of behaviour that need to put on that would facilitate effective learning needs to be modeled by the students by imitating the personnel that concern. The concern persons could be teacher, parent or the therapist that performs the expected behaviour that students need to emulate. To strengthen the modeling among students, teacher could also ask a student to act as assistant teacher and be encouraged to practice the new role given to him more specifically.

Emotion Control Therapy (ECT) is also known as Emotion Regulation Therapy (ERT). This therapy proves to be effective in behavioural and emotional modification. Whenever a student has control over every distraction that could hamper his academic success, it would lead to effective academic achievement. It is noted as an efficacious treatment for distress disorders (i.e. depression and anxiety), predicated for the treatment of difficult distress arises from intense emotionality (e.g., neuroticism,

dispositional negativity) and prolonged negative self-referentiality (e.g., worry, rumination). Emotion control is all about identifying, managing, and responding to emotions in a way that allows students to be useful and productive in aspects of human experiences. To control an emotion does not necessarily mean to make it disappear any more than it necessarily means to intensify the emotion. Depending upon the situation one is into and other contextual factors, it may be individual's best interest to either calm an emotion or tap into an emotion more deeply (Durojaiya and Olayinka 2017; and Emily 2011).

According to Ogunlade (2015) emotion control therapy (ECT) has demonstrated efficacy in both open and randomize trials for generalize anxiety disorder with and without co-occuring depression. An important goals in ECT is to reach students adaptive emotion control, including healthier meta-cognitive abilities such as reasoning, thinking and cognitive reappraisal. Eagly and Wood(2011) opine that emotion control therapy is an in-progress treatment developed for generalized anxiety disorder co-morbid with major depressive disorder based on ameliorating dysfunctions in emotion.

Emotion control therapy can be defined as the ability to respond to the ongoing demands of experience with the range of emotions in a manner that is socially tolerable and sufficiently flexible to permit spontaneous reactions as well as the ability to delay spontaneous reactions as needed. It can be defined as extrinsic and intrinsic processes responsible for evaluating, and modifying emotional reactions. Em otional control belongs to the broader set of emotion-regulation processes, which includes both the regulation of one's own feelings and the control of other people's feelings.

Emotion control therapy is a complex process that involves initiating, inhibiting, or modulating one's state or behaviour in a given situation. For example the subjective experience (feelings), cognitive responses (thoughts), emotion-related physiological responses (for example heart rate or hormonal activity), and emotion-related behaviour (bodily actions or expressions). Durosaro and Nohu (2016) affirmed that emotional control can also refer to processes such as the tendency to focus one's attention to a task and the ability to suppress inappropriate behaviour under instruction. Emotional control is a highly significant function in human life.

BM and EC Therapies seen to be very potent and having impending capacities to help students to develop the positive achievement emotion towards learning

processes. They are useful for students to develop a good tnterpersonal relationships with their peers and helps them to carefully understand individuals emotions, describe and respond to situations non-violently that would yield a progressive academic achievement. Ogunlade (2015) maintains that students have tendency to control their feelings if they are able to evaluate the effects of their reaction to task demands in the academic setup whenever they see the model who had successfully gone through that stage of life accomplishment. It is also believed that the continuous used of cognititive emotion strategies helps students to maintain a good moral standard and react positively to academic challenges.

The goals of both behavioural modeling and emotion control therapies are towards an individual managing his emotion productively, total acceptability of students affective behaviour and their ability to personally and adaptively regulate emotion whenever they emerge. BM and EC center on how students are able to adopt the coping machnism when confronting academic challenges as part of the demand for their success. It is noted that they are therapies where individuals show ability to respond to negative academic situations non-fearfully as a way to manage and promote imitation. They are proven to be effective in treating academic issues and anxiety among students. Ogunsanwo (2013) affirms that they are useful in settings where the principle behind target bahaviour is properly understood with proper illustration of those behaviour with the appropriate and good examples. The ability of students to respond to the ongoing demands of experience with the range of emotions in a manner that is socially tolerable and sufficiently flexible to react to those challenges.

Academic self-efficacy is one of the moderating variables which could determine the variation in achievement emotion either positively or negatively among secondary school students. Studies are conducted to examine academic achievement in the context of academic self-efficacy which reflects academic dimension of self-efficacy. Academic self-efficacy has been detected to be an affective variable on academic achievement of undergraduate students and secondary school students. Ability of academic self-efficacy variable to explain academic achievement has also been found to be varied. Self-efficacy has always been used to ascertain and predict an individual's behaviour in various academic environment and also in the health related situations, this include, motivation, teaching and learning principles, weight loss, ability to quit smoking and total recovery from the heart attack.

Teachers play a substantial role in order to help students to understand their ability of efficacy through feedback and this would help them to understand their level of proficiency. Teachers should ensure that students have the knowledge and strategies needed to complete the tasks. It is believed that self-efficacy touches and influences every area of human endeavour. It is also useful in ascertaining the belief system of a person which regard the power to manage situations; it strongly influences both the power of a person to actually face challenges competently and the choices a person is most likely to make. Academic self-efficacy in regarding to behaviours has a strong effect on academic achievement.

In a task where there is low academic self-efficacy, students would like to avoid it but love to take tasks where they have good and high academic self-efficacy. In a situation where students academic self-efficacy is more than their real ability, it would help them to complete their task without any undue anxiety. In another way round, if students self-efficacy is very low compare to their real ability, it would have a significant effects on their academic performance and their skill development. Studies reveal that the high level of academic self- efficacy could be more than real ability; whenever students are motivated to complete a high challenging task, it would boost their experience and gain more experience (Abdul Gafoor and Muhammed 2006). Academic self-efficacy is a construct which have a component such as magnitude, strength, and generality that is useful to describe students belief system on what to do to help their studies. The second moderating variable that could also influence students achievement emotion among senior secondary students is gender.

Differences in gender give reasons for why male and female react to issues differently, and it could also be viewed from cultural perspective and social perspective because some individuals are stereotypic while defining gender in relation to their civilization. Emotion is a term that is used to clearify gender role performed by male and female students which is the reason for their socialization they occupy after their education. It is noted that female students have more domestic responsibility and caring for the young one than their male counterparts. In the same vein, female have caring emotion to others than male.

However, male students like to work in good establishment where they could be given a good salary. It gives reasons for differences in status and power attainment. Moreover, female students reaction to more intense feeling of emotion than male students while male students can tolerate and endure more stressful condition.

Another gender difference that is usually reports is that girls express their emotion in a way that can be easily read on their faces than boys. Motivation has it place in gender, when students are motivated regardless of their gender, there is the likelihood of such student to manifest the expected emotion. Studies show that girls tend to smile more than boys often times (Sola 2015). Whereas, smile is a symbol that such an individual feels that learning is enjoyable (pleasant) and could enhance his academic performance. On the contract view, sadness could be attributed to boredom and frustration.

Furthermore, gender differences cut across smiling and are larger when students are seriously concerned with gender-appropriateness. It is believed that all these differences vary in terms of culture and age. The facial expression of emotion of male and female students manifest differently and lead to differences in the reaction to emotional expressions. For example, continuous anger resulting to the lowered eyebrows are more quickly noticed in male and happiness is easily noticed in female which lead to smiling face. Also, fear that makes eyes appear larger are easily noticed in female (Herba and Phillips 2004).

The previous studies were interested in identifying the factors influencing achievement emotion and reasons why achievement emotion influence students' academic decisions, and what causes those emotions. Attempt in that regard Dirk, Alexandra, Bart, Wim, and Bas (2012) only targeted on how achievement emotion impact students' decisions for online learning, and what precedes those emotions. Anna, and Julie (2018) also targeted the role of negative emotion in adult learning and achievement. Also, Pekrun , Goetz, Frenzel, Barchfeld and Perry (2012) measured emotions displayed by students while learning and the academic performance using achievement emotion questionnaire. Irrespective of the aforementioned studies, few or no studies have employed behavioural modeling and emotion control therapies among senior secondary school students in Oyo State, Nigeria which is the aim of this study. On this premise this study was designed to identify the effects of behavioural modeling and emotion control therapies on achievement emotion among senior secondary students in Oyo State, Nigeria.

The empirical review of literature and theoretical findings on positive achievement emotion show that many scholars have widely researched on positive emotion in some decades ago. Little of those studies have systematically examined the impacts of positive achievement emotion and few of those studies have directly

examined the effects of achievement emotion on students academic performance and outcomes (Pekrun 2017). It is very imperative to carry out a research to investigate whether behavioural modeling and emotion control therapies would be highly effective on positive achievement emotion among senior secondary students. However, little of those reseaches have manipulated the direct importance of enhancing positive achievement emotion among senior secondary students with the use of both behavioural modeling and emotion control therapies and also researcher sought to determine the total contribution of both behavioural modeling and emotion control therapies on achievement emotion among senior secondary students in Oyo State, Nigeria

1.2   Statement of the Problem

Meta-analytic findings have shown that emotions of senior secondary students most especially in Oyo State was on the decline and there is a need to carry out a study that could provide solutions to its increase. Positive emotion as one of the indices of achievement emotion plays a substantial role in helping students to manage emotion in an academic setting, to adjust, to select a useful friends and also to engage in proactive social relationships with others. Any Student who is not happy with learning activities could withdraw from schooling and this may cause him to engage in a deviant behaviour and get involved in many anti-social vices.

There are many students who see learning as unpleasant things that makes them to be more physiologically arouse at the task demands and eventually leads to withdrawal from learning process. Many of them set low levels of mastery and performance goal activities and too anxious for test preparation and towards upcoming examination. To some, achievement activities cannot be controlled for all and expect academic failure. The inappropriate feelings of emotion inhibits students educational achievements and trigger avoidance behaviour and disengagement from learning.

Positive emotion serves as a defence mechanism in between the students and every stressful academic condition and help in coping with every academic challenge that lead to good mental health and sound minds. Furthermore, positive emotions is of great benefits to students because it is useful to regulate students' reaction to stress and allow them to quickly recover. Academic environment is very important because it can either shape or mar students self-control and intellectual development. In this wise, both

Students and teachers' positive emotions have a positive correlation in shaping student's emotion that would lead to good academic achievement (Sheldon, 2014).

In the same vein, it could lead to a variety of health benefits, and this includes: happiness resulted in increased- risk and variety-seeking and gain-focused behaviour and contentment resulted in increased risk avoidance and loss-focused behaviour. Positive emotion can also facilitate more effective coping, which boosts health by providing a buffer against symptoms of depression. In addition, being mindful and taking the time to savor positive emotions can provide an extra buffer against symptoms of depression while boosting psychological well-being and life satisfaction. Another health benefit of positive emotions is that they may result in a stronger heart; Kok and colleagues (2013) found a connection between a healthy heart rate and the experience of positive social emotions.

However, some researchers have worked on reasons why positive achievement emotion should be fostered among online students learning; factors that predisposes the use of achievement emotion and the implication of achievement emotion on student academic performance. The purpose of this research is to determine the effects, and the contributions of behavioural modeling and emotion control therapies on achievement emotion among senior secondary students and to also ascertain which of the therapies is more effective.

1.3   Purpose and Objectives of the Study

The main purpose of this study was to investigate the effects of the use of behavioural modeling and emotion control therapies in enhancing achievement emotion among senior secondary students in Oyo State, Nigeria

This study was further examined which of the two interventions is more effective in enhancing achievement emotion among senior secondary students.

It was also investigated the moderating effect of gender and academic self-efficacy on achievement emotion among senior secondary students in Oyo State and the interaction effects between primary and secondary independent variables on achievement emotion.

Thus, this study sought to investigate:

1. The main effects of the treatments (behavioural modeling and emotion control therapies) on achievement emotion among senior secondary students.

2. The effects of gender on achievement emotion among senior secondary students.

3. The main effects of academic self-efficacy on achievement emotion among senior secondary students.

4. The interaction effects of treatments and gender on achievement emotion among senior secondary students

5. The interaction effects of treatment and academic self-efficacy on achievement emotion among senior secondary students.

6. The interaction effects of gender and academic self-efficacy on achievement emotion among senior secondary students.

7. The interaction effects of treatment, gender, and academic self-efficacy on achievement emotion among senior secondary students.

1.4 Hypotheses

The following hypotheses were formulated for the study and tested at 0.05 level of significance:

1. There is no significant main effect of the treatments on the achievement emotion of the secondary school students.

2. There is no significant main effect of gender on the achievement emotion of the secondary school students.

3. There is no significant main effect of academic self-efficacy on the achievement emotion of the secondary school students.

4. There is no significant interaction effect of the treatments and gender on achievement emotion of the secondary school students.

5. There is no significant interaction effect of the treatments and academic self-efficacy on achievement emotion of the secondary school students

6. There is no significant interaction effect of gender and academic self-efficacy on achievement emotion of the secondary school students.

7. There is no significant interaction effect of the treatment, gender and academic self-efficacy on achievement emotion of the secondary school students.

1.5. Significance of the Study

This study would be of great benefits to students, teachers, parents, counsellors, policy makers and government at different levels.

This study would help students to understand the reasons why they should develop a positive emotion towards classroom instruction (teaching) and adopt a good strategy of taking test and writing of examination without any undue anxiety. Also, students through the findings of this study would begin to have a better understanding of how to manage their emotion while attending classes, taking test and writing examination and confront any course of study irrespective of the attached difficulty. The study will go a long way to reduce ever increasing drop-out rate and poor academic performance of students.

It is hoped that the findings of this study will help teachers to gain insight on how to cater for individual differences among students and pay full attention to the emotion displayed by the students during the teaching and learning situation. It would also help teachers to have in-depth knowledge about the indices of positive and negative emotions (enjoyment, pride, hope, anger, shame, anxiety, hopelessness and boredom) and manage them appropriately when emerged in the classroom for students' academic success.

For the parents, it would help them to guide and counsel them on the matters relating to the stages of emotional development among pre-adolescents to late adolescents. Also, it would assist them to carefully guide their children when exhibiting emotions that would affect their academic achievement. It would further assit parents to eradicate wasteful spending on students because their wards and children would no longer fail or drop out of the school.

The findings of this study would assist counsellors at every level of education to counsel students on the reasons why they should adopt positive emotion strategies to control their emotion towards learning. The behavioural modeling and emotion control therapies would be useful as a standing point for counsellors to counsel students towards task preparation and task accomplishment.

To policy makers, it would be benefited to formulate policy that would encourage the utilization of behavioural modeling and emotion control therapies to achieve the education set goals. They should also consider gender of the students and achievement emotion while forming the policy.

This study will also serve as sources of ideals and information that would provide schools with objective data that will allow them to identify effective ways of enhancing students' achievement emotion in order to have right attitude to learning.

Also, this study should have meaningful implications for educational institutions and assist them facilitate students' achievement emotion to achieve educational success.

The results of this research would be added to the present literature in the education generally and counselling psychology which future researchers can read and get relevant information to support their study. Scholars should also benefit in enhancing their knowledge about achievement emotion of the senior secondary students.

1.5   Scope of Study

This study investigated the effects of behavioural modeling and emotion control therapies in enhancing achievement emotion among senior secondry students in Oyo State, Nigeria. Basically, the study was carried out among students who were screened out as having low positive achievement emotion through screening instrument. The study was limited to students in public senior secondary school (SSI) in the randomly chosen three local governments in Ogbomoso area of Oyo State, Nigeria

Behavioural modeling is the psychotherapy whereby students learn by imitation without any specific verbal direction by the teacher. It also see as a kind of process through which people in the society such as teachers, significant others in the society and parents serve as model by exhibit the kinds of behaviour the students suppose to imitate. BMT is included under the family techniques known as behavioural modification. The major concept in social cognitive theory concern the process of vicarious learning. Aspects of BMT involves attention, to a model, retention and mental organization of model's behavior, motor reproduction of model's behavior, and motivation process which tries to strenghthen and reinforce the modeled behaviour. The tecniques also includes: live modeling, symbolic modeling, self modeling and participant modeling.

Emotion control therapy is all about identifying, manageing and responding to emotions in a way that would allows students to be usefu and productive in aspects of human experiences. It is the ability to respond to the ongoing demands of experience with the range of emotions in a mannerthat is socially tolerable. ECT is a complex process that involves initiating, inhibiting or modulating one's state or behavior. Aspect of ECT includes: decrease the use of emotional avoidance strategies, increase ability to utilize emotional information in identifying needs, making decisions, guiding thinking,

motivating behavior and managing interpersonal relationship. Model of ECT comprises of situational selection, situational modification, attentional deployment, cognitify changes, and tesponse modulation.

Achievement emotion is the emotion in the academic settings which is to the achievement activities and achievement outcomes. It is the set of interrelational psychological processes whereby affective, cognitive, motivational and psychological components are of primary importance. it deals with the eight discreet emotions that involves hopelessness, anger, shame, enjoyment, boredom, pride and hope (Pekrun 2006)

1.6   Operational Definition of Terms

In order to facilitate communication, the terms used in this study were defined as follows:

Achievement Emotion: This is the feelings of senior secondary students which they have in the academic settings that can either be positive or negative emotion that has a resultant effects on academic success or failure.

Behavioural Modeling Therapy: It is the psychotherapy used to change negative feelings of students when observing their teachers, parents and significant persons in the society and influences their academic success.

Emotion Control Therapy: It is about senior secondary students learn to adjust and stay calm when challenges such as anger, anxiety and sadness arise.

Academic Self-efficacy: This deal with the belief that senior secondary students have towards their teaching and learning that they can either perform well or otherwise academically.

Emotions: This is the feelings of the senior secondary school students towards learning that could enhance or hinder their academic accomplishment.

Students: These are senior secondary schools students that are in SSI

CHAPTER TWO
LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.0   Introduction

This chapter provided an overview of relevant literature on both theoretical background and empirical review on the behavioural modeling and emotion control therapies on achievement emotion among secondary school students in Oyo State that are related to this study. The following subheadings were discussed.

2.1   Concept of Emotion

Emotions plays a significant role in the students academic development and this covers student social functioning, academic performance and the development of psychopatholog (Abd-Elmotaleb and Saha 2013). Emotion also plays an important role across different stages of child developmental processes. Many researchers have focused their work on the development of emotion over years and explain how emotion occur per time (Siegel and Alloy 1990; Kennedy and Denham 2018 and Agneta, Patricia Rodriguez and Annelies 2017). Emotions are complex phenomenon because it comprises of both physiological and psychological factors. It could be seen as the states of feeling that has resultant effects on physical and psychological changes that influence student's behaviour towards learning. To explain emotion physiologically, it is therefore linked to the arousal of the nervous system in the body which comes as a result of various states and strengths of arousal that are relating to a particular emotion.

Emotion could also link to behavioural tendency of an individual. Students could be group into extroverts or introverts depending on the way theyexpress their feelings in the classroom. Extroverted students are more likely to be social and express their emotions, while introverted students are more likely to be more socially withdrawn and conceal their emotions. Emotion is often the driving force behind motivation, positive or negative feeling. Emotions are not causal forces but simply syndromes of components, which might include motivation, feeling, behavior.

Emotions as the concept involve many components that involve subjective experience, cognitive processes, expressive behaviour, psycho-physiological changes, and instrumental behaviour. At one time, academics attempted to identify the emotion with one of the components. According to Sola (2015) the different components of emotion can be categorized according to their manifestation and it depends on the academic discipline. In psychology and philosophy, emotion typically includes a subjective, deliberate experience which is characterized by psychological and physiological expressions, biological reactions, and mental states. Peggy (2013) also described emotions as the construct that involve physiological components, cultural or emotional labels (anger, surprise, etc.), expressive body actions, and the appraisal of situations and contexts that manifest in an individual.

Emotions can be defined as a positive or negative experience that is associated with a particular pattern of physiological activity. Emotions produce different physiological, behavioural and cognitive changes. The original role of emotions is to motivate adaptive behaviours that in the past would have contributed to the survival of humans. The word emotion is adapted from the French word *émouvoir*, which means to stir up, to move or cause of action. According tothomas, Anne, Heidrun and Nathan (2017) the term emotion was introduced into academic discussion as a catch-all term to passions, sentiments and affections. Emotion is defined as a strong feeling that is deriving from one's circumstances, mood, or relationships with others. Emotions are responses to significant internal and external events. Emotions can be occurrences such as (panic) or dispositions like (hostility), and short-lived (anger) or long-lived (grief). It could be expressed at different level and different degree, for instance, fear might range from mild concern to terror or shame might range from simple embarrassment to toxic shame. Emotions have been described as consisting of a coordinated set of responses, which may include verbal, physiological, behavioural, and neural mechanisms.

In the description of the word emotions, they are feelings that are directed at someone or something to accomplish a goal. On the other hand, emotion can be used to refer to states that are mild (as in annoyed or content) and to states that has nothing to do with anybody as in the process of thought that emotion can be applied to a day-to-day activity because people react to events that happen in various ways and dimension as in anxiety and depression. Emotional experiences of students in the academic settings could not be compared with a day-to-day activity because

educational emotion is full of anxiety that could set the whole body in disarrangement.Joseph, and Blair (2015) has defined emotions as the result of a cognitive and conscious process which occurs in response to a body system response to a trigger. Also, Feldman 2009 sees emotions as a construct that involves the combination of the physical properties of the body, and a flexible brain that wires itself to whatever environment at which it develops, and culture and upbringing, which provide that environment.

Emotion can be understood as either states or as processes. When it is understood as a state, it could be illustrated as when an individual is being angry or afraid. It is the type of mental state that interacts with other mental states and causes certain behavior to occur. On the order hand, emotion could be understood as a process, because it is useful to divide emotion into two parts. The early parts and the later part of emotion, in the early part of the emotion process is the interval between the perception of the stimulus and the triggering of the bodily response. The later part of the emotion process is a bodily response for example, changes in the herat rate, skin conductance and facial expression. This description is sufficient to begin an analysis of the emotions, although it leaves out some aspects of the process such as the subjective awareness of the emotion and behaviour that is often part of the emotion response for example, fighting, running away, and hugging another person (Akin, 2018; Annaand Julie 2018).

The early part of the process of emotion is typically taken to include an evaluation of the stimulus, which means that the occurrence of an emotion depends on how the individual understands or sees the stimulus. For example, one person may respond to being laid-off from a job with anger, while another person responds with joy it depends on how the individual evaluates this event. In evaluative component, the process means that emotion is not a simple and direct response to a stimulus. In this way, emotions differ from reflexes such as the startle response or the eye-blink response, which are direct responses to certain kinds of stimuli. According Alao, Hassan, and Stephen (2017) emotion is a response to a specific stimulus that can be internal, like a belief or a memory. It is also generally agreed that emotions have intentional content, which is to say that they are about something, often the stimulus itself. Moods, on the other hand, are typically not about anything, and at least some of the times do not appear to be caused by a specific stimulus.

Emotion also have a relatively brief duration on the otder of seconda orr minutes whereas moods last much longer. Generally speaking, the emotion process begins with the perception of a stimulus; although in some cases the stimulus may be internal, for example, a thought or a memory. Alex, and Fred, (2000) and Megan, Jean, David and Douglas (2017) maintained that the early part of the emotion process is the activity between the perception and the triggering of the bodily response (that is, the emotion response), and the later part of the emotion process is the bodily response: changes in heart rate, blood pressure, facial expression, skin conductivity, and so forth.

2.1.1 Concept of Emotion from Different Perspectives

Emotion is a complex concept which forms a basis for the understanding of how students react to challenges in the academic environment and other aspects of life. This gives reasons to view emotion from different perspectives. Webster (1999) observes that emotional responses manifest on three basic levels which are, biological, behavioural and cognitive. These three levels of emotion provide the basic information for the views of emotions from different view of thoughts. The first level of the emotional responses is the most basic level that involves components of neurophysiological and biochemical or biological reactions to stimuli. This includes all the bodily processes that are controlled by the autonomic nervous system of an organism. Such processes include the heart rate, hormonal secretions, respiration, neural responses and blood flow. For instance, a person who feels angry to a person or academic situation will emanate from the heart race or the faced redden issue (Alexander, and Winne (2014); Anderman, and Dawson, (2017)Thornton and Carmody 2018; Tyng, Amin, Saad and Malik 2017).

The second level of emotional response is behavioural, where emotioncan be repressed as a person's action The action of an individual could linger emotional responses. For instance, a student who sees learning as full of enjoyment would respond positively to academic challenges and would eventually lead to academic success. According to Tze, Daniels, and Klassen (2018) this level is associated with facial expressions to issues either laughter or moody and also the behavioural responses such as crying, withdrawing from relating with friends at school or home, sullen gazes, anti-social behaviour and delayed responses; also at sociological and psychological responses.

The third level of emotional responses is cognitive and it involves the use of language such as spoken, written or thought by which a person labels feelings that peoduces action (Agbaje,. and Alarape, and Tze, Klassen and Daniels 2014). The three levels of emotional responses as mentioned above can be incorporated and discussed below:

Biological Perspective

The Miller-Keane and O'Toole Encyclopaedia and Dictionary of medicine, nursing, and allied health (2005) affirmed that emotion is a state of arousal which is characterized by changing of feeling tone and by the use of physiological and behaviour changes. The external manifestation of emotion is called affect; a pervasive and sustained emotional state or mood. Emotion has the physical form and it is noted in the outward and evident to others, as in blushing, laughing crying, or a variety of facial expressions. However, emotion is not all the time reflect in a person's physical appearance and actions even though psychological changes are taking place. According to Agneta., Patricia, Rodriguez, and Annelie (2017) the biological perspective on emotions thus entails affective behaviour brought about as a result of an emotion and is externally visible.

Sociological Perspective

Shifrer and Shannon (2018) believe that many of the sociologists viewed emotions to be socially formulated in the sense that what people feel is conditioned by socialization in the society into culture and by participation in social structures. According to these authors, the cultural ideologies of individuals, their beliefs and norms as they impinge on social structures define what emotions are experienced and how these culturally defined emotions are to be expressed. Sociologists therefore see emotions as social constructions.

Psychological Perspective

Kirwan (2018) states that several psychologists viewed the idea of human emotion as abstract, and a value free construct which is referring to the four different imperfect related phenomena, that include a change in brain activity to select incentives; a consciously detected change in feeling that has sensory qualities;

cognitive processes that interpret and/or label the feeling with words; and a preparedness for, or display of a behavioural response.

2.1.2 Concept of Achievement Emotion

Achievement emotion is a crucial factor for learning outcome and academic performance and it is seen as feelings that students display during teaching and learning situation. Achievement emotion occurs at different settings such as class attendance, studying, taking of test and examination. According to Pekrun (2006), achievement emotion is the emotion which are to the achievement activities or achievement outcome. Achievement activities include task preparation and task taken while the achievement outcomes deal with students success or failure. Achievement emotion deals with the emotions that are linked to achievement activities or achievement outcomes. Furthermore, achievement activities include enjoyment that students receive during learning. A student sees learning as being enjoyable if he feels competent enough to master all learning materials and feels that the materials is very interesting (Ekman 2003, Izard 2007).

Achievement emotion as a concept that refers to competence that is significance to achievement activities or outcomes of learning activities that are going on in the academic settings (Pekrun, 2000, 2006). These emotions can be categorized into various dimensions namely: valence (positive versus negative) and activation (activating versus deactivating). These emotions can be categorized of eight different kinds of learning that are attributed to achievement emotions which are enjoyment, hope, pride, anger, anxiety, shame, hopelessness and boredom. This eight learning activities can be grouped into two positive and negative. Positive emotion is also describe as pleasant things that students derive in teaching and learning situation while negative emotion is seen as unpleasant situation and academic challenges that students face that has great influence to retard students' academic success. Enjoyment, pride and hope belonged to positive activating emotions. Shame anger and anxiety belonged to negative activating emotions whereas hopelessness and boredom belonged to deactivating negative emotions (Pekrun, Goetz, and Titz, 2002 and Oyetunde, 2015).

Students academic emotions are the emotions that students experience in the academic setup which are to the achievement emotion. Academic emotions are emotions which are experienced in an academic context and are related to achievement emotion. There are five situations that are associated with academic achievement (1)

attending class, (2) test taking and writing of examinations,(3) studing of books and writing of assignment by oneself, (4)group study ot taking of assignment in group, and other situations in which one is cognitively occupied with academic achievement. (e.g. discussion on the in-coming examination with friends). Emotions occur as a result of type and nature of task to be taken and completed within a period of time (task-related or intrinsic emotions, e,g. enjoying solving a mathematics) expected result and its outcome e.g. (getting a very high grade) Pekrun, Goetz, Titz and Perry 2002. Moreover, academic emotions can be classified as social (due to competition. e.g. feeling ashamed to make less progress than one's classmates) or individual in nature (self-related emotions, e.g. disappointment about not meeting one's goal).

Achievement emotions are believed to have the capacity to influence students' academic performance, but the role of these two constructs is presumed to differ to the academic accomplishment. Achievement goals and achievement emotions are concepts that have capacity to influence one another. Achievement goals are cognitive representations of possible outcomes that evoke psychological processes, including achievement emotions. Students experienced achievement emotions at different states of life role. This could be manifested during the task preparation so also at the task engagement in the life of students and this has a direct link to students learning outcomes which include academic performance either high or low. Achievement goals could have a serious influence on students' performance, whereas achievement emotions are viewed to have a more direct, and proximal influence on performance of students in the schooling activities. Indeed, achievement emotions give the proper explanation on howachievement goals influence education attainment (Baron and Kenny, 2016).

Students' emotional experiences are characterized by temporal generality of concepts and ideas (Pekrun, Goetz,and Perry, 2005). These emotional experiences emerge from the contextual factors, such as a student's relevant achievement-related experiences, and the environment and the condition at which learning occur (i.e., class, learning, and test). Most times, emotions are activated by contextual factors because students experience different types of emotions across different social contexts of learning and it has capacity to either positively or negatively affect students' achievement-related behaviour in attending class, doing their homework, and taking tests. This broadens our understanding that different types of emotions are experienced

at different social contexts, and that these emotions may form into various clusters to create an influence on behaviour.

Achievement emotion is consistent with the differential emotions theory that explains the influence of emotions in forming or creating behaviour at every state of life. It maintains that emotions function in a constellation of various types of emotions, tagging along each other in order provide adaptive advantage on behaviour (Izard and Ackerman, 2014). In the control-value theory of academic emotions by Pekrun (2006), gives the detailed description of how academic emotions affect learning by influencing many motivational and cognitive aspects of the students. Cognitive and motivational aspects of learning helps on the structure of academic emotions that bring about fundamental importance to emotions in terms of its influence on students' performance in academic tasks.

Student's readiness for learning is very important for them to actualize laudable academic achievement. Furthermore, methodology employed by the students towards teaching aspiration has a long way to go to build a positive emotion to learning. Learning strategies are defined as the cognitive, meta-cognitive and resource management strategies used in self-regulated learning to achieve academic goals (Pintrich, 2017). The five types of cognitive and meta-cognitive learning strategies are discussed briefly to support the explanation on the importance of emotion in actualization of academic success. The first type is rehearsal which refers to the verbal repetition for information processing. The second type is elaboration which refers to the summarizing of information. The third type us organization which refers to outline, take notes and connect different aspects of learning materials. The fourth type is critical thinking which refers to the evaluations of ideas and application of knowledge to new situations. The fifth type is meta-cognitive self-regulation which refers to plan, monitor and regulate the use of cognitive strategies (Schutz, and Pekrlln, 2017).

2.4.1 Concept of Positive Emotion

Positive emotion could be simply categorised as joy, contentment and happiness which hold several values to physical, social, and intellectual benefits for the individual (Fredrickson, 2001; Lyubomirsky, King, and Diener, 2015). Positive emotions go beyond making students feel good at all times but the experience of Students in a positive emotional state would have an awareness of what happens in their academic environment and this help their study. This could enable students involve in many

social connections with their counterparts and resulting into a greater variety of academic achievement. The information on positive emotion has been on increase and catches the attention of many scholars because of it benefit of building personal and social resources for the future academic accomplishment (Gregersen, Macintyre, and Meza 2016). Some studies provided empirical finding that proven that positive emotional experiences yielding greater resiliency, social relationship, resourcefulness and general functioning through broadminded with the coping efforts (Cohn, Fredrickson, Brown, Mikels, and Conway, 2009; Fredrickson, 2013).

Positive emotions could lead people to broaden their repertoires of thoughts and actions, and this give rise to exploration of ideas, reflection of thoughts, relationship-building and learning. Over time these emotions have led to lasting resources and this includes knowledge, coping skill, and supportive relationships. The importance of positive emotions manifest gradually but its effects endure in shaping students' behaviour and response to emotion, and help individuals thrive in both in study and stress managementtimes. information indicated that students who regularly experience positive emotions experience better life outcomes than those who do not (Lyubomirsky, King and Diener, 2005). Longitudinal evidence showcase that positive emotions often lead to the improvements in mental capacity, intellectual curiosity and physical health, high quality relationships and job success. This evidence of research indicated that individuals who experience positive emotions would also do better at the everyday tasks which could lead to long term success, and there is indeed evidence that induced or naturally occurring positive emotions are associated with psychological and behavioural responses that enhance mental health (oLeary, Daniel, and Terence Wilson 2015; Fredrickson and Joiner, 2002; Fredrickson, Tugade, Waugh and Larkin, 2013), physical health (Aspinwall and Brunhart, 1996; Scheier and Carver, 2003; Tugade and Fredrickson, 2004), and relationship closeness (Aron, Norman, Aron and McKenna, 2019)

Positive emotion is of many benefits to students. This has influence on the health of students, also, it reduces academic and physical stress and boost general well-being of the students. Positive emotions could actually act as a reliever between students and event that are challenging their academic achievement, it would allow them to cope more effectively and preserve their mental health (Tugade, Fredrickson and Barrett, 2017). Positive emotions helps students regulate their reaction to stress and gives them a total recovery from the negative effects of stress more quickly (Ong,

Bergeman, Bisconti and Wallace 2006). These effects may be due to the broadening and building that positive emotions seem to provoke; the more positive emotions a person experienced, the stronger their perception of a positive baseline state to bounce back to after failure or tragedy. Additionally, experiencing consistent positive emotions might encourage them to look for different of sources of life accomplishment and academic fulfilment, sources they can depend to help them out when they are discouraged with the learning by reaffirming their stand.

In general, positive emotions can protect against memory impairment (MacKenzie, Powell and Donaldson, 2015). It may expand focus and memory capacity and enhance the ability to remember both central and peripheral details (Yegiyan and Yonelinas, 2011). Both enhanced resilience and better memory can provide benefits in many domains of life, including in the workplace. To broaden the knowledge of the role of positive emotions in learning goals achievement, the cognitive processes of the students need to be considered which conscious self-regulation is. Researchers have suggested self-regulation to be an essential factor in students' academic achievement (oLeary, Daniel, and Terence Wilson 2015; Boekaerts, Pintrich, and Zeidner, 2005; Zimmerman, 2001; Morosanova, Fomina, and Bondarenko, 2015).

Furthermore, traditional theories have addressed the functions that positive emotions played in the area of cognition and behaviour which focused mainly on negative effects of positive emotions without considering their regulatory benefits (Aspinwall 1998). Educational settings are of specific importance for shaping studentsself-regulation and development. Meanwhile students' and teachers' positive emotions could be assumed to be the major factor in actualizing these educational goals and objective. However, educational psychology and educational research in general were no exception in neglecting positive emotions. Whereas students' test anxiety has been studied extensively, positive emotions related to learning and achievement have rarely been analysed. Despite of the fact that anticipatory hope and pride relating to success and failure were main determinants factor of achievement motivation and task behaviour (Atkinson 1964; Heckhausen 1980).

Studies on achievement motivation included items pertaining to these emotions in global measures of achievement motives, but rarely studied emotions in their own right. Specifically, this pertains to the positive emotions of hope and pride which were only regarded as components of the motive to achieve success. The motive to avoid failure, on' the other hand, has been equated with test anxiety on an operational

level, having been assessed by test anxiety questionnaires in many studies (Atkinson 1964). Concerning positive emotions relating to learning, instruction, and achievement, the only major tradition of research addressing such emotions directly was attributional theory originating from Bernard Weiner's programme of research on achievement emotions (cf. Weiner 1985).

The impact of emotions in students' academic achievement cannot be overemphasized because of the significant effects in actualization of educational goals. This gives room for proper understanding of the influence of school readiness and academic achievement. Emotions are critically important for students' motivation, learning, performance, identity development, and health (Schutz and Pekrlln 2017). Emotions are central to the understanding of student learning and achievement (Govaerts and Grégoire 2016; Weiner 2010; Pekrun 2006). Academic emotions are defined as students' emotional experiences related to the academic processes of teaching and learning, this includes, enjoyment, hopelessness, boredom, anxiety, anger, and pride (Pekrun, Goetz, Titz and Perry 2002).

However, findings on positive emotions and performance at job or school related tasks have been more mixed. Isen and colleagues have established that positive emotions produce patterns of thought that are notably unusual, flexible and inclusive, and creative, while still remaining within rational and useful bounds. Positive emotions also appear to facilitate problem solving on more complex and serious tasks, such as medical decision making among doctors (Estrada, Isen, and Young, 1994, 1997), and on tasks for which the participant has strong motivation (Aspinwall, 1998).

2.1.5   Benefits of Positive Emotion
The positive emotion is of many benefits which include:
- Positive emotion enhances motivation to approach tasks, and congruent to personal to personal motivation for learning.
- Positive emotions promotes wholistic ways of thoughts, flexibility of ideas and provide creative and novel ideas.
- Students' emotions in classroom situations determine the significance of emotions for students' academic performance.
- Enjoyment of learning which is indices of positive emotion tends to predicts good academic performance.

- It reduces stress and boosts general well-being of students.
- Positive emotions helps students to balance themselves with the stressful events in one's life, and allowing every individual to cope more effectively and preserve mental health (Ong, Bergeman, Bisconti and Wallace, 2016).
- Niven, Totterdell, Holman (2009) and Ong, Bergeman, Bisconti and Wallace (2016) confirmed that positive emotion helps students to manage stressful condition and also, allows them to recover from the negative effects of stress more quickly.
- Positive emotions also protects students from engaging in any destructive actions
- Positive emotion encourages individuals to make productive decisions and leads to a good academic performace
- It promotes happiness among students and reduced increased risk of educational drop- out.
- It leads to academic contentment that would make students to avoid risk taking and to lose their focus.
- Positive emotions also facilitateeffective coping mechanism that increases health by immunizing themselves againstdepression (Donnellan and David 2013).
- Positive emotion results into a stronger heart that leads to bravery in the school.

2.1.6 Concept of Achievement Motivation

Motivation is a concept that helps in understanding human behaviour. It is the process that involves the arousal stimuli, regulating emotions and sustaining a good behaviour while responding to issues. It is noted that human behaviour is highly determined by the driving forces and the motivation; furthermore, motivation is the inborn or innate ability which could also be learnt or acquired by an individual. It is the one of the widely used concept by the psychologists which could either by intrinsic or extrinsic. Psychologists believed that behavior could not only be ascertained by only motives and drives but also encompasses the environmental factors that surround individuals.

Achievement motivation is defined as a case of special intrinsic motivation which helps individuals to feel competent enough and self-identifying of the

environment. Achievement motivation is all necessary requirement to progress in education and other related activities that help in acquiring knowledge, skills, training, information that makes an individual perfect in all his choices. Achievement motivation was firstly used in the research by Murrary (1938). To him, need for achievement deals with one's ability to successfully accomplish a difficult task by mastering every component of the task, manipulating the environment through systematic organization of the physical or seen objects, persons or events and do it personally without any involvement of other people. A motive is not of importance rather than disposition to strive harder for satisfaction. Hence, the motive could come as an individual disposition to get satisfaction which could be derived from the competing success in consonance with the standard of such excellence. It can be simply put as motive to get success in the accomplished task (Lori, Dustin, Craig 2010). Some other aspects of motivation describing achievement motivation includes:

Need for Achievement

McClelland, Atkinson, Clark, and Lowel (1995) defined the need for achievement as a success that involves completion that deals with the total standard of excellence. This means that the ultimate goals of an individual are to succeed in life and this could come in terms of competition among others for excellence. There is likelihood for individuals not to achieve the set goals and the concern for other competition for the achievement of excellent helps to identify the goals that are yet to achieve. He stressed further that, this completion is more noticeable when an individual has a direct contact with someone else and this could serve as evident for one to understand how a task can be performed regardless of how someone has done it before. Daft (2008) in a similar point opine that need for achievement connotes one's ability to accomplish a set desire for a difficult task through attainment of high standard success, mastering of high complex tasks and achieve greatly than others.

Need for achievement is glaring in the society, because it casts influence on societal value, economic and political advancement of the nation as a whole. People are not operating at the same level of need for achievement. Some operate at low, moderate or high level. It is noted that those who are at high level achieved more than those in moderate and low level of need for achievement. It could be concluded that rewards and punishment can help students to instill need for achievement at their tender age. Also, students with high level of need for achievement are people who are so particular

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about success and interested on how to achieve excellence for their own goodness rather than what the environmental motivation is bringing to play. If their emotional reaction could affect the outcome desire thay btends to control their desire so as to achieve their set goals by evaluating and judging the outcomes.

Burger (2019) describes achievement motivation as a desire to accomplish some difficult tasks by surmounting the obstacles that leads to the attainment of high standard to excel in the choosing profession. He further stressed that students who developed need for achievement has moderate in risk taking, they are diligent to work and love taking vocation that could give them responsibility for good outcomes. Parents can help to assist their children to develop need for achievement by giving them moral support and the needed encouragement.

Need for Power

Need for power could be conceptualized as the ability to command respect by influencing other people. It also involves the unconscious concern for instigating others to perform some tasks and seeking position of authority. The main reason for the need for [power is the desire to influence people into action and to make reasonable impact on others (Lussier and Achua 2007).

Need for Affiliation

The need for affiliation is to establish, restore, or maintain a good positive relationship with another person or group of persons in the society. That is having an intimate or cordial relationship or friendship with others. This could be done by avoiding anger, conflict or dispute among individuals living together as a social unit.

2.1.7   Concept of Negative Achievement Emotion

From the proposition of Pekrun (2006) it is discovered that students experiences different types of emotion when come in contact with the academic activities. Some students believe they have a high or partial control of achievent activities and are expecting success, this is called a positive achievement emotion. But in a situation where students see themselves as not having control over achievement activities and are expecting failure. Negative achievement emotions includes: anger, anxiety, shame,

shame, fear, sadness, loneliness and hopelessness. Negative emotion can be defined as general dimension of sunjective distress and unpleasant sitautions or engagement. According to Pekrun, Frenzel, Goetz and Perry (2007) negative emotion is associated with students adoption of goals that are unrealistic and uncontrollable events. It could also be stressed further that when students perceive they are passing through a high level of stress which cannot be controlled for and result into total avoidance of learning activities.

Negative emotion occurs when students see learning as being unpleasant and withdraw from learning activities. These include anger, anxiety, shame, hopelessness and boredom. It is believed that anger makes a student to be more physiologically aroused at the task demands of academic learning and hopelessness makes a student withdraw from the learning process. Also, anxiety is correlated with the situation in which student's setting low levels of mastery and performance goals activities. Therefore, a student would be anxious before an upcoming examination whenever he thinks he could fail the examination. According to Hobson, Ouston, and Lee, (2008) negative emotion of test anxiety, boredom and frustration are associated with poor academic performance. Boredom could be a result of lower motivation, lower studying and learning strategies and lower academic outcomes. This could be experienced during classroom instruction. Hopelessness is thought to be triggered when achievement seems not controllable at all. Negative educational emotions inhibit students and trigger avoidance behaviour and disengagement from learning. If students do not perceive themselves as having control over achievement activity and expect failure, those students are likely to experience negative emotion.

2.2.1 Behavioural Modeling Therapy

Behavioural Modelling Therapy (BMT) is based on the social cognitive theory of Bandura (1977, 1985). Bandura believed that learning and development are on joint relationship of both person and the situation that an individual faces. Bandura and Dweck (1961) also stressed further that there are joint relationship among person, situation and behaviour. According to Durojaiya, and Olayinka (2017) social cognitive researchers have shown that people will learn and change their behaviour after observing the experiences of others. To ensure that both conceptual skills and behavioural skills are acquired, social learning theorists have developed strategies that employ observational learning.

Behavioural Modeling Therapies (BMT) is the therapy that focus primarily on how some problematic thoughts or negative behaviours of students may unknowingly or unintentionally get rewarded within a student's personal environment. These rewards could be inform of reinforcements which often contribute to the decrease in the frequency of undesirable thoughts and behaviours among students. Behaviour therapies can be applied to manage all psychological problems facing students in the academic settings.symptoms. Although behavioural therapies could be applied to different disoders. This means that behavioural therapists encourage students to try new behaviours prior to the one exhibited, reward appropriate behaviours, and to let undesirable behaviours go to the extinction by ignoring unwanted behaviours.

For example, imagine a student who has difficulty to completethe assignment given in school. To encourage desired behaviours that is completion of assignment.Parents would institute a reward plan that includes giving of gift or clap each day that his homework is completed on time. Such child can still be taking for shopping and visiting a park with friends. Such reward must be something that such student wants and loved most and also should be tied to a specific goal (homework completion). At the beginning, student would like to work for the external reward, but over time, the task itself will become easier and the reward can be faded out. Afterward, the new goals can be initiated after the mastery of the first goal.

oLeary, Daniel, and Terence Wilson (2015) affirms that modeling is seen as a form of therapy in which a therapist show case a non-frightening response to a negative situation in order to avoid withdrawal of the profitable outcomes and to promote imitation in the student. It has been proven to be effective in treating anxiety disorder among students.

According to Antony and Roemer (2018) behavioural modeling is a therapy that is specifically designed to improve students behavioural ranges from different situations and conditions that would determine an individual disposition to issues (success or failure). Students are expected to expand their interests and capacities that would enable to be distinguished from one another and fit in for a particular role. Behavioural modeling works because students develop distinctive ways of expanding their abilities. This approach is useful as a tool in attempting to change a particular behaviour among students. It is observed that this therapy can be used for dramatic improvements within the inter race attitudes (Adebowale 2015). Further, it is also

applicable in the cross cultural and diversity trainings for youth and at various industries.

Porras and Anderson (1981) suggest the use of behavioural modeling therapy as part of the management development in interpersonal problem-solving skills. Ong, Bergeman, Bisconti and Wallace, (2016) affirmed that BMT is very effective in the following areas: it has impending capacity to help students to develop their positive emotion to their academics; it is capable of increasing the skills of peer group facilitators; and it also helps in improving interpersonal skills among students. it reduces dating anxiety that the college students confronting in their youthful age; it reduces test anxiety and as well as increasing emphatic communication of students at different level of education. Modeling is a form of therapy in which students demonstrate a non-fearful response to a negative situation in order to promote imitation. It has been proven to be effective in treating anxiety in students.

Key behaviours that appear in the modeling therapy must be distinctive and meaningful in order to be identified and remembered those key behaviours that determine an individual disposition to challenges of life. Distinctiveness of behavioural modeling could be created in several ways namely: (1) display the behaviours out of context, (2) exaggerate the behaviours, (3) repetition of behaviours frequently (4) writing of learning points with the behavioural model. However, Anderson (1978) suggested that students must attach meaning to the observed behaviour. He argues further that attaching verbal labels to images has tendency to increase meaningfulness and also may provide access to the mental representation of ideas. Clearly, BMT is most useful in settings where the principle behind target behaviour is properly understood with proper illustration of those behaviours with the appropriate and good examples.

Behavioural modeling is included under the family of techniques known as behaviour modification. The major concepts in social cognitive theory concern the process of vicarious learning, it emphasizes the role of cognitive process in learning and the role of internal self-control and anticipatory process of learning. BMT focuses on the vicarious learning. Bandura (1977) identifies vicarious learning as (1) attention to a model (2) retention and mental organization of model's behaviour (3) motor reproduction of the model's behaviour and (4) motivation process which tries to strengthen and reinforce the modeled behaviour.

This therapy is built to enhance individual skills in handling difficult interpersonal situations in order to preserve individual self-esteem (Seifert 1995; Seifect, Goldstein 2008). It is a system of motivational skills training which attempts to preserve individual self-esteem. Unlike traditional interpersonal training processes which attempt to change attitudes first, behaviour modeling seeks to change the way people actually behave in certain situations without first going through the diversionary process of attitude change; attitudes change as a consequence of effective action (Ogunsanwo, 2013 and Facione 2014).

According to Miton (2016 there are other critical things that are required for a successful BMT programme. The trainer's skill in attending the programme, peer group reinforcement, selection of the modeling situation whether it being learnt or developed, students learning points and analysis of their behaviour before conducting the training for them are very important elements to be considered. Learning points begin as the description of the key behaviours that are performed by the model that is observable by the students. These learning points can be used to determine the model's key behaviours in the modeling, help trainees attend to the desirable behaviour key behaviours in the modeling, and stimulate them by the observer.

Symbolic rehearsal may be more advantageous to a behavioural modification programme Students may be requested to close their eyes and visualize themselves performing those good behaviours. Decker (2017) construed that the effectiveness of the components of model can also be worked on for the improvement of retention learning aids by instructing students to meaningfully engage in mental sum, drilling and instructions to rewrite what is previously learnt. His results emphasize that the use of learning points, especially when the observer has inputs the correct behaviour leading to the development and enhancement of modeling processes.

2.2.2   The Goals of Behavioural Modeling Therapy

- Behavioural therapists are main concerned with changing of target behavior and this means the behaviour that can be clearly defined and be accurate. They critically identify the reasons why some individuals persist on a certain behaviour without changing them

- The therapist and the clients reasons together to identify the first problem that needs an urgent attension and treat them first, Frequently, behavior therapists critically analysis the clients behaviour to know the starting point.

- The appropriate goals can be selected through student assessment. This assessment would be useful to ascertain clients antecedents and consequences of the behavior manifested and this helps them to help clients to identify their specific goals. As assessment continues, clients are able to explore their full potentials with the efforts of the therapist and this enables them to be more advantages than the disadvantage in goals accomplishment. It also set pace for goals achievement and good academic performance. Therapists continue in their assessment until a desired behaviour is achieved.

- Modeling is seen as a form of therapy in which a therapist show case a non-frightening response to a negative situation in order to avoid withdrawal of the profitable outcomes and to promote imitation in the student. It has been proven to be effective in treating anxiety disorder among students.

- According to Antony and Roemer (2018) behavioural modeling is a therapy that is specifically designed to improve students behavioural ranges from different situations and conditions that would determine an individual disposition to issues (success or failure). Students are expected to expand their interests and capacities that would enable to be distinguished from one another and fit in for a particular role. Behavioural modeling works because students develop distinctive ways of expanding their abilities. This approach is useful as a tool in attempting to change a particular behaviour among students. It is observed that this therapy can be used for dramatic improvements within the inter race attitudes (Adebowale 2015). Further, it is also applicable in the cross cultural and diversity trainings for youth and at various industries.

2.2.3 Types of Behavioural Modeling Therapies

There are different kinds of behavioural modeling therapies that can be applied at different settings and also to the different situations namely:

Behavioural Classroom Management

Behavioural classroom management is a type of evidence-based therapy which is designed in supporting students' positive behavior in the classroom setting in order to prevent negative behaviours and increasing student academic engagement with the greateracademic achievement. Ogunkoya, and Olatoye, (2015) opine that this therapy helps students and teachers to participate in delivering the treatment. Behavioural

classroom management has several empirical supports as a effective therapy in the treatment of attention deficit or hyperactivity disooder (ADHD) among students.

Behavioural Peer Interventions

Behavioural peer interventions is the therapy that involves one or more students coming together in providing assistance to the students with behavioural problems. A teacher will train up a student to work as peers in order to reinforce students' positive behaviours to learning and good academic performance with academic and social support strategies. This therapy is regularly used in the school setting and has been proven to provide several benefits to academic interpersonal and social development of students. It is also shown that behavioural peer interventions have a potential to influence a positive emotion for the students as well, because it reinforces a sense of responsibility and constructive behavioural changes to teaching and learning. It has also been proven by experiment performed by the social science scholars to be effective in treating different emotion difficulties (Higa-McMillan, Francis, Rith-Najarian, and Chopita 2016).

There are various peer-based behavioural interventions, these include:
- Peer modeling
- Behavioral Parent Training
- Classroom-wide tutoring
- Peer initiation training

According to Steven, Evans, Julie and Nora (2013) behavioural parent training was specially designed to teach and train parents on how to reinforce desirable behaviours in their children, and also to discourage unwanted behaviours and to improve parent-child interactions. This therapy helps parents play a significant role in treating their children's behaviour problems skill that would help to tackle any problem that may confront them. During the therapy sessions, parents learn how to carefully observe their children's behaviours at home and are taught skills to reward their children's positive behaviours by using reward, clap, gift, praise and positive attention. Further, they are also taught to use rule-setting, ignoring and time-out to discourage bad behaviours among them.

Cognitive Behavioral Therapy

Cognitive behavioral therapy combines behavioral therapy with cognitive therapy. Treatment is centered on how someone's or student's thoughts and beliefs influence their usual actions and moods. It often focuses on a person's current problems and how those problems can be solved. The long-term goal is to change a person's thinking and behavioral patterns to healthier ones.

System Desensitization Therapy

System desensitization therapy relies heavily on classical conditioning of Ivan Pavlov. This therapy often used to treat phobias. People are taught to replace a fear response to a phobia with relaxation responses. A person is first taught relaxation and breathing techniques. Once mastered the relaxation response, the therapist will slowly expose students to their fearful condition in heightened doses while they practice those techniques one after the other.

2.2.4   Modeling Techniques

The utilization of therapy techniques of modeling stemmed from the work of Bandura (1969, 1971, 1976, 1977, 1986, 1997, 2007). Modeling technique as a therapy comes to manifestation when a client observes and carefully study the behavior od another person and makes effective use of that observation judiciously. Students/clients learn when the model performs the behaviour and study the consequences of what happens to the model as a result of learning which are part of the techniques (Kerig, Schultz and Hauzer (012). Behavioural modeling therapy has five functions performed in shaping behaviour and these include: teaching, discouraging, prompting, reducing anxiety and motivating. Modeling comes to manifestation when a teaching is done by the model using different kinds of methodologies such as dramatization, experimental, demonstration, fieldtrip etc.

A client could watch films where some actions are performed a behavior can be discouraged from reoccurrence, when a child watches the implication of wrong action and see the consequences of the action. For example, a thief that is caught and Killed immediately would discourage a child exhibiting such behaviour. Promt in behavioural modeling indicates when or where a response is appropriate. Anxiety reduction occurs when a child is taking to a place where it seems fearful to him and watches what is being performed. For instance, a child could be taken to a swimming pool and watches other children swimming in order to reduce a fear of water. Lastly, therapist instructs

the clients/students to perform an action and imitate his behaviour. Model behaviour could be reinforced when there is motivation for other people to perform same action. A child could watch his/her parent cleaning a room and start learning how the task is performed and could as well bring enjoyment and excitement. (Kirwan 2018; Spiegler and Guevremont, 2010). These five techniques are explained below:

Live modeling: Live modeling simply means watching a modely intently when performing a specific behaviour. The students or clients should repeats the observed actions several times for proper assimilation.

Symbolic modeling: Symbolic modeling occurs when the live modeling is notavailable or may not be convenient for students or therapist, at that instance, a symbolic modeling is used. The commonly used examples of symbolic modeling are films or videotapes, photographs, picture, books, and plays of appropriate behaviour; individuals observed a model indirectly rather than directly.

Self-modeling: In a self-modeling, students watch themselves performing a target behaviour in a desired way and get it recorded. Film recorded could be played later for them to watch and study how they perform a desired behaviour (Dowrick, 1991; Dowrick, Tallman, and Connor, 2005; Lane, Cherek., Rhoades, Pietras, and Tcheremissine 2015). A child's interaction with other people in the society in an appropriate way needs to be recorded and then show it to them so that he could see himself modeling socially an appropriate behaviour and replace inappropriate behaviour and wrong motives with the newly learned social skills.

Participant modeling: The therapist and the clients involve in performing a targeted behaviour. It is good and helpful for the therapist to model the expected behaviour for the client to observe and then guide the client in the utilization of the behaviour participant modeling. A student may be afraid of using a ladder to climb. Therapist can model behaviour by climbing the ladder for client to see and perform in the liked manner. Therapist can help the client to climb a ladder and offering encouragement and physical support when necessary for successful end.

Covert modeling: Most times, it may be very difficult to observe a model at all times, clients need to visualize the behaviour of model as if he is seeing physically. In this process, covert modeling, the therapist describes a situation for the patient to imagine.

Kuhl, (2014) and Krop and Burgess (1993) give an example of covert modeling with a 7-year-old deaf girl who was sexually abused by her stepfather. As a result of the abuse, the girl was inappropriately touching males (in the crotch area), engaging in other inappropriate sexual behaviour, and having tantrums. In using covert modeling, Krop and Burgess had the girl imagine another little girl named Sara who felt good about making decisions not to throw tantrums and instead to interact appropriately with other children. Several scenes involved taking constructive action rather than acting out in a negative way.

Modeling, whether symbolic or live is often used with other behavioural strategies to bring about changes in individual lives. In particular, modeling is frequently used in situations that involve interpersonal communication Lane, Cherek, Rhoades, Pietras, and Tcheremissine 2015.

2.2.5   The Benefits of Behavioural Modeling Therapy

The behavior modeling therapy satisfies many conditions for effective learning and brings a lot of benefits to the trainees. It helps trainnes to understand the behavours desired of them. It provides the leraners a chance to actively participate and obtain the practice needed in developing their skills to function effectively. The treatment received from the appropriate trainer would help the trainees to get meaningful feedback on their performance and is given adequate reinforcement for appropriate behaviour. This therapy helps trainees to experience a training that is well organized in a sequential manner starting from simple behaviours to those that are more complex. The approach shows the trainee what to do at a particular time and provides opportunity to practice what is acquired during the training and hence, it is a step by step process. This approach teaches flexibility and not rigidity (Mia, Douglas, and Robert, 2017). This therapy is specially designed to improve individuals' relationship in any interpersonal situation (Ogunlade, 2015; Belsky, Friedman, Hsieh, 2016 and Sola 2013).

It has been found over the years that behavioural modeling therapy has potential to improve both supervisor's interpersonal skills and employee and these changes are maintained over time and it resulted in employee's being favourable to the change. It is noted that the interpersonal relationships learnt in behaviour modeling training at work can as well be useful in a day-to-day activity apart from work. According to Tempelaar, Rienties, and Giesbers, (2011) BMT has effects on skills and knowledge that are measured generally. Returns on investment with BMT trainings are likely to be high

enough to justify the value of using behaviour modeling to improve performance in school settings. A condition of observational learning is combined with the repeated exposure with opportunities for an overt behaviour and a symbolic rehearsal that resulted into more or less permanent retention of the modeled activities.

2.3.1   Emotion Control Therapy

Emotion control therapy (ECT) encompasses the processes that are related to modifying of emotions to fit the context or meet one's goals (Matthew, David, Faith, and Douglas 2019). Emotion control differs from the experience of emotion itself. Emotion control involves an attempt to modify the intensity or temporal features of an emotion.   Students show a marked increase in their capacities to control their emotions, and emotion control decision-making has become more complex, depending on several factors. Emotion Control Therapy (ECT) is also known as Emotion Regulation Therapy (ERT). This therapy proves to be effective in behavioural and emotional modification. Whenever a student has control over every distraction that could hamper his academic success, it would lead to effective academic achievement. It is noted as an efficacious treatment for distress disorders (i.e. depression and anxiety), predicated for the treatment of difficult distress arises from intense emotionality (e.g., neuroticism, dispositional negativity) and prolonged negative self-referentiality (e.g., worry, rumination)

Ogunlade (2015) affirms that students have tendency to control their emotion when they are able to evaluate their emotion when considering the account of their social contexts. For instance, students show a tendency to display more emotion if they expect a sympathetic response from their peers. It is also believed that the continuous used of cognitive emotion control strategies helps students to maintain a good moral standard (Egun, and Tibi, 2010; Lajoie, and Azevedo, 2006)

Emotion control is defined as a person's ability to influence the intensity, timing, quality expression and dynamic features of their positive and negative emotions. In another definition, emotion regulation is the extrinsic and intrinsic processes responsible for monitoring, evaluating, and modifying emotional reactions, intensive and temporal features, to accomplish one's goals (Thompson, 1994). Some studies have demonstrated that ability of students to control emotions is related to academic

achievement, improvement of relationships and work performance (Blackwell, Trzesniewski, and Dweck, 2016; Suzette, 2014.).

ECT is the manualised intervention which consist of 10 weeks session (a prior version of the treatment utilizes a 12 weekly session formats; e.g., Mennin et al.,2015) which specifically targeted the motivational mechanisms, regulatory mechanisms including self-referential (i.e., worry, rumination, and self-criticism) and behavioural (i.e., avoidance, reassurance- seeking, and compulsive behaviours) responses, and contextual learning consequences that are hypothesized to comprise the distress disorders. ECT is sub- divided into two phases, the first phase of treatment deals with the mindfulness of emotion control skills which aim at promoting the flexible and intentional responses responding to intense emotional experiences, such as anxiety, anger, and sadness. These skills are designed to improve the attention control which is followed by the meta-cognitive control strategies.

These skills are established purposely to help clients develop alternatives to the cognitive reactive responses such as worry, rumination, and self criticism that characterize their lives. Instead of reactively responding to challenges of emotional situations, students are taught to approach their lives counteractively by the use of the acquired skills at moment when they notice the arising of emotional and motivational cues. The second phase of ECT focuses at students to promoting behavioral reactivity of an individual. This therapeutical engagement is aimed at assisting clients to identify which aspect of life is meaningful to their lives and how proper understanding of how anxiety and depression hold them back from achieving academic success. Subsequently, clients are motivated to take the proactive actions that would reflect personal meaning and value (Haydel, and Roeser, 2014.). The utilization of imaginal exposures and dialogue tasks help clients to commit to taking the meaningful actions between sessions that help to cultivate an enrichingand valued life.

Emotion control therapy can be defined as the ability to respond to the ongoing demands of experience with the range of emotions in a manner that is socially tolerable and sufficiently flexible to permit spontaneous reactions as well as the ability to delay spontaneous reactions as needed. According to Cole, Michel and Teti (2014) it can be defined as extrinsic and intrinsic processes responsible for eva;uating, and modifying emotional reactions. Emotional control belongs to the broader set of emotion-regulation processes, which includes both the regulation of one's own feelings

and the control of other people's feelings (Noe, and Haladyna, 2010; Niven, Totterdell, Holman 2009; Bruch 2012).

According to Carter and Seifert (2012) there is no single assessment instrument in controlling individual's emotion, but initial intake of the treatment package components throughout the final stage would help students to manage their emotions effectively. During the process of rendering the treatment package, therapists render psychotherapy to the level at which clients would endorse the strong emotions as well as to narrow down their focus to protect themselves from strong feeling without any reward (motivational mechanisms). Engagement of the rigid and reactive responses or avoiding intense emotions (regulatory mechanisms) would diminish their pursuit of potentially motivation or enhancing their personal experiences (contextual learning consequences). Additionally, to monitor these aspects of the ECT model and purported mechanisms, therapists also work to revise students impressions which regard to the degree to which clients comes to the realization of the mindful awareness of motivation and emotions. Also, to demonstrate a capacity to control their feelings by taking actions that are reflective of meaningful reward and value.

According to Douglas and David (2013) students with higher emotional sensitivity always go through cycles which emanate from the event that triggers automatic negative thoughts. These negative thoughts then prompt an extreme or adverse emotional response from the students which may subsequently lead to destructive behavioural choices. The detrimental behaviour is then followed by more intensive negative emotions, which include self-loathing and shame. The first skill in emotion regulation involves recognizing and naming emotions. Students would be taught to use descriptive labels such as frustrated or anxious, rather than general terms like feeling bad, because vaguely defined feelings are much more difficult to manage. Another important distinction is that of primary and secondary emotions.

Zahra, Sima, Fereshteh and Ladan (2016); Imaneh , Behrooz, Abbas, and Parvaneh (2017) state that a primary emotion is the initial reaction to an event, or to triggers in one's environment, while a secondary emotion is a reaction to one's thoughts, i.e., feeling of depression about having gotten angry. Secondary emotions are often destructive, making individuals more vulnerable to unhealthy behaviours. Therefore, in addition to naming both primary and secondary emotions, it is important for clients to accept their emotion the way they appear to them without blaming themselves for experiencing it.

Laura (2014) gives out the acronym for the skills that are set to reduce emotional vulnerability among students which is known to be PLEASE MASTER:

PL – Represents taking care of physical health and treating pain and illness.

E – Eating a well-balanced diet and avoiding the use of excess sugar, caffeine and fat.

A – Avoiding the use alcohol and drugs, which only exacerbate emotional instability.

S – Represents having a regular and adequate sleep always.

E – Getting regular exercise.

MASTER – refers to doing of daily activities that would build confidence and competency.

The second skill which is designed to reduce emotional vulnerability and it deal with the building of positive experiences in order to balance life's negative incidents occurrence and feelings. To accomplish this, students are encouraged to plan one or more daily experiences that can look forward to and enjoy. This might be participating in a hobby or sport, reading a book, spending time with a friend, or anything that brings the individual contentment. It is important to engage in these activities mindfully, centering attention on what one is currently doing. If an individual has difficulty focusing on the activity, he or she is advised to try something differently. The client is also motivated to identify the long-term goals that will bring increased in positive experiences into his or her life, such as learning a new skill or making a job change.

Thomas, Anne, Nathan and Heidrum (2017) maintained that ECT helps to understand emotion itself (anger, fear, sadness, or joy) is not the enemy. There is no such thing as a bad emotion any more than there is a good emotion. Emotions can have the consequence of making one feels good or bad, which depends often the interpretation of the emotion and the way that one responds to the emotion would generate the subjective experience. For instance, the emotion of anger can be experienced as bad when it results in displaying inappropriately at other people or creating an internal state of feeling out of control. On the other hand, the same emotion of anger can be experienced as good when it is acting as a motivating force to urge one to stand up for self, and to protect self whether right or wrong.

2.3.2 The Goals of Emotion Control Therapy

The goals of ECT are for individuals to become better persons in the school and other aspects of life and are summarized below. To:

- Identify, differentiate, and describe their emotions, even in their most intense form;
- Increase acceptance of affective experience and ability to adaptively manage emotions when necessary;
- Decrease use of emotional avoidance strategies (such as worry, rumination and self criticism); and
- Increase ability to utilize emotional information in identifying needs, making decisions, guiding thinking, motivating behavior, and managing interpersonal relationships and other contextual demands.

2.3.3   Model of Emotion Control

The process model of emotion control is based upon the modal model of emotion. The modal model of emotion suggests that the emotion generation process occurs in a particular sequence over time. This sequence occurs as follows:

1. Situation: the sequence begins with a situation (real or imagined) that is emotionally relevant.
2. Attention: attention is directed towards the emotional situation.
3. Appraisal: the emotional situation is evaluated and interpreted.
4. Response: an emotional response is generated, giving rise to loosely coordinated changes in experiential, behavioral, and physiological response systems.

Five different families of emotion control that correspond to the control of a particular point in the emotion generation process (Anna and Julie 2018). They occur in the following order:
- ✓ Situational selection
- ✓ Situation modification
- ✓ Attentional deployment
- ✓ Cognitive change
- ✓ Response modulation

Situation selection

Situation selection involves choosing to either avoid emotion that causes body disequlibrum or come in contact with relavant emotional situation. Whenever a student withdraws or quits the emotionally relevant situation, such individual is decreasing

the likelihood of experiencing an emotion. Alternatively, if a student selects to confront or work with emotionally relevant situation, he or she is increasing the likelihood of experiencing an emotion (Megan, Jean, David and Douglas .2017; Belsky, Friedman and Hsieh 2017). Typical examples of situation selection may be seen interpersonally, such as when a parent removes his or her child from an emotionally unpleasant situation.

Brewer and Keri (1998) maintain that the use of situation selection may also be seen in psychopathology. For example, avoidance of social situations to control emotions is particularly pronounced for those with social anxiety disorder and avoidant personality disorder (Carlos, and Nancy, 2016). Effective situation selection is not always an easy task. For instance, humans display difficulties predicting their emotional responses to future events. Therefore, they may have trouble making accurate and appropriate decisions about which emotionally relevant situations to approach or to avoid.

Situation modification

Situation modification involves efforts to modify a situation so as to change its emotional impact. Situation modification refers specifically to altering one's external, physical environment. Altering one's internal environment to regulate emotion is called cognitive change. Examples of situation modification may include injecting humor into a speech to elicit laughter or extending the physical distance between oneself and another person (Davidson, Jackson and Kalin, 2014; Belsky, Friedman and Hsieh 2017).

Attentional deployment

Attentional deployment involves directing one's attention towards or away from an emotional sitaution

Cognitive change

Cognitive change involves changing how one appraises a situation so as to alter its emotional meaning.

Response modulation

Response modulation involves attempts to directly influence experiential, behavioral, and physiological response systems.

2.3.4   Components of Emotion Control

Understand the emotions

To understand emotion, it involves taking a step back from the emotional experiences and giving oneself time and space to notice and describe what one feeling look like..it is good to choose not to immediately become swept away by the emotions but rather mindfully take a pause and critical understand what such person is experiencing. Megan, Jean, David and Douglas (2017) maintains that this might look so simple in its application, but it is difficult. In reflecting the role that emotions have played in life and by making true evaluation on how well one has been able to truly pictured and understood the emotional experiences in a given time and condition. Consideration in the process helps students to change reasoning for the better life living and then would help when the internal space is mindfully observed in emotions.

Allow exposure to the feelings

The more consciously or otherwise to avoid emotions, the more likely it may be that it becomes persistent and simply wait around to acknowledge them and experience them. The idea is to carefully, mindfully, and gradually allow tosit with uncomfortable feelings and truly experience them. It is necessary to create a story in mind about emotions that is being unacceptable or frightening; there is a natural tendency to avoid them at all costs.

Use counter-conditioning procedures

The reason for the use of counter-conditioning is that a response to a particular stimulus is replaced by the new response This new response is intended to affect one from the stimulus. The good example this counter conditioning is the systematic desensitization is one technique that falls under its umbrella. To use this technique, students would learn how to use relaxation and other distress tolerance techniques when facing the uncomfortable emotional experiences (e.g shame, sadness, guilt, anxiety, and anger). To actively and deliberately use and practice relaxation techniques directly in the face of distressing emotions, it would privilege them to reduce the sense of urgency that often follows painful emotions (urges to take immediate action) (Ogunkoya, and Olatoye, 2015; Panksepp , 2007).

Increase positive experiences

When the attention and conscious focus is persistently shifting towards negative, distressing or unpleasant thoughts, it is easy to see how emotions type of emotion that an individual will manifest. Just as every individual has capability to forming of intense internal state of distress; it is equally capable of creating an internal state of peacefulness and calm. According to Russel (2018) the direction of a good thought and deed toward positive and healthy endeavours would help students to be productive in their academic pursuit. It's good to cultivate an attitude of appreciation and complete openness to live experience up to the brightness of the world, rather than the darkness of the world.

To increase the positive experiences, these points should be considered as they are cogent points to the right living.

- Talk with a friend or loved one often.
- Take a walk round the compound or hike outside.
- Take a shower to regulate temperature.
- Listen to good, inspired and uplifting music.
- Write the inspired write up.

Increase the mindfulness of current experience

When trying to make a contact with the present moment of the life experience, one is simultaneously letting go unnecessary attachments to the past event and future plans. Mindfulness would help students to totally step into their challenges at that period of time. It is noted that worries about the past and future take students fully away from the present moment that makes them to feel disconnected from themselves and our lives around them.

It is good to ckeck back and tap into moment at the appropriate time. Check also whether one is basically okay right now or not in order to know the corrective measure to employ. No matter how intense or unpleasant emotions may be in the present moment, it is guaranteed that it will pass. It is notable that emotional experiences are temporary (Sahi 2021; Russel 2018). Give room to become a mindful and curious observer of the personal experience and it would be noticed that it is possible to have a new relationship with emotions. Emotion has magic power over an individual on what he or she does (Ekman 2017, Panksepp , 2007.)

Increase competence in using coping skills

Learning to effectively regulate emotions is like learning any new skill it takes practice. The ultimate outcome of feeling is the realization that each individual is the captain his ship. Emotions should not take over students' lives or interfere with their important relationships when learning how to understand, manage, and respond to emotions more effectively. Sola (2015) maintain that the mindfulness of own personal tendencies that can trigger emotion is very essential. Also, noticing what situations tend to prompt emotional responses helps in regulation emotion. When self-knowledge is increased it would help to competently and confidently employ emotion regulation coping skills no matter what the situation.

2.3.5 Basic Principles of Emotion Control Therapy
Cognitive-Behaviour

The underlying theory of cognitive behavioural management is related to social learning theory of Bandura; there are many theoretical constructs which concern us in depicting a full understanding of how cognitive behaviour is used. While it is relatively easy to suggest that thought controls behavior at different occasion, also to add meaning and value to life. This construct requires much more, because in many sense it is self reflective. This principle is of the great benefit because it could help people in solving problems they live with and to also learn to attend to their internal dialogue and this is seen as a mean to make choices about change. The simple becomes difficult when one attempts to break through ones belief systems and deal with the dichotomies of individual internal realities and those of a broader world perspective.

Acceptance

Acceptance in human psychology is a persons's agreement to the reality of a situation. By recognizing a process or condition (often a negative or uncomfortable situation) without attempting to change it or protest it. Acceptance is the express of the act or implication through the conduct which manifests agreement to the terms of an offer in a manner invited or required by the offer so that a binding contract is formed. it should be recognized that acceptance is treating whatever happens, the actual event which is the outcome of all combined previous events, as overall the best outcome.

Kirwan (2018) affirmed that acceptance deals with having a mindset which allows one to let go of frustration and disappointment, stress and anxiety, regret and false hopes. Acceptance leads to peace. Acceptance is the practice of recognizing the limits of one's control. Acceptance is a straightforward concept but difficult to practice. Acceptance is typically contains the concept of approval; the psycho-spiritual which is useful for the non-judgmental belief and mindset. Acceptance could be contrasted in terms of resistance, a term that has strong political and psychoanalytic connotations that do not apply in most contexts.

Dialectical

Dialectical is defined as the art of determing the truth of the matter by the logical exchange of ideas and opinions. It is the philosophical and logical discussion of a concept using questions and answers methods on the ethics or social problems is an example of dialectic. Its main goals are to teach students on how to live in the moment, by coping with stress by controlling emotions, and improving the relationships with others. Lazarus (2019) construe that dialectic is conceptualized as the dialectical approach used to incure disagreement within the two conflicting parties holding different ideas on a subject matter or construct and conclusively reasoned out the truth of the subject matter. Dialectic is viewed from three stages of development: first, a thesis or statement of an idea, which gives rise room for the second step, a reaction or antithesis that contradicts or negates the thesis, and third, the synthesis, a statement through which the differences between the two points are resolved.

Mindfulness

Mindfulness deals with the students' ability to carefully maintain a moment by moment awareness of their thoughts, feelings, bodily sensations, and surrounding environment, through a gentle, nurturing lens. Imaneh, Behrooz, Abbas and Parvaneh (2017) opined that mindfulness also involves acceptance, meaning that we pay attention

Experiential

Experiential learning is the process of learning through accumulation of experiences and can be simply defined as learning through reflection on doing. The use of experiment in the classroom or giving of a group assignment to a set of students

can be experiential learning but does not necessarily involve students reflecting on their product. Experiential learning is different from distinct from the rote or didactic learning, in which students will be passive in the classroom. Although, it is related to, but not totally similar with it; other aspect of learning that enable students to take active role in teaching and learning. This includes, adventure learning, free-choice learning, cooperative learning, service-learning, and situated learning (Izard , and Ackeman 2014; Tempelaar, Rienties, and Giesbers 2011).

Emotional focused

Emotionfocused is based on the concept that distress has an intimate relationship that often related to a deep-rooted fear of negligence. An individual's emotional response to these fears may be harmful to the relationship with partners and put strain on such relationship. EF approaches are based on the premise that human emotions are connected to human needs, and therefore emotions have an innately adaptive potential that, if activated and worked upon, it can assist students to change their problematic emotional states and interpersonal relationships and live happily.

2.4.1 Concept of Academic Self-efficacy

Achievement emotion could be explained in the context of students' academic self-efficacy. Academic self-efficacy gives important results which hel[p students in actualizing academic achievement at different levels of education. According to Stajkovic and Luthans (2018); Moustafa andSudhir (2013) and Cherian and Jacob (2016) academic self-efficacy has a potential and positive relationship between academic self-efficacy constructs and students' general academic achievement. Positive relationship among academic achievement, self-efficacy and academic self-efficacy indices are suggested to be imperative for the planning and utilisation of works of education and training processes. Abd-Elmotaleb and Saha, (2013) affirmed that the majority of group of students thought they had a serious difficulty in paying ramp attention in class situations. It is necessitated for teachers to help and strengthen students' level of concentration in the classroom by creating awareness about how to utilize different techniques that could produce better learning outcomes. Through this process, students' level of self-efficacy will be improved as they continue to find out of the methodologies that would work out for them (Stajkovic, and Luthans, 2018).

Adekunle and Olusegun (2014) opine that academic self-efficacy is students' beliefs in their ability to perform the necessary behaviours and to also produce a certain

outcome. In the academic context, students' beliefs in their personal efficacy to control educational processes and outcomes in order to become proficient in challenging subject matter which has influence on students, their interest and educational performance. It is noted that Students who are confident in their capability will be organized, execute any work at different capacity, and would display high level of maturity to control their problem-solving skill or task performance. All these are the indices of high level of self-efficacy. Russel (2018) construed that academic self-efficacy is the students' convictions to successfully perform a given academic tasks at different level of education with the greater academic achievement. Gbada and Kehinde (2016) that self-efficacy touches and influences every area of human endeavour. It is also useful in ascertaining the belief system of a person which regard the power to manage situations, it strongly influences both the power a person actually has to face challenges competently and the choices a person is most likely to make. Academic self-efficacy in regarding to behaviours has a strong effect on academic achievement (Moustafa and Sudhir 2013).

Midgley et al. (2000) gives a similar definition of academic self-efficacy and it refers to students' perceptions, thoughts and mental competence to do their class work. Students with the high level of academic self-efficacy would make differentiations between their self-efficacy judgments through different academic domains. Academic self-efficacy beliefs could be useful in understanding academic outcomes because academic self -efficacy could lead to specific behaviours and motivations that can either encourage or discourage effective performance. Bandura (1993) maintained that students with high academic self-efficacy view problems as challenges to be mastered instead of casting threats on students but rather set goals to meet those challenges.

Academic self-efficacy is always being linked to students' writing performance outcomes. Any other element within the cognitive-affective domain has no greater correlate to students, writing competence; in short, academic self-efficacy beliefs always prove to predictstudents' performance outcomes in writing Stephanie (2015); Akomolafe, Ogunmakin, and Fasooto (2013). According to Bandura (1930) who proposed the concept of self-efficacy. Self-efficacy is the student's personal judgment of how well one can execute courses of action as it required of him and deal every challenge in the prospective academic situations. Self-efficacy determines whether an individual would able to exhibit coping behaviour or not and which effort will be put in place to sustain and maintain emotional stability facing obstacles. Abd-

Elmotaleb, and Saha (2013) opine those individuals who have high self-efficacy will put in all sufficient effort to control emotion and as if it is well controlled and leads to successful outcomes. In another way round, those students with low academic self-efficacy are likely to cease their effort in preparation for demand and resulted to failure.

Psychologists have studied academic self-efficacy from several perspectives. various paths in the development of self-efficacy were identified.The dynamics of academic self-efficacy, and lack thereof causes providential of academic success.Interactions between self-efficacy and self-concept would contribute to a successful academic. It is ideal things to believe in individuals innate abilities. In the same line of thought,Durosaro, and Adebanke (2016) added that, belief in innate abilities helps students to value their particular set of cognitive strengths. It also involves determination and perseverance to overcome obstacles that would interfere with academic strength by utilizing those innate abilities to achieve the targeted goals.

Anthony (2014) provided a useful instructional practice that could enhance academic self-efficacy and these include:

1. Academic self-efficacy helps students to set a concine, clear and specific goals that could be achieved in a particular period of timeWhenever a student set precise, clear and specific goals in any given task and is tasked with a specific and reasonable goal by a teacher, such student is more likely to be motivated to perform well than students who are given no goals or who are simply told to try their best in a given task. According to Agbaje,. and Alarape, (2015), students who set a goal themselves are likely to experience an initial sense of academic self-efficacy for actualizing the targeted goal and also ready to be committedand persist in achieving the set goals. During task preparation, students engage in activities that they believe will lead to attainment of desired goals.

2. It provides well explanatory feedback and honest that increase students' academic efficacy beliefs. honest and explanatory feedback could be inform of verbal encouragement and rewards giving to determine students' performance. It gives useful information to learners and encourages them continue in pursuing of their desired goal attainment.When giving praise to students non-contingently can cause a lot of damage to student effective learning in that students may not get access to useful feedback about the development of

knowledge and skills needed for effective teaching and learning. Without explicit feedback on the growth of their knowledge and skills, students will likely have a difficult when trying to change or regulate their behavior.

3. It helps in the facilitation of accurate measuring of self-efficacy. For self-efficacy beliefs to have a positive impact on learning and performance, students should realize by understanding their perceptions of ability for a given task. Calibration gives adequate measurement of differences performance of certain and of actual performance. However, measurement of calibration of self-efficacy is very important for students academic achievement because poor calibration can work against the benefits of academic high self-efficacy.

4. The use of peer modeling in building academic self-efficacy: To experience content mastery, vicarious experiences gathered by the students have been shown to be potient factor that influence efficacy beliefs. As Alexander,. and Winne, (2014) described that when observing others success, the observer can see themselves as having potential capacity to perform the same task. When they are self-motivated, an attempt would be made to take up a task. For instance, teachers can use other students in the classroom as models to demonstrate how to successfully complete a learning task e.g., by asking a student to act as a medical student to perform a clinical procedure for other students to observe critically. However, it is very imperative for teachersto aware that not all models are equally effective.

In general, teachers have a greater influence on observers' self-efficacy when they are perceived as enthusiastic, similar, credible andcompetent (Artino, La-Rochelle, and Durning, (2016). Having all these characteristics in mind, teachers can be a good when he or she enhance learner efficacy by having these points in mind (a) having peer models display skills correctly (competence); (b) the use of peer models is to be equal or slightly greater competence than observers (perceived similarity); (c) teachers should ensure that peer models is act upon consistently with the behaviours they model as to maintain contunity (credibility) and (d) carefully select peer models who have complete interest and enthusiasm in the programme and teachers can be also benefitted from the programme because it gives more information and add more to their knowledge.

2.4.2 Factors Affecting Self-efficacy

Bandura identifies four factors affecting self-efficacy and includes:

1. Experience, or enactive attainment– The most important factor that could determine individual's self-efficacy is the mastery experience. Students' academic self-efficacy would determine their actual success while failure is attributed to a low academic self-efficacy. According to Egun, and Tibi, (2010) students are impossible to be fooled by praise and condescending encouragement. They are appropriate and accept their innate tendency that has influence on their self-esteem, real, strength which originated from their wholehearted and consistent recognition of real academic accomplishment, that is, achievement that has meaning in their cultural heritage.

2. Modeling, orvicarious experience – Modeling is experienced as, If they can do it, I can do it as well. When noticing that someone is succeeding, our own self-efficacy increases; where we see people failing, our self-efficacy decreases. This process is most effectual when we see ourselves as similar to the model. Although not as influential as direct experience, modeling is particularly useful for people who are particularly unsure of themselves.(Facione, 2014; Durosaro, and Nohu, 2016)

3. Social persuasion - Social persuasion occurs when an individual is directly or indirectly encouraged or discouraged by another person. Encouragement increases students' academic self-efficacy while discouragement leads to decrease of students' self-efficacy. Therefore, it is necessary to encourage students to learn at their pace with the effort of teachers and a well enabling environment.

4. Physiological factors –it deals with individual biological components thar give rise to academic self-efficacy. For instance. when a person is passing through a stressful situation, such an individual would exhibit the sign of distress such as pains, aches, fear, fatigue, trembling, increased heart beat etc. All these manifestations could affects students' academic self-efficacy is not properly managed.

5. Perception of Ability – Wheever the students' perception of their ability is fixed there would be increase in their self-efficacy Similarly, when students think that ability is truly acquired and still change worked on, it would increase their self-efficacy.

2.5.1 Gender

Gender is one of the important moderators of what and how students learn about emotion because it determines the appropriateness of emotional displays for male and female students. It is generally noted that the expression of sadden situation and other internalizing are perceived to be non-masculine among individuals. Male students that manifest sadness among other individuals viewed to be more negative than their female counterpartsthat manifest the same trait (Siegel and Alloy 1990; Kennedy and Denham 2018). According to Saka, Gbada, Kehinde (2016).Male and female students experience emotions differently, which may ultimately lead to different reasons for academic achievement.

Differences in gender give reasons for why male and female react to issues differently, and it could also be viewed from cultural perspective and social perspective because some individuals are stereotypic while defining gender in relation to their civilization Shields 2002). Emotion is a term that is used to clearify gender role performed by male and female students which is the reason for their socialization they occupy after their education. (Alexander and Winne 2014).Female students aregenerally reported to experiencing both positive and negative emotions more intensely than male. This gives reasons why female students face greater difficulties with emotion regulation skills compared to male students (Robinson and Schraw, 2015). Also, females tend to be more depressive and having more difficulty in controlling all the ruminating behaviours such as thinking and thinking over and over again about something than male students.

Male students most times involved in the self-injure than female.Females who involved in a self-injure behaviour usually have negative thoughts and most times have difficulty in thinking in healthy ways. (Mahwah, 2016). Females are also more prone to having a reflection, meaning they are more likely to understand and deal with emotions in effective ways. Although boys and girls experience the same emotions. Although, they may have different internal experiences of the intensity and different ways of regulating and expressing them. The major sources of these differences may be due to socialization, cultural norms, and learned behaviours. Boys in many cultures are taught that they have to be tough, and not to express their emotions, while girls learn that it is okay to talk about their feelings and express themselves.

Paul and Lentz (2017) and William and Kyle (2016) are of the opinion that achievement emotion has nothing with gender, both sexes manifest different emotions when coming in contact with academic challenges. Furthermore, emotional reaction to academic frustration cut across both sexes, all students would react to stressful academic condition, failure, examination preparation, early and late class attendance, test taking etc though at different levels and degrees.

In the same vein, female is reported of experiencing love and anger towards learning much more intensely than male counterparts did in another assessment of gender differences in emotional response to issues and academic challenges. Girls also smiled more often when recalling memories of happiness or love to work and their teachers. Male and female respond to stress in different ways. Female manifests greater sadness or examination anxiety than male; while male show an increase in blood pressure and a tendency toward alcohol craving and thuggry in an academic setting (Adekunle 2014).

According to Julia (2009) in general, researchers always present both male and female in stereotyped ways and this could limit their thoughts, perceptions of human, ability to do one thing or the other personally.It is typically believed that male is presented to be more adventurous, powerful, sexually aggressive and largely uninvolved in human relationships. Egun, and Tibi, (2010) assert that cultural perception of people about gender is that women are sex objects that could be seen as being beautiful, totally dependent, not competent to face academic rigor, passive in contributing to issue and dumb. Furthermore, female are noted to be devoted their time and primary energies to improving their physical appearances and taking care of homes and people that surround them be it siblings or friends

Davidson, Jackson, Kalin, (2018) explains that there are no appreciable gender differences in individual's knowledge about their own and others' emotion; there are gender differences in the way knowledge about emotion is deployed. The way a study is designed can create contextual factors that influence whether or not gender differences in emotion are observed. Among the factors influencing gender differences are (a) whether the measured behaviour occurs publicly; (b) whether the behaviour is identified as feminine such as something girls tend to do well; and (c) whether responses are obtained via retrospective self-report.
The important ways in which male male and female react emotionally and perceive emotion are reported below:

- A global study of 55 cultures found that female tends to be more emotional, agreeable, extroverted and conscientious than male.
- Female read other people's emotional reactions better than male, regardless of whether they receive those emotional cues verbally or visually.
- Female are more inclined than male to experience disgust when exposed to stimuli intended to elicit an emotional reaction.

Fayombo (2014); Frenzel, Pekrun and Goetz (2007) construe that gender differences occur in the reaction to academic issues and challenges that have direct consequences on the academic outcomes, physical and emotional health of students. Emotional girls tend to be at greater risk for depression, anxiety, and other mood disorders which are parts of the indices of negative achievement emotion, while boys who repress their feelings during the task preparation and academic works tend to be at greater risk for physical ailments such as high blood pressure, and also tend to indulge in more risky behaviour and vices such as smoking or drinking and finally result into total academic failure.

Both sexes are competent at revognizing facial expressions of emotion, with many studies finding that males and females perform at equivalent levels on a wide variety of emotion recognition tasks (Alex, and Fred, 2000). However, when differences are reported, they typically show a female more advantage in learning assimilation and coping with the academic rigor leading to positive achievement emotion and it is noted that girls are more accurate decoders of information and mastery of concepts than boys (Fataneh and Marof, 2017; Fayombo, 2014). Females had a higher rate of correct classification of facial expressions, with males being more likely to have difficulty distinguishing one emotion from another (Thomas, Anne, Heidrun and Nathan, 2010).

2.6   Theoretical Framework

2.6.1   Control –Value Theory of Achievement Emotions

This theory was developed by Pekrun 2006. The theory combines all the attributes of the theories of emotion to provide pychologists and educational researchers a well explanatory and comprehensive, evidence-based, new paradigm to investigate how emotions influence learning process in the academic settings. According to Pekrun, there are eight most common discreet achievement emotions that are related to learning. Each of these discreet emotions has valence and arousal components

(Pekrun, Goetz, and Perry 2005). Whenever students confront educational event, they draw upon existing personal antecedents (personal values, perception of control, and perception of environmental factors. All these may pose a demand, can be threatened, benefited, and may finally utilize their personal resources in order to analyse the situation and condition which triggers an emotional response that could eventually lead to outcomes of motivation, physiological reaction, and communication that drives academic performance outcomes.

The control value theory of achievement emotion was developed and firstly used by Pekrun 2006 and Pekrun etal 2007 It gives integrative approach which is useful when describing and explaining various emotions that students experienced in achievement contexts, including academic settings as well as achievement situations in other spare of life domains such as sports and professional activities (Pekrun, Goetz, Frenzel, Barchfeld and perry, 2011). The theory built it propositions on four theories of emotion and these are expectancy value theories of emotions (Pekrun, 1992; Panksepp, 2007; Turner and Schallert, 2001), transactional approaches (Lazarus and Folkman, 1984; Lazarus, 1991), attributional theories (Weiner, 1985), and models of the performance effects of emotions (Fredrickson, 2001; Pekrlln, 1992; Pekrun, Goetz, Titz, and Peny, 2002; Zeidner, 1998, 2007). He integrated his assumptions from those theories and focused on both outcomes related and activity related achievement emotion.

In line with contemporary component process models of emotions (Scherer, 2009), the control value theory gives the description of emotions as sets of interrelated psychological processes, whereby affective, cognitive, motivational, and physiological components are of primary importance. For instance, anxiety could lead to uneasy and tense feelings (affective), worries (cognitive), impulses to escape from the situation (motivational), and peripheral activation (physiological). It adopted the multi-component conception of emotions. According to this multi component conception of emotion, emotions could be organized in hierarchical order. The components of emotion is seen as first order whereas the emotion itself is seen as a second order factor. For example, test anxiety would be conceived as being represented by one second order factor for the emotion test anxiety, and four primary factors for the affective, cognitive, motivational, and physiological components of test anxiety that are nested within the second order factor

This theory based it concept on a process of learning or general performance in achievement settings such as school (Pekrun, 2006; Pekrun and Stephens, 2010; Pekrun et al., 2007; Lawrence, Campbell, and Skuse 2015). Achievement emotions have the direct impact on learning and learning performance. It provides a guide line three-dimensional taxonomy of achievement emotions that are useful to differentiate between activity versus outcome emotions and this is called object focus. The valence of emotion could also be distinguished which is regarded as positive versus negative emotions and activating versus deactivating emotions with regard to behavioural impact of the emotion could also be differentiated through activating vs deactivating. The theoretical framework of this study gives clear indication for the contextualisation of emotional experiences and other at different types of achievement settings (class, learning, and test related issues) aa well as different temporal specifications (trait, course-specific, state-emotions) (Pekrun, Goetz, and Perry 2005; Pekrun and Stephens 2010; Lawrence, Campbell, and Skuse. 2015). This theory is very gamine because it focuses on four learning-emotions that apply to the teaching and learning which are believed to have a strong influence on students' learning decisions and the consistence of these decisions.The positive emotion is conceptualized as enjoyment while the negative activating emotion is seemed to be anxiety, and the negative deactivating emotions is called hopelessness and boredom.

2.6.2 Cannon Bard Theory of Emotion

The main concepts of the Cannon–Bard theory of emotion are rooted in emotional expression which came directly from the function of hypothalamic structures in the brain, and emotional feeling that results from stimulations of the dorsal thalamus present in the brain of an individual. The physiological changes in the body system and the subjective feeling of an emotion in response to the stimulus are separated from one another and independent of one another. It is noted that arousal does not necessarily have to occur as an entity before the occurrence of emotion. Thus, this theory of emotion is attributed to thalamic region because of it major role in emotion formation. The theory is therefore also referred to as thethalamic theory of emotion. Cannon and Bard emphasized the important role of the brain in generating the physiological responses of an action and feelings towards such action and this role is very important in the analysis and explanation of emotion experience in a certain situation and the production of the adequate response. This means that arousal does

not have to occur before the emotion (Adcock, 1976; Mahwah, 2016; Megan, Jean, David and Douglas .2017).Cannon-Bard theory opines that emotions are felt and experienced through the reactions of physiological such as trembling, muscle tension and sweeting simultaneously. The theory suggested that emotions occur when the thalamus sends a message (signal) to the brain in response to a stimulus and this will result in a physiological reaction (Alkan, 2014). According to the Cannon-Bard theory of emotion, we react to a stimulus and experience the associated emotion at emotion at the same time.

The key component of the Cannon-Bard theory of emotion is that when the thalamic discharge occurs, the bodily changes occur almost simultaneously with the emotional experience. The bodily changes and emotional experience occur separately and independently of one another; physiological arousal does not have to precede emotional expression or experience. The theory asserts that the thalamic region is the brain area responsible for emotional responses to experienced stimuli (Megan, Jean, David and Douglas 2017)

He argued that emotion occurs even if the bodily changes which transmit feedback to the brain are eliminated (Alkan, 2014; Akomolafe, Ogunmakin and Fasooto, 2013). He severed neural connections to the cortex of cats (creating decorticate cats). The decorticate cats, when provoked, exhibited the emotional behaviour normally associated with rage and aggression, as demonstrated by erect hair, growling, and the baring of teeth. Other theorists, however, doubted that the physiological arousal that occurs with different types of emotions is distinct enough to result in the wide variety of emotions that we experience. Then the thalamic activity produces the emotional experience and as a switch board mechanism, relays the impulses to the brain and the hypothalamus at a time.

It was concluded that the lower region of the brain that is scientifically called thalamus is the one responsible for the experience of emotion. Simultaneously, the higher region of the of human brain is controlling emotional expression which is technically called cortex.

Strenght of Cannon Bard Theory of Emotion

The major strength of this theory is that they tested their theory throught the experiment with the animals. It was the first theory to clearly identify the importance of cognitive appraisal on emotion. It also discusses the differences between quick and slow cognitive appriasals among emotional reaction.

2.6.3　The Schachter-Singer two-Factor Theory

The Schachter –Singer two factor theory of emotion is another theory of emotions that takes into account both physiological arousal and the emotional experience. This theory opined thatemotion involved the two factors which are physiological and cognitive. In the order hand, physiological arousal is interpreted in context to produce the emotional experience. It is very crutial to point out that Schachter and Singer believed that physiological arousal is in similarity across the different types of emotions that we experience at all times. It is therefore imperative that the cognitive appraisal of the situation encountered is critical to the actual emotion experienced. In fact, it might be quite possible to misattribute arousal to an emotional experience if the circumstances are rightful ones (Schachter and Singer 1962). It is noted that strong emotional responses are associated with strong physiological arousal. This has prompted some people to conclude that physiological arousal, which include sweating, respiration rate and increased heart rate might serve as a way to know whether someone is telling the truth or not. The assumption is that most of us would show signs of physiological arousal if we were being dishonest with someone.

Schachter and singer are of the opinion that physical arousa played a primary role in emotions. However, they came with the conclusion that this arousal is the same for a wide variety of emotions, so physical arousal alone could not be enough to be responsible for emotional responses to situation. The two-factor theory of emotion focuses on the interaction between physical arousal and how we cognitively label that arousal. In another way round, feeling of arousal is not enough; we must also identify the arousal in order to feel the emotion properly. According to the Schachter-Singer theory, emotions are a result of two factors namely:

1. Physical process in the body (such as activation of the sympathetic nervous system, for example), which is refer to as physiological arousal. These changes can include things like having your heart start beating faster, sweating, or trembling.

2. A cognitive process, in this situation, people try to interpret and attach meaning to this physiological response by checking their surroundings to see what could cause them to feel that way they are feeling. For instance, if one takes notice that his heart is beating faster han the expected; such person needs to look around the surrounding to see what causes it. If a person goes to attend a

ceremony with the friends, it is possible to interpret his feeling to happiness. In order words, if an individual is seriously insulted by a person; there is likelihood to interpret his feeling as anger. Of course, most times this process occurs quickly (outside of our conscious awareness), but it can become conscious most especially if there is no clear situational factor that account for how one feelings.

The application of the Schachter-Singer theory is that physiological activation from one source can be easily transfer to the next one that one encounters, and this can affect the way one passes judgment of the new thing (Anna, and Julie 2018; Anthony, 2014). The Schachter-Singer theory would say that the sympathetic nervous system is activated when running, so one would feel subsequent emotions (in this case, amusement) more strongly. According to Gumora and Arenio (2012), Schachter-Singer theory has been useful, and has inspired a wide range of researches in the field of emotion research. The results suggested that unexplained physical arousal is more likely to generate negative emotions no matter which type of condition they are exposed to. Sometimes, many people experience emotion before thinking about them.

Strengths of Schacher-Singer Two Factor Theory of Emotion

The thory suggests that the physiological arousal of the body system would determine the strength of emotion display by individuals. It indicates both physiological change and cognitive appraisal change. It also explain that people emotional formation emanates from physiological arousal and a cognitive label of the action. According to the theory, an individual emotional response is generated from the interpretation of his immediate environment.

2.6.4 The James –Lange Theory

The James-Lange Theory was developed in the late 1800s by William James and Carl Lange, who each separately published similar writings about the nature of emotion. According to James and Lange, emotions consist of the body's physical responses to something in the environment. When you witness something emotional, this leads to changes in the body. For example, when the heart rate or blood pressure increase sweating would begin, or one might start breathing more quickly. James famously explained that the emotional reactions consist of physical responses to potentially emotional events in the environment. James suggests that these physical

reactions are key to emotions and that, without them, experiences would be pale, colorless and destitute of emotional warmth. The bodily sensations would constitute an emotion that prompt reaction to the certain event occurrence. Heart doesn't start beating faster because one feels afraid; instead, the changes in the body comprise the emotion of fear. The theory seeks to explain not just negative states of emotion like fear and anger but also positive ones as well. For example, the emotion of amusement is typically accompanied by laughter.

The James-Lange theory of emotion suggested that emotions occur as a result of physiological reactions to events. In other words, this theory proposes that people have a physiological response to environmental stimuli and that their interpretation of that physical response then results in an emotional experience (Arbaugh, Godfrey, Johnson, Pollack, Niendorf, and Wresch, 2018.). According to this theory, witnessing an external stimulus leads to a physiological response. The emotional reaction depends on individuals interpret those physical reactions. Both James and Lange believed that while it was possible to imagine experiencing an emotion such as fear or anger, the imagined version of the emotion would be a flat facsimile of the real feeling. In other words, the physical reaction needs to be present in order to actually experience real emotion.

Prior to the James-Lange theory, the standard line of thought was that people first react to a perception was cognitive. Physical responses then occurred as a reaction to that thought. The James-Lange approach instead suggested that these physiological responses occur first and they play a majorrole in the role in the experience of emotion.While it might seem like a small distinction in the sequence of events, the theory had an important impact on psychology and the understanding of emotions such as crying and trembling, are caused by our emotions.

Strenght of James-Lange theory of emotion
They were the first people to analyse the causes of our emotion label. Furthermore, they gave assertions about the bodily reaction and behavioural changes as the separate of emotion. It is noted from the theory that when observing something it would lead to a physiological reaction and also the way and manner that brain interpret body's physical reaction results into emotional reaction formed.

2.6.5 The Lazarus' Cognitive-Mediational Theory

This theory was propounded by Richard Lazarus in 1995. Lazarus's theory is seen as extension of the works of Schacter-Singer theory. Carter and Seifert (2012) give the proper explanation in his theory that our cognitive appraisal of situation and experiences would determine the nature of emotions consist of what is displayed and felt in a specific situation. they emphasized that different cognitive appraisals help in understanding why some similar situations can bring different emotions in different people. Julia (2009) stressed on this theory further that the implication of Lazarus'Cognitive-Mediational Theory cannot be overemphasized, he is of the opinion that emotions play an adaptive role which also serve the purpose of orientation and preparation for a person to respond to alternative situations that brings about the direct result on how the individual assesses the situation before the response.

Kerig, Schultz and Hauzer (2012) construe that Lazarus model gives the nature of appraisal. The model has two categories of appraisal that could work in consonance in shaping the intensity and quality of emotion experience by the individuals which includes primary and secondary appraisals. Primary appraisal determines whether an event is relevant to one's belief system and goal accomplishment. Further, only when assessed that there is a personal stake in an encounter, such as preservation of self-image, does an emotion occur. Emotion thus acts as a signal to the individual and others that something of significance is at stake for the individual.

Secondary appraisal involves an evaluation of how our actions might influence a situation. Coping in stressful situations might be directed at reducing the effect of the harm or avoiding further harm. In a situation that elicits positive emotion, efforts may be directed at enhancing the benefit of the experience.

This theory sees emotions as being of great importance and has dimensions that stimulate researchers for scientific work for centuries, and the study of emotions has the magnitude possibilities in the field of study. A factor that we have learned from different components (social, physiological, emotional and psychological) of the human being and which we need to keep in mind is that it is all inextricably connected with each other and emotions seem to play a very important part. This theory viewed emotions as the concepts that hasprocesses (Frijda, 1988; Lazarus, 1991). Frijda (1988), gives explanation of emotion as a process that comprise of other sub processes. These sub processes could be explained as event coding, appraisal, significance

evaluation, action readiness and action (Frijda, Kuipers, and Schure, 1989). It emphasis that whatever an individual learnt from social gathering, physiological reaction, emotional responses and psychological reactions to issues and challenges which are components of emotion need to keep in mind and memory. All these points are interdependent and connected to each other for meaningful life existence.

According to Bita, Hasan, Vahid, and Ali, (2015), the cognitive theories of emotion have two important implications to the study of emotion in the academic settings. Firstly, it is impossible to explain emotion as the only product of environmental response to stimuli or conflict that arise beween the impulses of an organism. Second points emphasizes that the intensity and quality of emotion largely depend on many factors which include cognitive appraisals and mediating variables.Ronnel and Shaljan, (2016) construed that cognitive theories of emotiondeals with the cognitively evaluations of events that happened which is the determinant of emotional reaction and response.

Strenght of Lazarus Cognitive Mediational Theory

One of the major strength of this theory is that emotions are not categorise the discrete and thus explain a wide range of expriences that come as a result of emotion. It also explain why people may have the similar experience of the events but react differently to the stimulum.   The theory assrts that people emotional responses are determined by our appraisal of the stimuls and stands to mediate between people stimulus and the response to the stimulus.

2.6.6   Appraisal Theory of Emotion

Appraisal theory of emotion postulates that the manifestation of emotional components resulted and differentiated through appraisal of the stimulus in the environment of individual mismatch with goals and expectations. The easiness or difficulty to control emotion depends how an individual appraise emotion and as caused by others, themselves or impersonal circumstances. Appraisal theories (Arnold1960; Ellsworth2013; Blackwell, Trzesniewski, and Dweck, 2016; Lazarus 1990; Ortony etal.1988; Ronnel and Shaljan, 2016; Scherer 2009) The basic postulation of premise of appraisal theories is that emotions are caused and differentiated by appraisal. Appraisal is the process in which values are determined. The number of appraisal factors include: goal relevance, goal incongruence,

unexpectedness, control, and agency. The development of this theory often takes circular form that consist four steps. The first step consists of a provisional demarcation or working definition of the explanandum that is, it is to the to-be-explained phenomenally. Second step involves the use of an explanation in which the explanandum is linked to an explanation of facts and ideals.

Explanations come in different types and this includes (1) structural explanations in which the components of a phenomenon are specified. (2) causal explanations in which observable factors are identified as the cause of the phenomenon, and mechanistic explanations in which the processes mediating between the cause and the phenomenon are specified on a lower level of analysis. (3) the explanation is therefore checked and verified in empirical studies for reliability ofresearch. If the explanation is sufficiently validated. (4) in which the proposed explanation would eventually become part of the scientific definition of the phenomenon. These four steps are useful in the development of theories of appraisal and emotional theories in general. There are several appraisal theorists who have studied the function of brain in relation to appraisal.For instance,Schutz and Davis (2000) studied the function of brain and have shown that regions (e.g., the amygdala) that were believed to be responsible for one component of emotion (fear) and are also responsible for goal relevance which is one of appraisal factors.Appraisal factors of emotion theory are tied directly to specific neural substrates that an enzyme acts upon and these substrates need to be searched for, they are processed by content-independent neural mechanisms.

Appraisal theoriesdid not only deal with the system of operations involved in the transition from stimulus to appraisal output but also deals with the involvement of operations in the transition from the output to specific emotions of appraisal processes or to the values of the other emotional components. Appraisal theories gives in depth description and explanation of the specific emotion. This theory suggest that appraisal pattern resulted to the integrated in a summary appraisal value and this is known as core relational theme and that this summary value gives indication to the specific emotion that is at stake. This determines the values of the output of appraisal components. For example, pattern of value consisting appraisal comprises of goal relevance, goal incongruence and low control which could be seen as being dangerous. Danger that an individual sees would determine the nature of emotion manifestation and this could be the reason to run away which is the somatic responses in preparing

for fleeing, actual fleeing which is the resultant effects of fear (Cowan, and O'Brien, 1990; Davidson, Jackson, Kalin, 2014).

It proposes that each appraisal value is of separate influence on the values of appraisal separately on the output components and these values form emotion (Scherer 2012). Furthermore, each appraisal output is of greater influence on action tendency that prompt somatic responses into action that result into an overt action of an organism. All these components take into consideration the consciousness where they were integrated sum makes up the content of the feeling component.

2.7   Empirical Review

A number of studies have been conducted which are related to the behavioural modeling and emotion control therapies on achievement emotions among secondary students in Oyo State, Nigeria. It therefore explains as follows:

2.7.1   Behavioural Modeling Therapy and Achievement Emotion

The empirical research has shown that when individuals are able to observe and master a model's behaviour. It would lead to a positive achievement emotion such as paying full attention to some model academic achievement, academic qualification, and the position occupied in the society. Such students experience lower stress, and see learning as being full of enjoyment. The study of Andrea (2014) studies achievement emotion using behavioural modeling therapy to increase students level of positive emotion most especially among students who have low level of achievement emotion. It was found out that the best treatment approach for emotions management on academic achievement. The challenges and needs of the students with the negative feelings were extentively studied and the appropriateness of the treatment is identified. Two specific questions of focus were: how is the behavioural modeling therapy is useful in conceptualizing the experience of students in an academic setting and how could these treatments be used to benefit students with achievement emotion in the school system. The study indicated that students with the positive emotion do well in their academic pursuits than their counterpart who manifest negative emotions.

The study conducted by Romans (2008) on the overview of how students discipline generate more problems in the academic setting using behavioural modeling therapy as the correctional measure. He begins his study by looking at the application of the therapeutic measure on students to maintain positive achievement emotion. He

found that BMT is effective in solving students' academic challenges and brought some novel ideals for future research. From the security point of view, the paper provided the useful results and explores some ideals that are novel behavioural biometrics and research path as well as some universal descriptors of behaviour in general. Itconcludes with an analysis of how behaviour can be influenced by the environment in particular location of the individual engaging the behaviour.

The result of the study of Rubina, Gráinne, Martin, Paula, Julia, Alison, and Chris (2014) using behavioural modeling therapy (BMT) and it is noted that the skills-based intervention that aims to support students' academic competence and also to identify the kind of emotion experiencing in school that generate problems. Study indicated that Meriden Family Programme has indeed support students who have complex educational needs at each stage of learning. During the course of the programme, training is given based on the approach that could help students and works with students with the aim of providing the useful information, education and reducing stress within the school environment. It was noted that training has been done at taken place at within different schools to equip staff with the skills to work connectively with students and to have proper understand of students and support their needs.

In a study conducted by Jose (2016), it discusses the use of behavioural modeling therapy to improve the quality of teaching/learning that deals with the motivation and systems of effective communications in the classroom. The proposed methodology has been used at several educational setting to teach different courses, in both undergraduate and master degrees. The method allows students to better understand some complex topics or concepts and physical-level phenomena of each student, discussing it from concrete to higher abstraction level. In addition to enhance their understanding of design problems and skills, students become more motivated and satisfied. As an application, two case studies are considered in the study which are simple concepts to the higher concept which is complex. In both cases, behavioural modeling is used to handle those concepts and has been implemented and used by the students to enroll students.

Ana (2016) paper provides a review of behavioural modeling therapy of depression in most of the secondary schools and highlighting the problems associated with achievement emotion in terms of positive and negative emotions. The depression which is the indices of negative emotion has it implications by lowering the frequencies of positive reinforcement in the classroom. He analyzed the models of Ferster and

Lewinsohn of their theoretical approach, methodology and application. The researcher conducted a review of the suppressive characteristics on the students by exerting punishment on them by the presentation of aversive stimulation on them to stop the reoccurrence of such behaviour as suggested by operant extinction. Recommendations were made about the importance of these processes that involve the use of interventions. It is concluded that interventions were given towards the identification of punishment that could control and control play a promising role in clinical change in the treatment of depression.

The study of Sona, Manuel, Christopher, Ricardo and Peter (2015) reviewed those past researchers focused largely on negative achievement emotion in behavioural modeling but some researcher shifted their of interest in behavioural modeling interventions for positive emotions. Their work is grounded in the work of Lewinsohn and colleagues, which serve as the basis for future education practice and emotion achievement. The review thus summarizes the origins of a behavioral model for positive emotion in the school environment and the behavioural activation (BA) approach to the treatment and prevention of negative emotion. It examines the diverse ways in which BMT has been investigated over time and its emerging application to a broad range of populations in solving the academic problems. It is closed with reflections on important directions for future academic achievements.

2.7.2 Emotion Control Therapy and Achievement Emotion

The study of Matthew, David, Faith, and Douglas (2019) examined the effects of negative emotive achiehement emotion which include general anxiety disorder (GAD) manifested among students with and without major depressive disorder MDD which consisted from larger secondary schools. The study used a complete scale of ECT for pretest before and after receiving 16 sessions of the intervention which served as posttest instrument and also utilizedseed-based connectivity analysis that bring in posterior cingulate cortex (PCC), right revise insula, and right posterior insula, to find out if ECT is in association and connection with changes in mood among students as a result of the intervention. Findings revealed statistically significant impact of the treatment of ECT on the changes in emotion achievement and these changes were associated with behavioural improvement corresponding to medium effect size of the classroom. The results of their study were discussed in light of natural and mutual understanding of the role of connectivity changes in ECT and generally provide a

natural atmosphere for the conducive learning and could help in suppoting for the hypothesized treatment for mood which always predicated by ECT.

Douglas and David (2013) found out that students with the low level of achievement emotion experience a generalized anxiety disorder and major depression which they are called distress disorders during classroom instruction can be commonly comorbid and manifest to be the feature of temperament that bring about the heightened demand of sensitivity to underlying factors and motivational systems related to safe from the hazard, threat from unpleasant situation, students who manifest kind of behavioural disorder tend to worrya lot about their academic, ruminate often times about the way out of those challenges as a way to manage this as a way motivationally relevant academic distress and often make use of self-conscious processes to the detriment of engaging in a new contextual learning process. Emotion Control Therapy utilizes all the principles emanating from traditional and emerging cognitive behavioural treatments and this include: skills training and exposure treatment with basic and translational findings from the behavioural science to provide the contents and ideals. This could serve as improved intervention by dealing with the motivational responses and regulatory ability which is characterized by of students' emotion in the academic environment.

This place more emphasis on the effects and usefulness of which allow students identification of mechanisms involved in the treatment of emotion dyregulation among students. The most interruption a student could experience deals with normative cognitive, emotional, and would eventually generate more targeted solutions for students to make use of adaptive ways of coping or compensatiing for the core deficits of emotion. In order way round a student's difficulties with what bring about normative functioning would permit us to generate theory-driven hypotheses that serves as a studying point for form that basis of our case conceptualization and treatment planning of emotion. Outcome of their findings generate mechanism data for preliminary support for the usefulness of ECT to treat every behavioural and distress disorders.

In the study conducted by Zahra, Sima, Fereshteh and Ladan (2016) the results showed the reductions negative achievement emotions among secondary students using the treatment of ECT. In addition, the emotion control strategies which could be seen as attending, allowance, distancing, and reframing are predictors of ECT increased from pre-to-post treatment. Moreover, the study reviewed students clients quality of

education could be improved in all domains of physical health, psychological health and social relationships.

The research of Imaneh, Behrooz, Abbas, and Parvaneh (2017) assessed mediation of emotion control therapy in relation to the emotional intensity, motivations safety and reward with social anxiety symptoms, rumination and worry. They use Quota sampling, 524 participants were used from the community sample and each of the filled questionnaires given to them. Data were analyzed with the useof structural equation modeling. The findings of SEM be incongruence with the mediating role of emotion control therapy which involves the attentional control, decentering, awareness of positive and negative emotion, reappraisal of events, and non-acceptance of the wrong motive and ideals in the relationship between reward and punishment) and emotion dysregulation symptoms which are negative achievement emotion such as social anxiety symptoms, worry, and rumination. Model examination showed that when a student maintainsa good fitness even at the cause of omitting emotion intensity, as χ^2=61.94, df=26, χ^2/df=2.38, P < 0.001, CFI=0.97, GFI=0.97, AGFI=0.95, RMSEA= 0.05. These results also came with the emphasis of the important role of emotion control therapy (ECT) play in controlling and temperamental traits like motivation in the classroom by the teacher of social anxiety maintenance and the correlate which evolves distress symptoms.

Andre, Amelia, Jean and Douglas (2016) of their recent research emphasized the important of studying the interaction effects of ECT and positive emotions on achievement emotion using emotion control therapy in which could serve as the predictor of a good mental health and good academic achievement. In this respect, putatively maladaptive strategies (avoidance) have been found to moderate the link between putatively adaptive strategies (e.g., reappraisal) and psychopathology symptoms (e.g. Aldao and Nolen-Hoeksema 2012; Aldao et al., 2014). Moreover, the finding indicates that the direction of moderating effect of emotion control might vary as a result of severity function ability of the system. However, researcher has yet to generally investigated differences between interaction effects of positive and negative emotions in relating to students academic outcomes of the participants in the study. Interaction effects between specific emotion control strategies are not only the composite scores either adaptive or maladaptive strategies of emotion control. It is very imperative to design a more sophisticated understanding of the effects of

disturbances which could be attributed to negative emotion in the use of emotion control therapy in psychopathology.

As such, the researcher examined the interaction between reappraisal and emotional non-acceptance among the participants that were diagnosed with general achievement emotion (AE) and non-anxious controls. The results of GAD showed the negative association of the reappraisal and disability manifested only when the students utilize the non-acceptance skill at a very low level. They came with the assertion that the use of maladaptive strategies would interfere the usefulness and the benefits that are associated with the utilization of adaptive strategies. In the negative emotional group, there was a negative association between reappraisal and disability and depression manifestation. This occur if students utilize the non-acceptance skill at a very high level and would likely manifest a compensatory and flexible in the use of regulation strategies. These results indicated the importance of modeling interactions between specific emotion control therapies when seeking to understand the interaction effects of the psychological functioning in behavioural disorder.

The aim of the study carried out by Mia, Douglas and Robert (2017) was to investigate emotion control flexibility in socially anxious students that serves as the factor responsiblefor two contextual factors. These two contextual factors include emotion intensity and emotion type. The approach used in the study is called a daily diary approach was employed in investigating emotion control EC (i.e., experiential avoidance, expressive suppression and cognitive reappraisal) in students scoring high (N = 62; HSA) and low (N = 52; LSA) on social anxiety. Results revealed that HSAs were found to use more experiential avoidance than LSAs, especially at higher levels of negative intensity. The use of this emotion control therapies appeared to be driven by guilt, nervousness, and sadness. There were no between-group differences concerning the other strategies in response to varying levels of emotional intensity. The study indicated and provided evidence for general emotion control in HSAs and in reflected in an unwillingness in the part of students to experience negative emotions in the classroom settings.

The study of Petra, Zeliha, Eva, Susanne, Julia, Paul and Türkan (2019) reviewed that achievement emotion in adolescents is in association with the usefulness of emotion Control (EC) strategies. The research investigated examined the use of adaptive EC strategies in adolescents with enjoyment and pride which are indices of positive achievement emotion. 30 adolescents with Positive achievement emotion

(PAE) were used for the participants and 36 healthy adolescents were used for the control group (CON) and their age ranges from 11 and 16 years and assessed with the standardized questionnaires for self-reported fears as well as Emotions control for different emotion control strategies. To draw the comparison adolescents with PAD used adaptive EC strategies significantly less often, but made use of maladaptive more effectively and the EC strategies significantly correlated with emotion control. Results stressed further that there was a significant positive correlation between maladaptive EC and social anxiety in adolescents. Group differences regarding the maladaptive EC strategies withdrawal and rumination, as well as the adaptive EC strategy problem solving were found present.

2.7.3   Gender and Achievement Emotion

In a study conducted by Lawrence, Campbell, and Skuse (2015) it was found that the capacity of an individual to distinguish between simple facial expressions of emotion usually developed between the stage of infancy and early adulthood. It is noted that many studies examined the developmental trajectory of emotion recognition with the use of a single methodology across different age group. They examined the development of emotion recognition abilities from the childhood and adolescence stage. when testing the hypothesis, itshowed that the ability of students to recognize simple emotions could be regulated through chronological age of students, pubertal stage and gender. The norms for the study were established with the use 478 students within the age range of 6–16 years. The Ekman-Friesen Pictures of Facial Affect was used for the study. Cross-sectional data were used for the modeling and it is used for competence in accurate recognition and it consists of six emotions.The positive correlation of emotions recognition and IQ were controlled for because it could affect the outcome of the study. Significant linear trends were displayedin the ability of students to recognize facial expressions which include happiness, surprise, fear, and disgust. Also, the improvement was noticed as the age increased.

The article reviews by Fataneh and Marof Redzuan (2017) emphasized on the relation between gender and emotional control therapy. Emotional quotient (EQ) is the integral parts of emotion and a set of abilities that include the conception, emotion appraisal mental curiosity and emotion expression, emotion management and regulation and emotion utilization. As emotional intelligence is acquired from the acquisitive, social origin, parental gene and the high level of students' exposure.

Students could express their emotions in one way to one another, either deliberately or undeliberate in their interactions with one another. Individual differences manifest within boys and girls. society expects that majorly parents and significant others in the society that children react to sexually in different ways. It is culturally believed and expected that girls are more expressive when experiencing emotion i.e feelings, while boys feeling and expression of emotion are strengthened by the model or significant others.

Their study indicated that achievement emotion is meaningfully associated with gender differences. Their published article is of different sections. The participants in the study consist of secondary school students. They begin their article with the concept of gender diffences among students and afterward comes by a review on the achievement emotion, and finally wrote on the effects and interaction of gender differences. The paper emphasized the impact and influence of gender differences on achievement emotion. Finally, as conclusion it is very important to understand that girls have higher emotional reaction comes from male students (boys), but high emotional intelligence displayed boys is a good determinant of predictor for education and general achievement.

Doyle (2019) found out in his study that boys are not always control their emotion when encountering academic challenges by quitting class attendance, failure to do the assignment and problem of preparation for the examination. He maintained further that they are typically presented as uninterested in and incompetent at managing of their emotion non-violently during the study session of the study. It is also stated that male students exhibit the same behavior in a non- educational programme such as cooking and cleaning for boys are caricature male who showcase incompetent buffoons, they are lazy in the kitchen management and notalways good at taking care of students. The little or no effort has been made in an attempt to depict female engagement in the outside activities aside home activities. There is a little parallel effort to show males involvement in family and home management. Talking about how to take care of family, children and home, it is usually the mother, not the father. This has generated a negative stereotype on men personalities as uncaring and uninvolved in family management.

In the study of Blalock and Joiner (2018) it was reviewed that female students are more advantageous in the recognition of some facial expressions of emotion. They provided the normative data in their study, results showed that gender dictate some

vocations and this include the clinician's work. Researchers during assessment of emotion care with the proposition that recognition abilities of children could improve and facilitate the identification of abnormalities in the reaction to emotion and skill often impaired in neuro-developmental disorders. If emotion recognition abilities are a good model that determines achievement emotion which help to understand students' emotional development. These results have general implications for the education, provision of mental health and the treatment of students generally.

In Doyle (2017) whose research focuses on masculinity emotional reaction to academic challenges. He typically indicate that males students are more aggressive when confronting academic challenges, dominant, and engaged in all activities that seems excited from which they receive rewards from others masculine accomplishments in life. It shows that many of the males students in schools are like to be independent, aggressive, and in charge of all their actions. Gentleness ascertained in boys, which was briefly evident in the1970s research of Boyer, it shows that male established characters which redrawn to be more tough and distanced from others (Boyer, 1986). Males personalities are presented to be hard, tough, independent, sexually aggressive, unafraid, violent, totally in control of all emotions. In conclusion, all-in no way feminine equally interesting on why males are not presented adequately.

Anna and Julie (2018) used student survey to generate data from six U.S. districts school. They investigated how assignment and demographical and teacher attitude affects student general reports of personal effort, happiness in class, feeling of catered for and also to be stimulated by their teacher, the quality of student–teacher relationship and was strengthened communication, and college student's aspirations. To manage emotion and develop positive emotion classroom fixed-effects strategy should be developed by the students assigned to a teacher.

Stephanie (2015) worked on emotion and gender in order to illustrate how an essentialized view of gender could affect learning achievement and also bring difference persists through the beliefs about gender differences from popular culture to scientific writing. He presented his scientific research by describing the changing nature of beliefs across ages about emotion and then showed that representations of emotion beliefs and stereotypes have a strong and sincere effect on how an individual to interpret own and others' emotional behaviour. His study also emphasized on how the differences paradigm and the study of gender in of difference(s) exhibiting by

girls and boys, aids the circulation of essentialized beliefs about gender from popular culture to psychological science.

The study of Parkins (2017) looked into emotional differences between male and female in the classroom setting. His results showed that conventional wisdom leads to believe that females are more emotional in academic environment than male, or at least are more emotionally expressive. This conventional wisdom has been supported by several empirical academic research papers indicating that female students are indeed more emotional when expressing feelings of the genders. The main reason for the paper presentation is to investigate the emotional expressivity of male and female in the realm academic setting such as class attendance, test taking and the writing of examination.

In the article of Agneta, Patricia, Rodriguez and Annelies (2017) it was reported that a secondary analysis on a cross-cultural data set of gender differences of 6 difference emotions. They collected in depth research within 37 countries all over the world. The reason for that study was to test the universality of gender-specific pattern which is founding research carried out with Western respondents. It was noted from their findings that male students are more powerful in emotions feelings such as anger, whreas female report more powerless emotion (e.g, sadness, far). The authors expected the strnght of these gender differences to depend on female's status and roles in their respective counties, as operationalized by the Gender Empowerment Measure (GEM; United Nations Development Programme Human Development Report 2002). Overall, the gender specific pattern of female reporting to experience and express more powerless emotions and males more powerful emotions was replicated, and only some interactions with the GEM were found. The result shows that male and female live different emotions, and experience and ex press their emotions in different ways, or with different frequency or intensity.

2.7.4 Academic Self-efficacy and Achievement Emotion

The study of Moustafa and Sudhir (2013) examine the mediating influence of academic self-efficacy on the link between perceived academic climate and academic emotion among university students. The participants in the study consist of 272 undergraduate students at the University of Assiut, Assiut, Egypt. A scale to measure perceived academic climate, was developed. To ensure this scale was both reliable and valid they used Crombach's alpha test and relied on Landry's category self-efficacy for

academic achievement from the College Student Self-Efficacy Scale (CSSES) to assess academic self-efficacy. Participants' GPAs were used as a measure of academic emotion. Descriptive statistics, (Person Product Moment Correlation, T-test as well as simple and multiple regressions) were used to analyze the data.

The results demonstrated that perceived academic climate and academic self-efficacy significantly correlated with students' academic emotion. The mediating effect of academic self-efficacy on the relationship between perceived academic climate and students' academic performance was also established. It is worth mentioning that academic self-efficacy mediated the relationship between perceived academic climate and academic emotion in the theoretical schools sample (full mediation), male and female samples (partial mediation).

In the study of Anthony (2014) it was found out that academic self-efficacy is a personal belief in one's capability to organize and execute courses of action required to attain designated types of performances. Often described as task-specific self-confidence, self-efficacy has been a key component in theories of motivation and learning in varied contexts. Furthermore, over the last 34 years, educational researchers from diverse fields of inquiry have used the notion of academic self-efficacy to predict and explain a wide range of human functioning, from athletic skill to academic achievement. The purpose of the study is to describe the nature and structure of self-efficacy and provide a brief overview of several instructional implications for medical education. In doing so, this article is meant to encourage medical educators to consider and explicitly address their students' academic self-efficacy beliefs in an effort to provide more engaging and effective instruction.

Research conducted by Linenbrink and Pintrich (2003) have shown that academic self-efficacy is significantly associated with students' learning, cognitive engagement, analytical thinking, academic commitment, strategy use, persistence, susceptibility to negative emotions and achievement.

The study conducted by Patricia (2017) the purpose of the study was to examine how self-perceptions; particularly perceived barriers, self-efficacy, and locus of control, were associated with perceived emotional barriers to educational accomplishment of the secondary school students. The participants in the study consist of secondary school students and the results shows that there was correlated to achievement emotions in the school environment and enhanced academic success.

Kevin (2016) prompted that the online education continues to expand across varied educational sectors and depends on individual academic self-efficacy to assess online education than the female counterpart. The online education demand academic self-efficacy for professional development programmes to guide academic teaching staff through the processes of developing their capacities to design and teach online courses. To meet these challenges at one higher education institution, a mixed methods research study was implemented to identify the professional learning needs of academic self-efficacy on teaching staff for the purposes of developing a tailor-made professional development programme. The principles of self-efficacy and threshold concepts were used to inform the design of the study. Data were systematically gathered from the participants to determine self-efficacy, concerns, and questions and experiences of academic teaching staff with online teaching. Findings revealed that academic staff held threshold concepts, skills and attitudes about online teaching. Three groups of staff were identified, all with varying forms of professional development requirements.

In this study of Seydi and Gurhan (2015) they depict whether academic self-efficacy of university students differ in terms of various socio-demographic features has been investigated. The study was conducted on 1679 students who were attending Anadolu University. In the study, the Academic Self-Efficacy Scale and Personal Information Form were used as data collection tools. In the analysis of the data, independent sample t-test and one-way analysis of variance were used. The findings of the study suggested that there are significant differences between academic self-efficacy, and gender, grade level, economic situation of the family, and perceived academic achievement. It was also suggested by the findings of the study that there are no significant differences between academic self-efficacy of university students, and field of study, education levels of the parents, number of family members and sibling numbers, perceived academic achievement in the high school, and the dwelling unit where the student lived the longest.

Academic Self-efficacy Scale is prepared assessing the academic self-efficacy of secondary school students based on the Self-efficacy theory of Albert Bandura (1977) who placed it within the framework of Social Cognitive theory. The scale is based on the idea that the efficacy of the students in each of the dimensions of academic work would contribute to the overall academic self-efficacy. The selected dimensions of academic work are learning process, reading, comprehension, memory, curricular

activities, time management, teacher student relationship, Peer relationship, utilization of resources, goal orientation, adjustment and examination. Test-retest coefficient of correlation =.85 (N=30); Split half reliability of the scale =.90 (N=370). Content validity was assured through the expert judgments of the face validity and inclusion of representative items from all dimensions of the construct (Learning process, reading, comprehension, memory, curricular activities, time management, teacher student relationship, peer relationship, utilization of resources, goal orientation, adjustment and examination). Concurrent validity against General Self-efficacy scale (Matthias and Ralf Schwarzer; 1979). r=.68(N=58).

Kennedy Root and Denham, (2016) studied the relationship between academic self-efficacy and academic performance and reported that although the female student scores obtained were higher than the male student scores, they are not a significant differentiation and concluded that self-efficacy in both male and female students was an effective academic performance predictor. Academic self-efficacy influences the actions and success of individuals in different areas, thereby facing and overcoming fears, having success throughout life and having a good academic performance. The result found that students with high academic self-efficacy used more cognitive strategies that are useful to learn, organize time and regulate efforts.

Behavioural Modeling Therapy, Emotion Control Therapy and Achievement Emotion.

There are many studies that show the relationships between BMT, ECT and Achievement Emotion. The two therapies are very important in the describing students emotional dispositions to learning. In that attempt, the study conducted by Amanda (2018) shows that there is a correlation among the three consructs when describing how students emotion can be controlled through the effective management and positive reaction to the academic demands. It is believed that emotion has implications for learning, achievement emotion, retention, and well-being of the students. He however stressed further that inspite of the usefulness of both therapies on achievement emotion, the roles of emotion control and behavioural modeling on achievement emotion still remain underexplored topic of research. The result also indicated that reaapraisal is associated with favourable states of positive achievement emotion. It is also indicated that behavioural modeling is more stronger while dealing with achievement emotion.

Achievement emotion has a direct relationship with behavioural modeling and emotion control therapies on the influence of how students relate with environmental condition and the achievement activities (task preparation and task accomplishment) in the academic settings. The research conducted by Stephanie (2022) it was indicated there is similarity between the two therapies while handling issues that are related to achievement activities and achievement outcomes. He also stressed further that there is a linkage between the two therapies on achievement emotion with the studying of the model and dellbreately control of the emotion. Moreover, the findings indicated that the effects of modeled behavior shows that emotions and achievement emotion were reciprocally linked with one another over time.

Enjoyment positively predicted students subsequent achievement in the life accomplishment so also the students achievement predicted the subsequent enjoyment. The results were consistently relevant across ages of students and showedthe need to attend to students achievement emotion to times before the effects would be noticed in their outcome.

The both therapies showed the assumption that BMT and ECT has direct influence on students emotional reaction whether at the intense level or at the moderate level. To support this assertion Steffgen and Gollwitzer (2007) found out that both therapies addresses the related-outcomes of achievement emotion that are pertaining to success or failure. These emotions are thought to be motivated by mastering goals and goal setting and could also be influenced towards perceptions of progress either to go away or come incontact with the outcomes.

2.8   Conceptual Model for the Study

A conceptual model can be defined as an integration of ideals in concise manner in such a way that people derive their feeling on how things work (Eagly, and Wood, 2011). The model for this study consisted of the independent variables (behavioural modeling and emotion control therapies) that was manipulated by the researcher to affirm their effectiveness or otherwise on the dependent variable (achievement emotion).

Some factors affecting the effects of the independent variables on the dependent variable, these variables are called intervening variables. The intervening variables are factors inherent in the participants that are unobserved which may affect the outcome of the treatment. These variables are divided into endogenous and

exogenous variables. The endogenous variables refer to inherent in the individual such as age, gender, and emotion while exogenous variable is academic self-efficacy, school environment, socio-economic status, and peer group. These variables intervened between independent variables and dependent variable and made an impact on the dependent variable. Thus, the researcher manipulated the independent variable to ascertain their effectiveness on the dependent variable (presumed effect). Researcher determined the impact of the independent variables on the dependent variable through the instruments that were used in the study. The behavioural equation S-O-R represents the complete interaction of various variables in the study.

S-Stimulus (independent variables)

O-Organismic and environmental (the intervening variables inherent in the organism)

R-Response (the dependent variable that is the resultant effects of independent variables).

Conceptual model for the study

Independent	Moderating Variables	Dependent

Behavioural Modeling Therapy (BMT)

Emotion Control Therapy (ECT)

Control Group

1st order Organismic Factors

2nd order Inorganismic Factors

Gender
Age
Emotion
Intent

Academic self-efficacy
Parental socio-economic status
Peer group
School environment
Religion

Enhanced

Achievement

Emotion
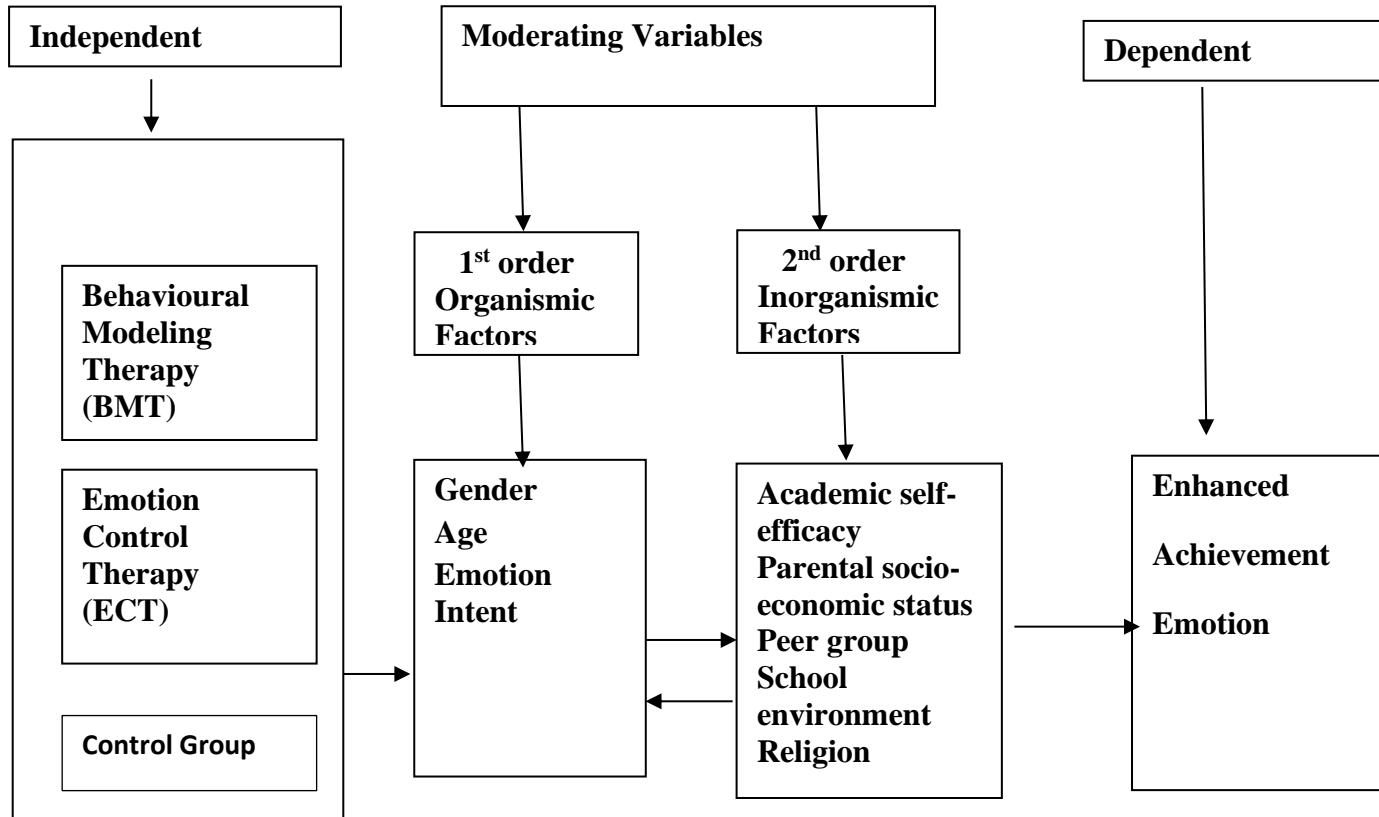
Stimulus ------------------------------------→ **Organism** --**Response**

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CHAPTER THREE
METHODOLOGY

This chapter addressed the methodology that was be employed by the researcher in carrying out this study. It covered the following sub-headings: research design, population, sample and sampling techniques, instruments, procedure for data collection and the method of data analysis.

3.1   Design

This study adopted a pretest-posttest, control group quasi experimental design with a 3x2x3 factorial matrix. The reason for the choice of quasi experiment design is that pure experimental research cannot be carried out on human beings because it involves the use of harmful chemicals. The participants of this study is made up of human beings both male and female students at public senior secondary students. Also, to know the cause and effects of the treatments on the experimental groups. The first 3 in the matrix represents the treatments which comprises of the two interventions (behavioural modeling and emotion control therapies) and the control group. It was labeled A1 and A2 representing the experimental groups and A3 representing the control group which was arranged in the first column. The second column was the gender at 2 levels of male (B1) and female (B2), and third column academic self-efficacy measured at 3 levels of high, moderate and low respectively. The first two groups were exposed to the therapeutic session and the third group which was control group was exposed to a placebo treatment. The pretest was carried out before the commencement of the sessions and posttest was administered at the end of the sessions. The illustration of the matrix is represented below.

Table 3.1: 3x2x3 Factorial Matrix to foster positive achievement emotion among secondary students

Treatment packages	GENDER					
	MALE (B$_1$)			FEMALE (B$_2$)		
	ACADEMIC SELF-EFFICACY					
	HIGH (C$_1$)	MODERATE (C2)	LOW (C$_3$)	HIGH (C$_1$)	MODERATE (C2)	LOW (C3)
BMT(A$_1$)	7	6	7	7	6	7
ECT (A$_2$)	5	8	9	6	4	8
Control (A$_3$)	6	6	9	5	6	8

BMT = Behavioural Modeling Therapy, ECT = Emotion Control Therapy

Keys

O$_1$ XA$_1$ O$_4$

O$_2$ XA$_2$ O$_5$

O$_3$ 0$_6$

Experimental group 1

O1 – Pretest

XA1- Treatment 1

O4 -Posttest

Experimental group 2

O2 – Pretest

XA2 – Treatment 2

O5 – Posttest

Control group

O3 – Pretest

O6 - Posttest

Treatment Packages

A1 = Behavioural Modeling Therapy

A2 = Emotion Control Therapy

A3 = Control Group

Moderating Variables

B1 = Gender (Male and Female)

B2 = Academic Self-efficacy

C1 = High ASE (C1)

C2 = Moderate ASE (C2)

C3 = Low ASE (C3)

3.2   Population

The population of this study comprised all secondary school students in Oyo State, Nigeria. There are thirty-three local governments in the state but it was limited to the three local government of the state namely: Ogbomoso North Local Government, Ogbomoso South Local Government and Ogo-Oluwa Local Government respectively. All the senior secondary school students both boys and girls were involved in the study. Specifically, the target audience of this study consisted of senior secondary school students (SS1).

3.3   Sample and Sampling Techniques

Simple random sampling technique was used to select three Local Governments Areas- (LGAs): Ogbomoso South, Ogbomoso North and Ogo-Oluwa out of thirty-three. Three secondary schools (one per LGA) were selected through simple random sampling technique. The senior school I students were screened with Positive Achievement Emotion Scale, and those who scored below 40% threshold were randomly assigned to experimental group I (BMT), experimental group II (ECT) and control group. Although, a total of 150 participants were selected for the study, only 120 participants participated all through the sessions. Two schools were used as experimental groups I (BMT), experimental II (ECT), while the other one was used as control group (CG).

3.4   Instrumentation

The instruments that were used for the study are:

- Achievement Emotions Questionnaire (AEQ) developed by Pekrun (2006).
- Academic Self-efficacy Scale (ASS) developed by Abdul Gafoor and Muhammed (2006)

- Positive Achievement Emotion Scale (PAES) used as screening Instrument developed by the researcher.

3.4.1 Positive Achievement Emotion Scale (PAES) screening instrument

This scale was developed by the researcher and was used to select participants for the study who have positive feelings towards their studies. Positive Achievement Emotion Scale (PAES) has 18 items to assess how students control or manage their emotion in the school setting that has resultant effects on their academic success. It has 4 likert rate ranges from Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (D). e.g (1) 'I feel of taking pleasure in what is going on the academic setting'. (2) 'Positive and hopeful emotions encourage me to look forward to a bright future'. (3)'I always believe that things will work out well for me academically'. A pilot study was carried out to test the validity and the reliability of the scale and was found reliable with Crombach's alphal r =. 71. The participants that got below 40% were considered to participate in the experiment.

3.4.2 Achievement Emotions Questionnaire (AEQ)

Achievement Emotions Questionnaire (AEQ) was adapted and modified to meet our context which was developed by Pekrun (2006). The initial instrument had 40 items but later modified to 24 items that could be useful for the study. The modified scale was taken to the three lecturers at the department of Counselling and Human Development Studies for face and content validity. Corrections were made and edited by the researcher before taking for pilot testing. It is a multidimensional instrument that assessed students' achievement emotions experienced in three different learning situations: Class-related (attending class), learning-related (studying), and test-related (writing tests and examinations). The AEQ-learning instrument consists of 24 items and used a five-point Likert scale ranging from Strongly Agree (SA), Agreed (A), Strongly Disagreed (SD) and Disagreed (D). There are eight subscales to measure the eight discreet achievement emotions: Enjoyment, hope, pride, anger, anxiety, shame, hopelessness, and boredom. Some of the items are; 'I enjoy being in class'; 'I am confident when I go to class' 'I am proud of myself'. Total internal reliabilities of the eight scales range from adequate (alpha = .75) to very good (alpha = .92) that support

their discreet robustness. However, a pilot study was carried out to test the validity and the reliability of the scale and was found reliable with Crombach's alphal r =. 83.

3.4.3 Academic Self-efficacy Scale (ASS)

Academic Self-efficacy Scale was developed by Abdul Gafoor and Muhammed, (2006) was adapted for the study. It is prepared to assess the academic self-efficacy of secondary school students based on the self-efficacy theory of Albert Bandura (1977) who placed it within the framework of social cognitive theory. The scale is based on the idea that the efficacy of the students in each of the dimensions of academic work would contribute to the overall academic self-efficacy. The selected dimensions of academic work are Learning process, reading, comprehension, memory, curricular activities, time management, teacher student relationship and peer relationship. Initial scale has the 40 items but later revised to 24 items e.g 1. During examinations, I can recollect what I have learnt. 2. Irrespective of the subject, I am competent in learning 3. I cannot read and understand my text books well. Test-retest coefficient of correlation = .85 (N=30); and Split half reliability of the scale = .90 (N=370) were used to test the validity and reliability coefficient of the instrument. Content validity was assured through the expert judgments of the face validity and inclusion of representative items from all dimensions of the construct. However, a pilot study was carried out to test the validity and the reliability of the scale and was found reliable with Cronbach's alphal r =. 67.

Inclusion Criteria

The participants for this study had the following criteria;.
- ✓ They were registered students of the three selected schools
- ✓ The participants were the Senior Secondary School (SSI) students.
- ✓ The participants that scored below 40% of the screening instrument were used
- ✓ The participant to provide parental informed consent

3.5 Procedure for Data Collection

The study was carried out in four phases: pre-sessional activities, pretest, treatment and posttest. At the pre-session, activities include the screening, recruitment and assignment of the participants to the two experimental groups and control group. A preliminary meeting was organised to familiarise with the interested participants and

to solicit their willingness to participate and to encourage them to show commitment to the study. At the pretest stage, self-reported Behavioural Modeling Therapy (BMT) and Emotional Control Therapy (ECT) were administered to the participants. Participants in the two experimental groups were exposed to ten sessions of the treatment (behavioural modeling therapy and emotional control therapy) while the control group was exposed to skill acquisition through lecture method. Each session lasted for 45minutes and the posttest was administered after the conclusion of the treatment. A total number of 120 copies of questionnaire was administered personally by the researcher with the aid of two research assistants who were M.Ed students in carrying out the research.

The researcher interacted with the participants and gave a brief preamble about the need for cooperation and promising them that the information would be treated with strict confidence, each item was explained to the participants. Each instrument was submitted to the researcher and assistant researchers to ensure safety. The training programmes was executed through series of lectures, discussion, demonstration and experimental methods such as role play. The researcher collected a letter of introduction from the department of Counselling and Human Development Studies, University of Ibadan to the appropriate authorities of the selected schools. The researcher visited the selected secondary schools to obtain permission for the students' participation in the study. As soon as the approval to commence the research was given, the researcher proceeded to the selection of the participants that were used for the study.

Control of Extraneous Variables

Extraneous variables are those factors or attributes that may affect the outcome of the experimental study aside from the intervention strategies employed. The researcher guided against the effects of such variables through the following:

- the participants for the study were randomly screened to certify that they meet the inclusion criteria for this study
- The three local governments from the state were assigned into treatment conditions and control group at random to avoid selection bias.
- The 3x2x3 factorial matrix was strictly adhered to

- Researcher handled the administration of the treatment packages to the participants together with the trained research assistants in order to take care of the researcher's variance/ error

- Other extraneous variables was taken care of by means of statistical control, through the use of Analysis of Covariance (ANCOVA)

- The Duncan Post-Hoc analysis (because of equal participants in each group) was used to determine the direction of difference for the significant results.

3.7   Method of Data Analysis

Analysis of covariance (ANCOVA) was the major statistical tool that was adopted in this study for data analysis. The analysis was carried out at 0.05alpha level of significance. The significance of the hypotheses was tested using Duncan Post-hoc analysis to determine the directions of the difference among the groups. While descriptive statistics was used to analyse the demographic data of the participants.

<h1 style="text-align: center;">TREATMENT PACKAGE SUMMARY</h1>
<h1 style="text-align: center;">BEHAVIOURAL MODELING THERAPY</h1>

Session 1: Administration of pretest and introduction (aims and objectives of behavioural modeling therapy)

Session 2: Concept of behavioural modeling therapy

Session 3: Educate students on the goals of behavioural modeling therapy and view of human nature

Session 4: Provide students' opportunity to recognize the various components of behavioural modeling

Session 5: Inform students on the key Behaviours in the Modeling Stimulus

Session 6: Educate students on the Modeling Techniques

Session 7: Cross-behavioural Properties that Influence Behavioural Modeling

Session 8: Inform students on the Processes of Behavioural Modeling

Session 9: Educate students on how to use of Behavioural Modeling Therapy

Session 10: Administration of Posttest and Conclusion of the programme

EMOTION CONTROL THERAPY OUTLINE

Session 1: Administration of pretest and introduction (aims and objectives of emotion control therapy)

Session 2: The concept of Emotion Control Therapy.

Session 3: The Goals of Emotion Control Therapy.

Session 4: Basic Principles of Emotion Control Therapy.

Session 5: Model of Emotion Control

Session 6: Basic Components of Emotion Control Therapy.

Session 7: Acceptance of Primary Emotion as the Influence of Positive Achievement Emotion.

Session 8: Ways to Improve Emotional Skills

Session 9: The Strategies and Tips on how to Control Emotions.

Session 10: Administration of Posttest and Conclusion.

Control Group

Session 1: Introduction and pretest administration.

Session 2: The researcher talked on skill acquisition.

Session 3: Posttest administration and conclusion.

CHAPTER FOUR
RESULTS AND DISCUSSION

4.1   Results

This chapter presents the results and summary of findings. The study investigated the behavioural modeling therapy and emotion control therapy on the achievement emotion of the secondary school students. Seven (7) null hypotheses were formulated and tested at $\alpha = 0.05$ level of significance. The data were analyzed using simple percentage and Analysis of Covariance (ANCOVA) statistical method. The results are presented as follow:

Table 4.1: Demographic Characteristics of Respondents

Variable	Category	Frequency	Percentage
Gender	Male	50	41.6%
	Female	70	58.4%
	Total	**120**	**100%**
Age	Less than 16years	66	55.1%
	16 years and above	54	44.9%
	Total	**120**	**100%**
Religion	Christians	69	57.3%
	Muslims	46	38.2%
	Others	5	4.5%
	Total	**120**	**100%**

Source: Field survey, 2020

Table 4.1 reveals that out of 120 participants, 41.6% of them were males, while 58.4% of them were females. There were more female participants than male participants. Out of 120 participants, 55.1% of them were less than 16 years of age while 44.9% of them were 16 years and above. Also, out of 120 participants, 57.3% of them were Christians, 38.2% of them were Muslims and 4.5% of them belong to the other religion

Results of Hypotheses Testing

Hypothesis One: There is no significant main effect of the treatments on the achievement emotion of the secondary school students.

Table 4.2

Summary of 3x2x3 Analysis of Coverance (ANCOVA showing the significant mean and interactive effects of treatment groups, gender and academic self-efficacy among senior secondary students.

Source	Type III sum of squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	42203.803[a]	16	2637.738	83.823	.000	.929
Intercept	556.346	1	556.346	17.680	.224	.147
Pre-data	2041.424	1	2041.424	64.873	.014	.386
Treatment group	20756.664	2	10378.332	329.807	.000	.865
Gender	284.514	1	284.514	9.041	.003	.081
Academic self-efficacy	224.450	2	112.225	3.566	.032	0.65
Treatment *Academic self-efficacy	288.121	4	72.030	2.289	.065	.082
Treatment * Gender	17.439	2	8.719	.277	759	.005
Academic Self-efficacy * Gender	13.515	2	106.757	3.393	.037	.062
Treatment * Self-esteem * Gender	98.865	2	49.432	1.571	.213	.030
Error	3241.189	103	31.465			
Total	960873.000	120				
Corrected Total	45444.992	119				

R Squared = 929 (Adjusted R Squared = 918)

The table 4.2 showed that there wassignificant main effect of treatment on students' achievement emotion (F $_{(2, 103)}$ = 329.807, p < .05, η^2 = .865). This implies that there was a significant impact of the treatment in the groups' posttest scores on achievement emotion of students. Therefore, the null hypothesis which stated that there is nosignificant main effect of treatment on students' achievement emotion was rejected; the table 4.4 also shows the contributing effect size of 91.8% for further clarification on the margin of differences between the treatment groups and the and the control group, a Duncan post-hoc analysis which shows the comparison of the adjusted mean was compared and the and the results is as shown in the Tables 4.5 respectively.

Table 4.3: Duncan Pst –hoc Analysis showing the significant differences of Achievement Emotion among various treatment groups and the control group.

Treatment Group	N	Sunset for alpha = 0.05		
		1	**2**	**3**
Control	40	62.7500		
Emotion Control Therapy	40		94.3500	
Behavioural Modeling Therapy	40			104.9250
Sig.		1.000	1.000	1.000

From the table 4.3, it was revealed that experimental group I (Behavioural Modelling Therapy) ($\bar{x}$ = 104.925) had the highest mean while the experimental group II (Emotion Control Therapy) ($\bar{x}$ = 94.350) and control group ($\bar{x}$ = 62.750). By implication, Bahioural Modelling Therapy was more potent in enhancing achievement emotion of the students than Emotion Control Therapy. The coefficient of determination (Adjusted R^2 = .918) overall indicates that the differences that exist in the group account for 91.8% in the variation of students' achievement emotion.

Hypothesis Two: There is no significant main effect of gender on the achievement emotion of the secondary school students. Table 4.4 demonstrated that there was main effect of gender on students' achievement emotion (F $_{(1, 103)}$ = 9.041, p < .05, η^2 = .081). Therefore, the null hypothesis was rejected. The Table 4.6 further indicates that the mean score of male students (estimated mean = 85.369)and female (estimatedmean = 93.368). This implies that female students have higher achievement emotion than their male counterpart.

Table 4.4: Marginal mean of Achievement Emotion based on gender

Sex	Mean	Std Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Male	85.369[a.]	1.065	83.257	87.481
Female	93.368[a.b]	.965	91.455	95.281

Hypothesis Three: There is no significant main effect of academic self-efficacy on the achievement emotion of the secondary School students.

Table 4.4 demonstrated that there was main effect of academic self-efficacy on students' achievement emotion (F $_{(2, 103)}$ = 3.566, p < .05, η^2 = .065). Therefore, the null hypothesis was rejected. For further clarification on the margin of differences among the academic self-efficacy levels, a Scheffe post-hoc analysis which shows the comparison of the adjusted mean was computed and the results is as shown in the Tables 4.7 respectively.

Table 4.5: Scheffe Post-hoc Analysis showing the significant differences of Achievement Emotion among Academic Self-efficacy levels.

Academic Self-efficay	N	Subset for alpha 0.05	
		1	**2**
Low Academic Self-efficacy	25	73.0800	
Moderate Academic Self-efficacy	55		89.4000
High Academic Self-efficacy	40		93.4250
Sig.		1.000	.644

From the table 4.5, it was revealed that students with high self-efficacy ($\bar{x}$ = 93.425) had the highest mean followed by students with moderate academic self-efficacy ($\bar{x}$ = 89.400) and finally followed by students low academic self-efficacy level ($\bar{x}$ = 73.080). By implication, students with high academic self-efficacy benefited most in the treatments compared with students in moderate and low academic self-efficacy level in achievement emotion. However, there is no significant difference in the level of benefit of achievement emotion acquired between the high and moderate academic self-efficacy levels. But there is significant difference in the degree of achievement emotion between the low academic self-efficacy and high and moderate academic self-efficacy levels.

Hypothesis Four: There is no significant interaction effect of the treatments and gender on achievement emotion of the secondary school students.

The results in table 4.4 indicated that there was no significant interaction effect of treatment and gender on students' achievement emotion (F $_{(2, 103)}$ = 0.277, p > .05, η^2 = .005). Therefore, the null hypothesis was accepted.

Hypothesis Five: There is no significant interaction effect of the treatments and academic self-efficacy on achievement emotion of the secondary school students.

The results in table 4.4 indicated that there was no significant interaction effect of treatment and gender on students' achievement emotion (F $_{(4, 103)}$ = 2.289, p > .05, η^2 = .082). Therefore, the null hypothesis was accepted.

Hypothesis Six: There is no significant interaction effect of gender and academic self-efficacy on achievement emotion of the secondary School students.

Table 4.4 showed that there was significant interaction effect of gender and academic self-efficacy on achievement emotion of the secondary School students (F $_{(2, 103)}$ = 3.393, p < .05, η^2 = .062). Hence, the null hypothesis was rejected. The Marginal mean on Table 4.8 demonstrated that gender significantly moderate the efficiency of the academic self-efficacy in enhancing achievement emotion of the secondary School students.

Table 4.6: Marginal Mean on Achievement Emotion Based on Interaction of Gender and Academic Self-Efficacy

Gender	Academic Self-efficacy	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
	Lower Academic Self-efficacy	79.191[a.]	1.516	76.184	82.197
Male	Moderate Academic Self-efficacy	85.553[a.]	.977	83.616	87.490
	High Academic Self-efficacy	91.364[a.]	2.651	86.106	96.622
	Lower Academic Self-efficacy	110.855[a,b.]	3.980	102.962	118.749
Female	Moderate Academic Self-efficacy	90.406[a.]	1.525	87.381	93.432
	High Academic Self-efficacy	90.501[a.]	1.004	88.510	92.491

Hypothesis Seven: There is no significant interaction effect of the treatments, gender and academic self-efficacy on achievement emotion of the secondary School students. Table 4.6 indicated that there was no significant interaction effect of treatment on gender and academic self-efficacy on achievement emotion of the secondary School students ($F_{(2, 103)} = 1.571$, $p > .05$, $\eta^2 = .030$). By implication, the null hypothesis was accepted. This denotes that the impact of the treatment on gender and academic self-efficacy in enhancing achievement emotion of the secondary School students was not significant.

4.2   Discussion of Study

This study investigated the effects of behavioural modeling and emotion control therapies on achievement emotion among secondary school students in Oyo State, Nigeria. The hypotheses were tested at 0.05 level of significance using Analysis of Coverance to analyse the data collected and the findings are discussed below. The results were discussed based on stated hypothesis.

Significant main effects of the treatments on the achievement emotion of the senior secondary school students.

The findings of the study indicated that there was a significant main effect of the treatments on achievement emotion among secondary school students in Oyo State, Nigeria. This means that the behavioural modeling and emotion control therapies were very effective in the enhancement of achievement emotion among secondary school students in Oyo State, Nigeria. Using Duncan post-hoc analysis, the result showed that the participants in the emotion control therapy groupn has the least mean score in the achievement emotion compared to those in behavioural modeling therapy group as it was shown in the table 4.5. It was however indicated that the group treated with behavioural modeling therapy benefited more than the group treated with the emotion control therapy.

This finding is in agreement with the Antony and Roemer (2018), Adebowale (2015) and Ost (2018) who reported that behavioural modeling is a therapy that is designed to widen the behavioural range of an individual at different situations and conditions that determines an individual disposition and outcomes whether success or failure.

Students are expected to expand their interests and capacities that would enable them to be distinguished from one another and fit in for a particular role. Their finding also supported the finding of this study that achievement emotion can be fostered with the use of behavioural modeling approach because it serves as the instrument used when a therapist wants to change a particular attitude of students. It is evident that this therapy can be useful for dramatic improvements within the inter race attitudes.

Patrick, Mulick, Sara, Landes, Jonathan and Kanter (2016) reported that the use of BMT is very effective because it has impending capacity to help students to develop their positive emotion to their academics; it also capable of increasing students potentials and skills when having a group facilitators; also useful when developing students interpersonal skills within students. According to Richard and Farmer (2015) behavioural modeling therapy for students focuses on the way that the problematic thoughts or negative behaviours may be intentionally or unintentionally get rewarded within a student's academic environment and also reduces test anxiety as well as increasing emphatic communication of students. Modeling is a form of therapy in which students demonstrate a non-fearful response to a negative situation in order to promote imitation. It has been further proven to be effective in treating anxiety in students.

The finding affirmed that BMT was effective in helping students to identify and correct negative thinking pattern when it comes to achievement emotion and it involves the altering the negative automatic thoughts that occur when encountering task difficulty and academic challenges by replacing them with more positive emotions. As their thoughts are positively challenged and disputed their ability to elicit negative achievement emotion would be weakened. The secondary school students (participants) were trained to identify and understand the various component of behavioural modeling therapy that could enhance their achievement emotion such as attention to the model, retention and mental organization of the model's behaviour, motor reproduction of model's behaviour, motivation process which tries to strengthen and reinforce modeled' behaviour. Students are to watch closely and pay full attention to the behaviour being modeled. Attention is the process involving the act of listening, and concentrating on the modeled behaviour for the attainment of desired ends.

Whatever behaviour seen in the life of the model must be retained; meanwhile retention is being able to understand the attention/behaviour and being able to categorizing that behaviour into a good action (O'Leary, Daniel, and Terence, 2015).

Students must physically recreate the actions they observed and it can be simply put as where the person then acts out one behaviour toward others; and students would be personally stimulated when observing the modeled academic achievement, academic qualifications and professional qualifications and this could lead to development of positive achievement emotion since they could see the gigantic achievements of the model. BMT is of the great benefit for the participants because it helps students to understand the behaviours desired of them that could influence their achievement. It provides the learner a chance to actively participate and obtain the practice needed in developing their skills to function effectively. It helps the trainees (students) to get meaningful feedback on their performance and is given adequate reinforcement for appropriate behaviour.

Also, Emotion Control Therapy (ECT) was also effective in the enhancement of achievement emotion among secondary school students. According to Ana, (2016) emotion control involves an attempt to modify the intensity or temporal features of an emotion. The goal of ECT is to provide techniques to assist students to regulate their emotion that could affect their positive achievement emotion. The goals of the therapy would help students to identify, differentiate, and describe their emotions, even in their most intense form; increase acceptance of affective experience and ability to adaptively manage emotions when necessary and decrease the use of emotional avoidance strategies (such as worry, rumination and self criticism). Through the training, the participants were made to know the basic principles and components of emotion control therapy, and acceptance of primary emotion as the influence of positive achievement emotion and the effects of ECT on achievement emotion. They were assisted to bring to fore the techniques to employ when controlling their emotion in the academic settings even beyond the school jurisdiction. It was noted that when a student is able to regulation his emotion when confronting academic challenges it would enhance his achievement emotion. Thus, this finding is corroborated with the finding of Bita, Hassan, Valid and Ali (2015).

Significant main effects of gender on achievement emotion of the senior secondary students.

The result showed that there was a significant main effect of gender on achievement emotion among secondary school students. Female students have higher achievement emotion than their male counterpart. The result of this research in line

with Siegel and Alloy(1990); Kennedy and Denham (2018) and Robinson (2014). A study investigating the impact of gender on emotion reaction in the academic environment; it was reviewed that gender is one of the important moderator of what and how students learn about emotion because it determines the appropriateness of emotional displays for males and females. Some research suggests that male and female experience emotions differently, which may ultimately lead to different reasons for academic achievement. Female in general report experiencing both positive and negative emotions more intensely than male, which might explain why females report greater difficulties with emotion regulation skills compared to males (Robinson 2014).

Also, females tend to report more depressive symptoms, and have more difficulty controlling ruminating behaviours (e.g., humiliating again and again on a particular issue) more appropriate than males. Julia (2009) affirmed that females are also more prone to reflection, meaning they are more likely to understand and deal with emotions in effective ways. Although boys and girls experience the same emotions, they may have different internal experiences of the intensity and different ways of regulating and expressing them. Akin (2018) also describes emotion in relation to achievement emotion and explains that there are no appreciable gender differences in individual's knowledge about their own and others' emotion and achievement purposes; there are gender differences in the way knowledge about emotion is deployed that has resultant effect on students disposition. The way a study is designed can create contextual factors that influence whether or not gender differences in emotion are observed.

Fayombo (2014); Frenzel, Pekrun and Goetz (2007) construe that gender differences occur in the reaction to academic issues and challenges that have direct consequences on the academic outcomes, physical and emotional health of students. Emotional girls tend to be at greater risk for depression, anxiety, and other mood disorders which are parts of the indices of negative achievement emotion, while boys who repress their feelings during the task preparation and academic works tend to be at greater risk for physical ailments such as high blood pressure, and also tend to indulge in more risky behaviour and vices such as smoking or drinking and finally result into total academic failure. However, when differences are reported, they typically show a female advantage with girls being more accurate decoders than boys (Hall, 1978; Hall and Matsumoto 1999).

Females had a higher rate of correct classification of facial expressions. Whenever the female students encounter any difficult situation, it is easier to take notice from their mood and reaction in school and other settings, this would help counsellors or teachers to sit them down and counsel them. Male students are more likely to have difficulty in distinguishing one emotion from another because their emotion reactions are not so pronounced compared with that of female counterparts (Thayer and Johnsen 2017). In the contradictory way, In Western cultures, there is evidence that the expression of sadness and other internalizing affects are perceived to be non-masculine among individuals. Male who display such emotions are viewed more negatively than female who display the same affect.

Main effects of academic self-efficacy on the achievement emotion of the senior secondary students.

The study found that there was a significant main effect of academic self-efficacy on achievement emotion among secondary school students. Hence, the hypothesis was rejected. For further clarification on the margin of differences among the academic self-efficacy levels, a Scheffe post-hoc analysis shows the comparison of the adjusted mean and the results from the table 4.7 revealed that students that have high level of self-efficacy had the highest mean followed by students with moderate academic self-efficacy and finally followed by students with the low academic self-efficacy. By implication, students with the high academic self-efficacy benefited most in the treatments compared with students in moderate and low. However, there is no significant difference in the level of benefit of achievement emotion acquired between the high, moderate academic self-efficacy levels. But there is significant difference in the degree of achievement emotion between the low academic self-efficacy and high and moderate academic self-efficacy. result from the study is in consonance with the studies of Oyetunde (2018); Sudhir (2013); they stated that academic self-efficacy is the positive correlation between academic self-efficacy variable and academic achievement. Positive correlation of academic achievement with self-efficacy and academic self-efficacy variables can be suggested to be important for the planning and implementation works of education and training processes. According to their assertion, achievement emotion could be explained in the context of student academic self-efficacy and have produced important findings that would help students' academic achievement at different levels of education.

In a similar study, Adekunle and Olusegun (2014) investigated the relationship between achievement emotion and academic self-efficacy, the result showed that academic self-efficacy are students' beliefs in their strength and capability to perform the necessary task that would yield a positive result. In the academic context, students' beliefs in their personal efficacy to control their own educational processes and outcomes and to become proficient in challenging subject matter, likely has a great impact on their scholastic impetus, interest and educational performance. This means that students who are confident in their capability to organize, execute, and regulate their problem-solving or task performance at a designated level of competence is demonstrating high self-efficacy. Self-efficacy is generally regarded as a multidimensional construct differentiated across multiple domains of functioning .Academic self-efficacy refers to individuals convictions that they can successfully perform given academic tasks at designated levels.

Furthermore, achievement emotion deals with the perception of a student towards a task preparation and task accomplishment that would enable such student to know whether is able to control his feelings towards learning or not. In the same vein, academic efficacy also deals with the perception of the student to ascertain whether they have competence to face education challenges. In the same line of thought Midgley (2017) affirmed that academic self-efficacy deals with the students' perceptions of their competence to do their class work. Students make reliable differentiations between their self-efficacy judgments across different academic domains which, collectively, form a loose hierarchical multidimensional structure. Self-efficacy beliefs should be relevant for understanding academic outcomes because self -efficacy leads to specific behaviours and motivations that can encourage or discourage effective performance.

Goal setting is one of the indices of achievement emotion (success). It is supported *by* Pajares (2019) goals (success expectation*)* help students to set a clear and purposeful goal. Whenever students set clear and purposeful goals, or are given a reasonable goal by a teacher, those students are more motivated to perform than students who are given no goals or who are simply told to try their best. According to D'Mello and Graesser(2012) students who set a goal are likely to experience an initial sense of self-efficacy for achieving the goal and are also apt to make a commitment to persist. As students work at the task, they engage in activities that they believe will lead to goal attainment.

Significant interaction effect of the treatment and gender on achievement emotion of the senior secondary students.

The result indicated that that there was no significant interactive effect of the treatments and gender on achievement emotion among secondary school students. This is to say that gender did not moderate the effect of the treatments on the achievement emotion among secondary school students. This is in agreement with the finding of Parkins, (2017) and William and Kyle (2016), they are of the opinion that achievement emotion has nothing with gender, both sexes manifest different emotions when coming in contact with academic challenges. Furthermore, emotional reaction to academic frustration cut across both sexes, all students would react to stressful academic condition, failure, examination preparation, early and late class attendance, test taking etc. Akin (2018) explains that there are no appreciable gender differences in individual's knowledge about their own and others' emotion. Furthermore, both sexes are competent at recognizing facial expressions of emotion, with many studies finding that males and females perform at equivalent levels on a wide variety of emotion recognition tasks (Hall and Matsumoto 2004).

However, Adekunle (2014) affirmed that female reported experiencing love and anger towards learning much more intensely than male did in assessment of gender differences in emotional response to issues and academic challenges. Girls also smiled more often when recalling memories of happiness or love to work and to their teachers. Male and female respond to stress in different ways. Female displays greater sadness or examination anxiety than male; while male show increase in blood pressure and a tendency toward alcohol craving and thuggry in an academic setting. In the same vein, Fayombo (2014); Frenzel, Pekrun and Goetz (2007) construe that gender differences occur in the reaction to academic issues and challenges that have direct consequences on the academic outcomes, physical and emotional health of students.

Girls that are emotional tend to be at greater risk for depression, anxiety, and other mood disorders which are parts of the indices of negative achievement emotion, while boys who repress their feelings during the task preparation and academic works tend to be at greater risk for physical ailments such as high blood pressure, and also tend to indulge in more risky behaviour and vices such as smoking or drinking and finally result into total academic failure. When differences are reported, they typically show a female more advantage in learning assimilation and coping with the academic

rigor leading to positive achievement emotion and it is noted that girls are more accurate decoders of information and mastery of concepts than boys (Hall, 2017; Hall and Matsumoto 2009).

Significant interaction effect of the treatments and academic self-efficacy of the secondary school students.

The result of the study found that was no significant interaction effect of treatment and academic self-efficacy on achievement emotion among secondary school students. Therefore, the null hypothesis was accepted. This implies that academic self-efficacy did not significantly moderate the effect of treatment on achievement emotion of secondary school students. Considering the behavioural modeling and emotion control therapies and the control group; it was observed that students who had high academic self-efficacy benefited more than those students in moderate and low academic self-efficacy. By this implication, it shows that students with high level of academic self-efficacy have capacity to control their emotion that would result to the achievement of academic success. It could be deduced that behavioural modeling therapy is the most effective therapy in the enhancement of achievement emotion when academic self-efficacy moderates the effect of the treatment group was in agreement to Rosen, Glennie and Bozick (2010); Durosaro and Adebanke (2016). As outlined by Bandura (1993), students with high academic self-efficacy view problems as challenges to be mastered instead of threats and set goals to meet the challenges. Students who are confident in their capability to organize, execute, and regulate their problem-solving or task performance at a designated level of competence is demonstrating high self-efficacy.

Significant interaction effect of gender and academic self-efficacy on achievement emotion of the secondary school students.

There was significant interaction effect of gender, academic self-efficacy on achievement emotion of the secondary school students. Hence, the null hypothesis was rejected. The marginal mean on the table 4.8 demonstrated that gender significantly moderates the efficiency of the academic self-efficiency in enhancing achievement emotion of the secondary school students. This implies that female students do have high academic self-efficacy compared to their male counterparts. The

implication is that gender significantly moderated the effect of academic self efficacy on achievement emotion of secondary school students. It was noted that female students with high and moderate levels of academic self–efficacy had a higher rate of achievement emotion compared to their male counterparts. Therefore, it could be ascertained that female students have tendency and capacity to quickly regulate their emotion when combating education challenges than male students because they could not hide their feelings.

Bandura is of the opinion that academic self-efficacy deals with a personal judgment of how well one can execute courses of action required to deal with prospective situations. Expectations of academic self-efficacy determine whether an individual will be able to exhibit coping behaviour and how long effort will be sustained in the face of obstacles. Stajkovic, and Luthans, (2018) opine that individuals who have high self-efficacy will exert sufficient effort that, if well executed, leads to successful outcomes, whereas those with low self-efficacy are likely to cease effort early and fail. According to Eccles and Wigfield (2012) academic self-efficacy is an individual's confidence in their ability (male or female) to organize and execute a given course of action to solve a problem or accomplish a task. They suggested that academic self-efficacy may vary in strength as a function of task difficulty some students may believe they are most efficacious on difficult tasks, while others only work on easier tasks.

Significant interaction effect of treatments, gender and academic self-efficacy on achievement emotion of the secondary school students.

The findings of the study indicated that no significant interaction between effect of treatments on gender and academic self-efficacy on achievement emotion of the secondary school students. The null hypothesis was accepted. This denotes that the impact of the treatment on gender and academic self-efficacy in enhancing achievement emotion of the secondary school students was not significant. The implication of this is that, the combination of behavioural modeling therapy, emotion control therapy, gender and academic self-efficacy has no effect on achievement emotion among secondary school students that is gender did not significantly moderate the effect of treatment and academic self-efficacy.

It was noted that female students with high and moderate levels of academic self–efficacy had a higher rate of achievement emotion compared to their male

counterparts. Therefore, it could be ascertained that female students have tendency and capacity to quickly regulate their emotion when combating education challenges than male students because they could not hide their feelings.Bandura is of the opinion that academic self-efficacy deals with a personal judgment of how well one can execute courses of action required to deal with prospective situations. Expectations of academic self-efficacy determine whether an individual will be able to exhibit coping behaviour and how long effort will be sustained in the face of obstacles. Stajkovic, and Luthans, (2018) opine that individuals who have high self-efficacy will exert sufficient effort that, if well executed, leads to successful outcomes, whereas those with low self-efficacy are likely to cease effort early and fail.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the discussion of findings of the study. It a.lso discusses peculiarities and limitations of the study, summary of findings, a generalisation of findings and implications of the study. Finally, it provides recommendations of the study and suggestions for further research and conclusion.

5.1   Summary of Study

1. There is significant main effect of treatment on achievement emotion of the secondary School students (F $_{(2, 103)}$ = 329.807, p < .05, η^2 = .865).

2. There is significant main effect of gender on achievement emotion of the secondary School students (F $_{(1, 103)}$ = 9.041, p < .05, η^2 = .081).

3. There is significant main effect of academic self-efficacy on achievement emotion of the secondary School students (F $_{(2, 103)}$ = 3.566, p < .05, η^2 = .065).

4. There is no significant interaction effect of treatment and gender on achievement emotion of the secondary School students (F $_{(2, 103)}$ = .277, p > .05, η^2 = .005).

5. There is no significant interaction effect of treatment and academic self-efficacy on achievement emotion of the secondary School students (F $_{(4, 103)}$ = 2.289, p > .05, η^2 = .082).

6. There is significant interaction effect of gender and academic self-efficacy on achievement emotion of the secondary School students (F $_{(2, 103)}$ = 3.393, p < .05, η^2 = .062).

7. There is no significant interaction effect of treatment, gender and academic self-efficacy on achievement emotion of the secondary School students (F $_{(2, 103)}$ = 1.571, p > .05, η^2 = .030).

5.2   Summary of Finding

The study found that BMT and ECT were potent therapies in fostering achievement emotion among senior secondary students in Oyo State, Nigeria. BMT was more effective in fostering achievement emotion.

5.3   Conclusion

Behavioural modeling and emotion control therapies were effective in enhancing achievement emotion among secondary school students in Oyo State, Nigeria. However, behavioural modeling therapy is more potent in enhancing achievement emotion among senior secondary students. The behavioural modeling therapy brings a good standing point on the process that an individual (teachers, parents and significant others) serve as models for students, and exhibiting the behaviour to be imitated by the students.

The study also found that gender and academic self-efficacy had significant effects on achievement emotion among secondary school students. Female students benefited in the study than their male counterparts because they could not control their emotions while confronting academic challenges like that of female students. Also, students with high level of academic self-efficacy benefited most in the study than students with moderate and low level of academic self-efficacy.

5.4   Implications of the Findings

There are several implications from the results of this study. The findings have proven that behavioural modeling and emotion control therapies are effective in enhancing achievement emotion among secondary school students which in turn reduces or prevents poor academic achievement. Achievement emotion of any population could be enhanced if proper intervention strategies are selected properly. Thus, secondary school counsellors can enhance positive emotions in the life of students effectively if the efficacious strategies were used or employed.

The findings of this study have implications for secondary schools, institutions, general counsellors, teachers, lecturers, students and other researchers. A further implication of this study is to foster positive emotion among students not minding their background, socioeconomic status and religion. It also stresses the need for male

students to regulate their emotions and that all students should develop their academic self-efficacy to the high level.

The study also has implications for the stakeholders to encourage the adoption of behavioural modeling and emotion control therapies in their approach to issues in life most especially task challenges. The study stressed the need for proper implementation of these strategies especially among students so as to enhance proper healthy lifestyle and satisfaction for the achievement of educational aims and objectives.

Another implication of this study is that, it provides the basic information necessary for the differences between positive and negative emotions and to identify the effects of each of the emotions to the teachers, and counsellors, and also equips them with the appropriate knowledge of conceputalising students' challenges and adequately manages the problems using behavioural modeling and emotion control therapies.

5.5 Limitations of the Study

The researcher recognized that there is no study withour its limitations and challenges experienced during the course of study. Firstly, this study did not collect all relevant materials or article publication due to the limitation of library source. Secondly, the scope of the present study is limited because it could not cater for both positive and negative emotions. Thirdly, the effects of BMT and ECT on senior secondary students' achievement emotion may be vary across the cultural eeducational contexts. Finally, this study utilized literature written in English Language thinking that it is an official language. Other languages could not benefit from the studt. However, the results of this research proved to be potent and reliable.

5.6 Recommendations

Based on the findings of the study, the following recommendations were made:
- ❖ The findings of this study should of good interest of counsellors at different secondary schools and institutions generally who could utilize behavioural modeling and achievement emotion therapies to manage different emotional dispositions that has great influence on their academic success.

❖ The secondary school students who cannot maintain positive emotions or that have a low achievement emotion should undergo this training for effective emotional management.

❖ The counselling centres in various schools should make use of behavioural modeling and emotion control interventions judiciously to enhance achievement emotion in the academic settings among students.

❖ Male students are encouraged to embrace behavioural modeling and emotion control therapies because it would help them to develop positive emotions to the achievement activities that leads to academic success.

❖ Government should endeavour to utilize the results of this findings to form policies that would cater for both positive and negative achievement emotions.among students.

❖ Educational psychologists should organize academic seminars in the schools to sensitise students about the potecy of the two psychological therapies while managing achievement emotion and basically on how they should develop positive emotions even in the time of academic challenges.

5.7   Contributions to Knowledge

The findings of this study have contributed to knowledge in the following ways:

1. It has ascertained the potency of the effects of Behavioural Modeling and Emotion Control Therapies on achievement emotion among secondary school students.

2. The findings have proved that behavioural modeling therapy was more potent in enhancing achievement emotion of the students than emotion control therapy.

3. Gender had a potent effect on achievement emotion and it was indicated that female students have higher achievement emotion than their male counterpart

4. The literature reviewed in this study as well as the treatment interventions used in the course of this study had a better understanding of behavioural modeling and emotion control therapies.

5. Academic self-efficacy did influence achievement emotion most especially students with high academic self-efficacy most in the treatments than those in moderate and low level of academic self efficacy.

6. This study has contributed theoretically and methodologically to the understanding of the effects of behavioural modeling and emotion control therapies on achievement emotion among secondary school students.

7. This study has shown the relationship between gender, academic self-efficacy and achievement emotion.

8. This research has filled a research gap which sought for the need to adopt some psychological interventions to the enhancement of achievement emotion among secondary school students.

5.8   Suggestion for Further Studies

This study reviewed that the use of behavioural modeling and emotion control therapies were effective in enhancing achievement emotion among secondary school students. This study has given insight for further research work in other area of the state or to be conducted at different state entirely apart from Oyo state. Further studies could examine other factors that associate with the achievement emotion specifically to look into how negative emotions could be reduced or totally eradicated among secondary school students. Also, the effects of negative emotions on students academic achievements could be researched on to ascertain the nature of the effects and the reasons why some students choose to engage negative emotion to their studies. The study should be extended to the other variables that could influence emotion positively in the academic settings such as gratitude, satisfactions, affection, cheerfulness, confidence and enthusiasm.

In addition, the psychological interventions behavioural modeling and emotion control therapies could be applied to other related behaviours by the secondary school students. The findings of this study can also be revalidated by re-conducting the same research using the same population after a period of time.

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APPENDIX I

Treatment Packages

The treatment programme was held in ten sessions and once a week for each treatment groups for duration of 45 minutes each per session. These groups are experimental group 1 (Behavioural Modeling Therapy), experimental group 2 (Emotion Control Therapy) and control group. The control groups are made up of senior secondary students in Oyo State, Nigeria. who have exhibited low positive achievement emotion (enjoyment, pride, and hope) in their studies.

<p style="text-align:center">Experiment Group One</p>

<p style="text-align:center">General Introduction</p>

Objectives: By the end of this session the participants participants will be able to:

- Mention the training goals and objectives.
- Relate the objectives of the programme to their own expectations.
- Understand the importance of participating in the therapeutic programme.
- Understand the concept of achievement emotion

Activity:

1. The researcher warmly welcomed the participants to the programme and requested for the support and maximum cooperation.
2. The researcher informed the participants about the objectives of the programme.
3. The researcher highlighted the benefits which the participants was derived from the programme
4. The researcher discussed the steps the programmes will take and schedule meeting dates and time

Treatment packages programmes in enhancing positive achievement emotion among senior secondary students.

Experimental Group 1 (Behavioural Modeling Therapy)

Session 1a

Topic: pretest administration

Objectives: At the end of this session, the participants will be able to:

- Undertake a pretesting

Activity:

- The researcher initiated and established a rapport with the participants;
- The researcher administered the pretest;
- The researcher introduced the participants to behavioural modeling therapy.

Step1

- The researcher welcomed the participants to the training and introduced himself, his research assistants to the participants;
- The researcher asked the participants to introduce themselves by way of establishing a bond;
- Motives for the programme and what the participants stand to benefit at the end of the programme;
- Benefits derivable from the programme were discussed with the participants;
- Guiding principles on the expected conducts of the participants in the course of the programme were discussed;
- Prompt and regular attendance was emphasized;
- Administration of pretest

Session 1b

Topic: Administration of pretest and introduction (aims and objectives of behavioural modeling therapy)

Activity:

- The researcher gave overview of what the training entails, clearly stating the aims and objectives of the training after administration the pretest;

Step 1

- Behavioural modeling is the form of psychotherapy in which students learn by imitating alone without giving any verbal direction by the model (teacher). From the generic point of view, teachers at school, parents at home and the significant others in the society can serve as model for students and thus exhibiting the nature of behavior that is to be imitated by the students (Durusaro

and Nohu 2016). As the name implies, Rubina, Gráinne, Martin, Paula, Julia, Alison, and Chris (2015) maintained that in the modeling the students learn new skills that would help in coping with the academic rigors. The set of behaviour that need to put on that would facilitate effective learning needs to be modeled by the students by imitating the personnel that concern, and the personnel includes parents or therapist who perform the behaviour to be copied or acquired.

- The aim of this training is to help all participants to be acquinted with the right knowledge that would help them to develop a positive achievement emotion and coping skill that would also help them to overcome. Therefore, the goal of the BMT is to increase the participant's skills in understanding, analyzing, expressing and regulating of their emotions.

Session 2

Topic: Concept of behavioural modeling therapy

Objectives: The participants were able to:

- The origin of behavioural modeling;
- The concept of behavioural modeling;
- The importance of behavioural modeling;
- Definition of various components of behavioural modeling.

Activity:

- The participants were be highly welcome;
- The researcher reaffirmed the participants' commitment to the programme
- Researcher entertained questions from the participants and welcomed their contributions
- As take home assignment, participants will ask them to list some importance of behavioural modeling therapy

Step 1

The origin of behavioural modeling

- Behaviour modeling therapy (BMT) is based on the work of Bandura (1977 and 1986) that deals with the social cognitive theory. He is of the opinion that what an individual learn at a particular period of time and the development that occur

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are on the joint relationship between the person and the situation or challenges that an individual faces. Badura (1977) made use of the term and called it reciprocal determinism to label the reciprocal interaction of the person and the challenges he faces.

Step 2

The concept of behavioural modeling

- The term behaviour modeling is of very important and significant to students behavioural modification. This includes the knowdge that the students receive as a result of frequent practice. It shows that behaviour modeling therapy is very effective in giving training device in both industrial and non-industrial contexts. Behavioural therapies for students vary widely, but all focus primarily on how some problematic thoughts or negative behaviours may unknowingly or unintentionally get rewarded within a young person's environment. These rewards or reinforcements often contribute to an increase in the frequency of these undesirable thoughts and behaviours.

- Behaviour therapies can be applied to manage all psychological problems facing students in the academic settings.. Although behavioural therapies could be applied to different disoders. This means that behavioural therapists encourage students to try new behaviours prior to the one exhibited, reward appropriate behaviours, and to let undesirable behaviours go to the extinction by ignoring unwanted behaviours.

Step 3

The Importance of behavioural modeling

- The behaviour modeling therapy satisfies many conditions for effective learning and bring a lots of benefits to the trainees (students). It is useful for students to understand their behavior that is desired of them. It gives the leraner an opportunity to actively participate and receive the teaching needed to develop their skills in order to function more effectively. The teaching received from the teacher helps to get the feedback from their academic performance. It provides reinforcement for students to exhibit good behavior. It enables students to deliberately attend a training that is well organized in a sequential manner

starting from the simple behavior to the more complex behaviour. It shows the students what to do at a particular time and provides opportunity to practice is acquired during the training and it provides a gradual step by step approach.

Step 4

The researcher created room for the participants to express themselves in questions and contributions and give assignment.

Understanding of the concept of behavioural modeling will help students to have an indepth about the behavior desired of them. It provides an ample opportunity for students to actively participate in the behavioural modification as its expected of them to function effectively in their studies in order to foster positive achievement emotion.

Session 3

Topic: The goals of behavioural modeling therapy and view of the human nature

Objectives: At the end of this session, participants were able to:

- Describe and explain the meaning of the goals of behavioural modeling therapy
- Understand deeply the human nature

Step 1

The goals of behavioural modeling therapy

- Behavioural therapists are main concerned with changing of target behavior and this means the behaviour that can be clearly defined and be accurate. They critically identify the reasons why some individuals persist on a certain behaviour without changing them
- The therapist and the clients reasons together to identify the first problem that needs an urgent attension and treat them first, Frequently, behavior therapists critically analysis the clients behaviour to know the starting point.
- The appropriate goals can be selected through student assessment. This assessment would be useful to ascertain clients antecedents and consequences of the behavior manifested and this helps them to help clients to identify their specific goals. As assessment continues, clients are able to explore their full potentials with the efforts of the therapist and this enables them to be more advantages than the disadvantage in goals accomplishment. It also set pace for

goals achievement and good academic performance. Therapists continue in their assessment until a desired behaviour is achieved.

- Modeling is seen as a form of therapy in which a therapist show case a non-frightening response to a negative situation in order to avoid withdrawal of the profitable outcomes and to promote imitation in the student. It has been proven to be effective in treating anxiety disorder among students.

- According to Antony and Roemer (2018) behavioural modeling is a therapy that is specifically designed to improve students behavioural ranges from different situations and conditions that would determine an individual disposition to issues (success or failure). Students are expected to expand their interests and capacities that would enable to be distinguished from one another and fit in for a particular role. Behavioural modeling works because students develop distinctive ways of expanding their abilities. This approach is useful as a tool in attempting to change a particular behaviour among students. It is observed that this therapy can be used for dramatic improvements within the inter race attitudes (Adebowale 2015). Further, it is also applicable in the cross cultural and diversity trainings for youth and at various industries.

Step 2

View of human nature

The behavioural counsellors view human nature as:

- Human beings begin life not innately good or bad but like John Locks' tabula rasa on which nothing has been written or stamped

- An individual reacts to stimuli encountered in the environment and behaviour is learned as individuals interact with their environment.

- Heredity and the interaction of heredity and environment produce behaviour and form the personality.

- An individual's personality incorporates positive and negative habits both of which are learned.

- An individual's behaviour is determined by the frequency and types of reinforcement provided in life situations.

- People learn patterns of behavior because various actions and reactions are accompanied or followed by a satisfying condition and are consequently stamped in to be repeated at a later date

- Human behaviour is determined by the goals people set for themselves or as imposed by the society. The individual develops a network of motives or needs which act to guide behavior.

Session 4

Topic: Various Components of Behavioural Modeling

Objectives: At the end of this session participants were able to:

- Identify and understand the various components of behavioural modeling

Step 1

Attention to a model

- Students are expected to watch the desire behaviour in the life of model by paying full attention to their behaviour. Attention simply refers to behaviour which is observed to be distinctive, appropriate, functional in value, prevalent that happens in the society(Allan,2011). The word attention is widely used to depit perceptual process that yielded certain inputs that need to be kept in our conscious experience or our daily experience encounter at any given period of time. The process an individual ability to listen effectively, and put his total concentration on the topic being thought. It could also be an object or event in order to achieve the desired ends.

- Attention is a construct that refers to total concentration and consciousness upon the objects or persons, and it could be acted upon differently beased on the level of importance. Attention is also the process of clearly getting of objects or thought before the mind. It a concept which is widely used in the cognitive psychology that deals with how an individual is actively process the information within the environment. It is seen as when mind takes possession in a clear and vivid manner. Finally, it means total withdrwal from somethings so as to deals with others that may later manifest.

Step 2

Retention and Mental organization of Model's Behaviour

- Social learning theory maintains that people learn by watching what others are doing. Retention refers to being able to understand the attention paid on an individual or object and the ability to catergorise that behaviour as either good or badaction (Allan 2011). For example, children may imitate adult behaviour as they observe them at home or in the society would act the same way because they have retained what they saw from the elderly persons in their surrounding. Children can be friendly or aggressive depending of the family that brought them up and what happens in their community where they live.

- Meanwhile, children who watch adults treating others in an unfriendly way may treat the other children who are younger to them. There is no need to look for studies before we can know that children would imitiate their parents based on what they stored in the memory

- When a parent is sweeping frequently, the time would come that their children also would take broom and start sweeping without instructing them to do so. Kids repeat what they hear and imitiate what they see

- **Step 3**

  Motor reproduction of the model's behaviour

- The observer must be able to reproduce the action they observed from the model. The observer must physically recreate the actions they observed. Motor reproduction, where the person then acts out this behaviour toward others. Motor Reproduction, including physical capabilities, self-observation of reproduction, accuracy of feedback.

- Typically, this entails integration of both overt behavioral and internal physiological events in both male and female, all of which are intricately enmeshed in manners adapted to the environment in which the animals live. The behavioural patterns related to reproduction tend to be relatively stereotyped within a species, but diverse among different species especially distantly related species. Capacity of all living systems to give rise to new systems similar to the behaviour of the modeled personality means reproduction.

Step 4

Motivation process which tries to strengthen and reinforce the modeled behaviour

- Reinforcement is a consequence applied that will strengthen an organism's future behaviour whenever that behaviour is preceded by a specific antecedent stimulus. There are two types of reinforcement, known as positive reinforcement and negative reinforcement; positive is where by a reward is offered on expression of the wanted behaviour and negative is taking away an undesirable element in the persons environment whenever the desired behaviour is achieved. Reinforcement refers to an enhancement of behaviour, but this term is also sometimes used to denote an enhancement of memory; for example, post-training reinforcement refers to the provision of a stimulus after a learning session in an attempt to increase the retained breadth, detail, and duration of the individual memories or overall memory just formed. The memory-enhancing stimulus can also be one whose effects are directly rather than only indirectly emotional, as with the phenomenon of flashbulb memory.

Session 5

Topic: Key Behaviours in the Modeling Stimulus

Objectives: At the end of the lesson, participant will be able to:
- Understand the meaning of key behaviour;
- Display the behaviours out of context;
- Exaggerate the behaviours and;
- Repeat the behaviours frequently.
- The participants will also understand its relevance.

Session 6

Topic: Cross-behavioural properties that influence behavioural modeling.

Objectives: At the end of this session, participants will be able to:
- Understand some cross-behavioural properties as factors that influence

Activity:
- Describe to the participants the concept of cross- behavioural modeling
- Explain to the participants, the various properties of cross-behaviour that influence behavioural modeling.

Step 1

Redundancy

- The word redundancy stems from the Latin verb 'redundare', which means overflow, be available in ample supply. Redundancy can mean both something positive, like the overflow in the sense of wealth, and something negative, like ballast. This double-entendre makes the expression interesting from the point of view of information theory. We will see that redundancy has both connotations at the same time, it can mean both wealth and ballast, depending on who is the receiver of information. From the information theoretical point of view the word information means what use in our everyday language to pass and receive directive to do a particular task. It deals with the content of the message, and everything with its length, in a more concise fashion, with the minimal length necessary to convey the answer to a complex question which, as we have seen, can be reduced to a series of simple questions

Step 2

Consistency in Modeled Behaviour

- The concept of consistency means that accounting methods once adopted must be applied consistently in future. Also same methods and techniques must be used for similar situations. It implies that a business must refrain from changing its accounting policy unless on reasonable grounds. If for any valid reasons the accounting policy is changed, a business must disclose the nature of change, the reasons for the change and its effects on the items of financial statements. The consistency principle states that, once you adopt a principle or method, continue to follow good behaviour consistently that has greater influence in the in future.

Step 3

Rule obedience

- Obedience is a form of social influence that involves performing an action under the orders of an authority figure. It differs from compliance (which involves changing your behavior at the request of another person) and conformity (which

involves altering your behavior in order to go along with the rest of the group). Instead, obedience involves altering your behavior because a figure of authority has other to do a particular.

Session 7

Topic: Processes of behavioural modeling

Objectives: At the end of the session, participants will be able to:

- Understand the processes of behavioural modeling
- Identify the various processes of behavioural modeling

Activity:

- The participants were welcomed warmly
- The researcher explained various processes of behavioural modeling for the participants

Step 1

Academic achievement

- Academic performance is synonymous to academic achievement,it deals with achievement in school. It is the action put forward in terms of success. It is seen as the capacity to gain satisfactory from successful competition. There are various aspects of academic. These are Arts which comprise of the Languages, science, that is made up of the biological physical and chemical and lastly humanity. The most often cited theories define student success in college as persistence and educational attainment, or achieving the desired degree or educational credential. These perspectives emphasize to varying degrees the importance of academic preparation and the quality of student experiences during college.

Step 2

Academic Qualification and Professionals

- If you are looking for a job, your resume is incomplete without mention of your educational qualifications, also called academic qualifications. Even in the social world, the kind of respect a man or woman gets from others is often

heavily dependent upon the degrees he/she has earned in college studies. The higher the academic qualifications, the better are the prospects of a person to achieve success in life. Better equipped persons grab more opportunities in life than persons who have lower levels of academic qualifications.

- Professional qualification refers to the degrees that individuals earn from a college or university that give a chance to earn their living in a profession. For example, the degree of M.D is enough for a doctor to land in a job and enter a profession that normally earns bread and butter for the person for the rest of his life. A student completing his MBA becomes eligible to enter the administrative world in many industries while a degree in law ensures a lifelong profession for the person.

Step 3

Vocabulary

- A vocabulary is a set of words known to a person or other entity, or that are part of a specific language. The vocabulary of a person is defined either as the set of all words that are understood by that person or the set of all words likely to be used by that person when constructing new sentences. Vocabulary is very important in language. When we learn the language it means that we learn the words of the language. Vocabulary can be defined, toughly as, the words taught in the foreign language. However, a new term of vocabulary may be more a single word, which is made up of two or three words but express a single idea. Good (2019) in Dictionary of Education defines vocabulary as the content and function words of a language which learned so thoroughly that they become a part of the students understanding, speaking, later reading, and writing vocabulary, and words having meaning when heard or seen even though not produced by the individual himself to communication with other.

Step 4

Shopping habit

- The way the modeled shop can also be examined by the students that can always change their behaviour. From years of austerity and rationing during the economic boom of the 1950s when consumerism took off and led the way with a mixture of quality, value and customer service. Shopping habits are all about

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convenience. So, you need to make it as easy as possible for shoppers to shop and that means being accessible online in order to remain relevant to customers.That doesn't mean it's enough just to have a functioning website though.

Session 8

Topic: Modeling Techniques

Objectives: At the end of this session, the participants were be able to:

- Explain the meaning modeling techniques
- State the stages involved in modeling techniques

Step 1

Concept of Modeling Techniques

The utilization of therapeutic techniques of modeling stemmed from the work of Bandura (1969, 1971, 1976, 1977, 1986, 1997, 2007). Modeling technique as a therapy comes to manifestation when a client observes and carefully studies the behaviour of another person and makes effective use of that observation judiciously. Students/clients learn when the model performs the behaviour and study the consequences of what happens to the model as a result of learning which are part of the techniques. Behavioural modeling therapy has five functions performed in shaping behaviour and these include: teaching, discouraging, prompting, reducing anxiety and motivating. Modeling comes to manifestation when a teaching is done by the model using different kinds of methodologies such as dramatization, experimental, demonstration, fieldtrip etc.

A client could watch films where some actions are performed. a behaviour can be discouraged from reoccurrence, when a child watches the implication of wrong action and see the consequences of the action. For example, a thief that is caught and killed immediately would discourage a child exhibiting such behaviour. Prompt in behavioural modeling indicates when or where a response is appropriate. Anxiety reduction occurs when a child is taking to a place where it seems fearful to him and watches what is being performed. For instance, a child could be taken to a swimming pool and watches other children swimming in order to reduce a fear of water. Lastly, therapist instructs the clients/students to perform an action and imitate his behaviour.

Model behaviour could be reinforced when there is motivation for other people to perform same action. A child could watch his/her parent cleaning a room and start learning how the task is performed and could as well bring enjoyment and excitement. (Spiegler and Guevremont,

Step 2

Stages involved in Modeling Techniques

Live modeling: Live modeling simply means watching a model intently when performing a specific behaviour. The modeling should be repeating actions at different times having observed the modeling, the client repeats the observed actions several times for proper assimilation.

Step 3

Symbolic modeling: Symbolic modeling occurs when the live modeling is notavailable or may not be convenient for students or therapist, at that instance, a symbolic modeling is used. The commonly used examples of symbolic modeling are films or videotapes, photographs, picture, books, and plays of appropriate behaviour; individuals observed a model indirectly rather than directly.

Step 4

- **Self-modeling:** In a self-modeling, students watch themselves performing a target behaviour in a desired way and get it recorded. Film recorded could be played later for them to watch and study how they perform a desired behaviour (Dowrick, 1991; Dowrick, Tallman, and Connor, 2005). A child's interaction with other people in the society in an appropriate way needs to be recorded and then show it to them so that he could see himself modeling socially an appropriate behaviour and replace inappropriate behaviour and wrong motives with the newly learned social skills.

Step 5

Participant modeling: The therapist and the clients involve in performing a targeted behaviour. It is good and helpful for the therapist to model the expected behaviour for

the client to observe and then guide the client in the utilization of the behaviour participant modeling. A student may be afraid of using a ladder to climb. Therapist can model behaviour by climbing the ladder for client to see and perform in the liked manner. Therapist can help the client to climb a ladder and offering encouragement and physical support when necessary for successful end.

Step 6

Covert modeling: Most times, it may be very difficult to observe a model at all times, clients need to visualize the behaviour of model as if he is seeing physically. In this process, covert modeling, the therapist describes a situation for the patient to imagine. Krop and Burgess (1993) give an example of covert modeling with a 7-year-old deaf girl who was sexually abused by her stepfather. As a result of the abuse, the girl was inappropriately touching males (in the crotch area), engaging in other inappropriate sexual behaviour, and having tantrums. In using covert modeling, Krop and Burgess had the girl imagine another little girl named Sara who felt good about making decisions not to throw tantrums and instead to interact appropriately with other children. Several scenes involved taking constructive action rather than acting out in a negative way.

Modeling, whether symbolic or live, is often used with other behavioural strategies to bring about change. In particular, modeling is frequently used in situations that involve interpersonal communication Wolpe (1990).

Session 9

Topic: The uses of Behavioural Modeling Therapies

Objectives: At the end of the session, the participants were able to:

- Understand various uses of behavioural modeling therapy to daily and healthy life

- Identify barriers to the effective use of behavioural modeling

Activity:

- The researcher explained the various uses of behavioural modeling as it applied to the participants
- The researcher led the participants to understand some barriers that can hinder the effective use of behavioural modeling to a daily living

Step 1

Behavioural classroom management

Behavioural classroom management is a type of evidence-based therapy which is designed in supporting students' positive behaviours in the classroom setting in order to prevent negative behaviours, and increasing student academic engagement with the greater academic achievement. This therapy helps students and teachers to participate in delivering the treatment. Behavioural classroom management has received several empirical supports as an effective therapy in the treatment of attention-deficit/hyperactivity disorder (ADHD) among students.

Step 2

Behavioural peer interventions

Behavioural peer interventions is the therapy that involves one or more students coming together in providing assistance to the students with behavioural problems. A teacher will train up a student to work as peers in order to reinforce students' positive behaviours to learning and good academic performance with academic and social support strategies. This therapy is regularly used in the school setting and has been proven to provide several benefits to academic interpersonal and social development of students. It is also shown that behavioural peer interventions have a potential to influence a positive emotion for the students as well, because it reinforces a sense of responsibility and constructive behavioural changes to teaching and learning. It has also been proven by experiment performed by the social science scholars to be effective in treating different emotion difficulties (Higa-McMillan, Francis, Rith-Najarian, and Chopita 2016).

There are a variety of peer-based behavioural interventions, including:

- Peer modeling

- Peer initiation training
- Classroom-wide tutoring

Step 3

Behaviuoral Parent Training

According to Steven, Evans, Julie and Nora (2013) behavioural parent training was developed to teach parents how to reinforce desirable behaviours in their children, discourage unwanted behaviours, and improve parent-child interactions. In this form of therapy, the parents play a significant role in treating their children's behaviour problems. During the therapy sessions, parents learn how to carefully observe their children's behaviours at home and are taught skills to reward their children's positive behaviours by using praise, positive attention, and rewards. They are also taught to use rule-setting, time-out, and ignoring to discourage bad behaviours.

Session 10: Administration of posttest and conclusion

Objectives: At the end of the session, the participants were able to:

- Demonstrate a clear and concise understanding of the behavioural modeling therapy;
- Understand the key factors discussed in the programme
- Make an obligation to enhance their positive achievement emotion
- Undertake a post testing

Activity:

Step 1: The researcher warmly welcomed the participants to the programme

Step 2: Participants were given the opportunity to ask questions

Step 3: The posttest administered on the participants

Step 4: Session was terminated and the participants were appreciated for partaking in the sessions and encourages to practicing what they have learnt in the course of the programme

Experimental Group 2

Session 1a

Topic: Administration of pretest and introduction (aims and objectives of emotion control therapy)

The aim of this session is to administer scale in order to predict the status of the participants before the commencement of the training so as to be able to ascertain if the changes after the sessions are due to the training.

Objectives:

At the end of the session, the participants were able to:

- Participate in the pretesting

Activity:

Step 1: The researcher cordially received the participants and craved for their support and cooperation;

Step 2: There was formal introduction of the researcher and his assistant to the participants;

Step 3: The researcher emphasized the essence of the programme and its benefits to the participants;

Step 4: The steps of the programme, schedule meeting dates and time was be discussed;

Step 5: The rules guiding the programme and what is expected of the participants was explained to them;

Step 6: The researcher administered the pretest instruments to the participants.

Session b

Topic: Introduction (aims and Objectives of the Emotion Control Therapy)

Activity:

- The researcher gave an overview of what the training is all about, clearly stating the aims and objectives of the therapy after administering the pretest;

Step 1

- Emotion control therapy (ECT), is the process that encompasses the concept which is related to the modification of emotions in order to fit the context or meet the expected goals

- At the end of this therapy, participants were able to practically employ the emotion control therapy's steps and procedures to maintain good and positive achievement emotion that fostered their academic achievement.

Session 2: The Concept of Emotion Control Therapy

Objectives: At the end of the session, the participants were able to understand and explain:

- The concept of emotion control therapy
- Positive achievement emotion and its importance

Activity:

- The researcher welcomed the participants;
- The researcher explained emotion control therapy and positive achievement emotion;
- The researcher also stated the importance of positive achievement emotion

Step 1

Concept of Emotion Control Therapy

Emotion control involves an attempt to modify the intensity or temporal features of an emotion. Ogunlade (2015) affirms that students have tendency to control their emotion when they are able to evaluate their emotion when considering the account of their social contexts. For instance, students show a tendency to display more emotion if they expect a sympathetic response from their peers. It is also believed that the continuous used of cognitive emotion control strategies helps students to maintain a good moral standard (Egun, and Tibi, 2010; Lajoie, and Azevedo, 2006)

Emotion control is defined as a person's ability to influence the, intensity, timing, quality expression and dynamic features of their positive and negative emotions. In another definition, emotion regulation is the extrinsic and intrinsic processes responsible for monitoring, evaluating, and modifying emotional reactions, intensive and temporal features, to accomplish one's goals (Thompson, 1994). Some studies have demonstrated that ability of students to control emotions is related to academic achievement, improvement of relationships and work performance (Blackwell, Trzesniewski, and Dweck, 2016; Suzette, 2014.).

Step 2

Concept of Positive Achievement Emotion

Pekrun, 2006; Pekrun, Frenzel, Goetz and Perry (2007) opine that students are likely to experience positive emotions (e.g., enjoyment) if they perceive themselves to have high or partial control over achievement activity and are focused on achieving success and avoiding failure. On the other hand, if they do not perceive themselves as having control over achievement activity and expect failure, they are likely to experience negative emotion. According to Dirk, Alexandra , Bart, Wim, and Bas, (2017) Positive emotions which could be categorized as joy, happiness and contentment hold many values to physical, social, and intellectual benefits for the individual (Fredrickson, 2001; Lyubomirsky, King, and Diener, 2015). Positive emotions go beyond making students feel good at all times but the experience of Students in a positive emotional state would have an awareness of what happens in their academic environment and this help their study. This could enable students involve in many social connections with their counterparts and resulting into a greater variety of academic achievement. The information on positive emotion has been on increase and catches the attention of many scholars because of it benefit of building personal and social resources for the future academic accomplishment (Gregersen, Macintyre, and Meza 2016).

Session 3: The Goals of Emotion Control Therapy

Objectives: At the end of this session, the participants were able to:

- Understand the goals of emotion control therapy as it applied to them;
- Identify these goals

Activity:

- The researcher welcomed the participants;
- The researcher explained the goals of emotion control for the participants.

Step 1

The goals of ECT are for students to be able to:

- Identify, differentiate, and describe their emotions, even in their most intense form;

- Increase acceptance of affective experience and ability to adaptively manage emotions when necessary;

- Decrease use of emotional avoidance strategies (such as worry, rumination and self criticism); and

- Increase ability to utilize emotional information in identifying needs, making decisions, guiding thinking, motivating behavior, and managing interpersonal relationships and other contextual demands.

Session 4: Basic Principles of Emotion Control Therapy

Objectives: At the end of the session, the participants were able to:

- Enumerate and understand the basic principles of emotion control therapy

Activity:

- The researcher welcomed the participants;

- The researcher described the basic principles of emotion control therapy for the participants

Step 1

Cognitive-behaviour

The underlying theory of cognitive behavioural management is related to social learning theory of Bandura; there are many theoretical constructs which concern us in depicting a full understanding of how cognitive behaviour is used. While it is relatively easy to suggest that thought controls behaviour at different occasion, also to add meaning and value to life. This construct requires much more, because in many senses it is self reflective. This principle helps people with problems in living with others to learn to attend to their internal dialogue as a means to making choices about change. The simple becomes difficult when one attempts to break through ones belief systems and deal with the dichotomies of individual internal realities and those of a broader world perspective.

Step 2

Acceptance

Acceptance is the express of the act or implication through the conduct which manifests agreement to the terms of an offer in a manner invited or required by the

offer so that a binding contract is formed. it should be recognized that acceptance is good in order to manage one emotion correctly.

Ormrod (2012) affirmed that acceptance deal with having a mindset which allows one to let go of frustration and disappointment, stress and anxiety, regret and false hopes. Acceptance leads to peace. Acceptance is the practice of recognizing the limits of one's control. Acceptance is a straightforward concept but difficult to practice. Acceptance is typically contains the concept of approval; the psycho-spiritual which is useful for the non-judgmental belief and mindset. Acceptance could be contrasted in terms of resistance, a term that has strong political and psychoanalytic connotations that do not apply in most contexts.

Step 3
Dialectical

Dialectic is defined as the art of determining the truth of the matter by the logical exchange of ideas and opinions. A philosophical, logical discussion using questions and answers on ethics or social problems is an example of dialectic. Its main goals are to teach students on how to live in the moment, by coping with stress by controlling emotions, and improving the relationships with others. Dialectic is conceptualized as the dialectical approach used to incure disagreement within the two conflicting parties holding different ideas on a subject matter or construct and conclusively reasoned out the truth of the subject matter.

Step 4

Mindfulness

Mindfulness deals with the students' ability to maintaining a moment-by-moment awareness of their thoughts, feelings, bodily sensations, and surrounding environment, through a gentle, nurturing lens. Russel (2018) opined that mindfulness also involves acceptance, meaning that we pay attention

Step 5:

Experiential

Experien.t.ia.l learning is the proce.ss of learning through accum.u.la.t.ion of experien.ce.s, and can be simply d.e.fined as learning through re.fle.ct.ion on doing. The use of experiment in the classroom or giving of a group assignment to a set of students can be experiential learning but does not ne.ce.ssarily invo.lve stud.en.ts re.fle.ct.ing on thei.r product. Experien.t.ia.l learning is differen.t from dist.in.ct from the ro.te or didact.ic learning, in which stud.en.ts will be passive in the classroom. A.lthough, it is rela.ted to, but no.t to.ta.lly similar with it; o.ther aspe.ct of learning tha.t enable stud.en.ts to take act.ive ro.le in teaching and learning. This in.clud.e.s, adven.ture learning, free-choice learning, coo.pera.t.ive learning, service-learning, and situa.ted learning (Tempela.ar, Rien.t.ie.s, and Gie.sbers 2011).

Step 6

Emotional focused

Emotionfocused is based on the concept that distress has an intimate relationship that often related to a deep-rooted fear of negligence. An individual's emotional response to these fears may be harmful to the relationship with partners and put strain on such relationship. EF approaches are based on the premise that human emotions are connected to human needs, and therefore emotions have an innately adaptive potential that, if activated and worked upon, it can assist students to change their problematic emotional states and interpersonal relationships and live happily.

Session 5 Topic: Model of Emotion Control

Objectives: At the end of this session, the participants were be able to:

- Identify and application of the model of emotion control
- State the 5 correspondence emotion that belong to different forms of emotion of emotion control.

Step 1

Model of Emotion Control

The process model of emotion control is based upon the modal model of emotion. The modal model of emotion suggests that the emotion generation process occurs in a particular sequence over time. This sequence occurs as follows:

5. Situation: the sequence begins with a situation (real or imagined) that is emotionally relevant.
6. Attention: attention is directed towards the emotional situation.
7. Appraisal: the emotional situation is evaluated and interpreted.
8. Response: an emotional response is generated, giving rise to loosely coordinated changes in experiential, behavioral, and physiological response systems.

Step 2

5 correspondence emotion that belong to different forms of emotion of emotion control.

Five different families of emotion control that correspond to the control of a particular point in the emotion generation process (Anna and Julie 2018). They occur in the following order:

✓ Situation selection
✓ Situation modification
✓ Attentional deployment
✓ Cognitive change
✓ Response modulation

Situation selection

Situation selection involves choosing to either avoid emotion that causes body disequlibrum or come in contact with relavant emotional situation.whenever a student withdraw or quit the emotionally relevant situation, such individual is decreasing the

likelihood of experiencing an emotion. Alternatively, if a student selects to confront or work with emotionally relevant situation, he or she is increasing the likelihood of experiencing an emotion (Belsky, Friedman and Hsieh 2017). Typical examples of situation selection may be seen interpersonally, such as when a parent removes his or her child from an emotionally unpleasant situation.

Brewer and Keri (1998) maintain that the use of situation selection may also be seen in psychopathology. For example, avoidance of social situations to control emotions is particularly pronounced for those with social anxiety disorder and avoidant personality disorder (Carlos, and Nancy, 2016). Effective situation selection is not always an easy task. For instance, humans display difficulties predicting their emotional responses to future events. Therefore, they may have trouble making accurate and appropriate decisions about which emotionally relevant situations to approach or to avoid.

Situation modification

Situation modification involves efforts to modify a situation so as to change its emotional impact. Situation modification refers specifically to altering one's external, physical environment. Altering one's internal environment to regulate emotion is called cognitive change. Examples of situation modification may include injecting humor into a speech to elicit laughter or extending the physical distance between oneself and another person (Davidson, Jackson and Kalin, 2014; Belsky, Friedman and Hsieh 2017).

Attentional deployment

Attentional deployment involves directing one's attention towards or away from an emotional situation.

Cognitive change

Cognitive change involves changing how one appraises a situation so as to alter its emotional meaning.

Response modulation

Response modulation involves attempts to directly influence experiential, behavioral, and physiological response systems.

Session 6: Basic components of emotion control therapy

Objectives: At the end of this session, the participants will be able to:

- Identify the components of emotion control;
- Explain the components of the emotion control.

Activity:

- The researcher will welcome the participant to the programme;
- The researcher will explain different components of emotion control therapy for the participants

Step 1

Understand the emotions

To understand emotion, it involves taking a step back from the emotional experiences and giving oneself time and space to notice and describe what one feeling look like. It is good to choose not to immediately become swept away by the emotions, but rather mindfully take a pause and critically *identify* what such person is experiencing. This might look so simple in its application, but it is difficult. In reflecting the role that emotions have played in life and by making true evaluation on how well one has been able to truly pictured and understood the emotional experiences in a given time and condition. Consideration in the process helps students to change reasoning for the better life living and then would help when the internal space is mindfully observed in emotions.

Step 2

Allow exposure to the feelings

The more consciously or otherwise to avoid emotions, the more likely it may be that it becomes persistent and simply wait around to acknowledge them and experience them.

The idea is to carefully, mindfully, and gradually allow tosit with uncomfortable feelings and truly experience them. It is necessary to create a story in mind about emotions that is being unacceptable or frightening; there is a natural tendency to avoid them at all costs.

Step 3

Use counter-conditioning procedures

The reason for the use of counter-conditioningis that a response to a particular stimulus is replaced by a new response. This new response is intended to affect one from the stimulus. The good example this counter conditioning is the systematic desensitization is one technique that falls under its umbrella. To use this technique, students would learn how to use relaxation and other distress tolerance techniques when facing the uncomfortable emotional experiences (e.g., shame, sadness, guilt, anxiety, sadness and anger). To actively and deliberately use and practice relaxation techniques directly in the face of distressing emotions, it would privilege them to reduce the sense of urgency that often follows painful emotions (urges to take immediate action) (Tze, Klassen, Daniels and Zhang 2013).

Step 4

Increase positive experiences

When the attention and conscious focus is persistently shifting toward negative, distressing, or unpleasant thoughts, it is easy to see how emotions the type of emotion that an individual will manifest. Just as every individual has capability to forming of intense internal state of distress; it is equally capable of creating an internal state of peacefulness and calm. According to Russel (2018) the direction of a good thought and deed toward positive and healthy endeavours would help students to be productive in their academic pursuit. It's good to cultivate an attitude of appreciation and complete openness to live experience up to the brightness of the world, rather than the darkness of the world.

To increase the positive experiences, these points should be considered as they are cogent points to the right living.

- Talk with a friend or loved one often.
- Take a walk round the compound or hike outside.

- Take a shower to regulate temperature.
- Listen to good, inspired and uplifting music.
- Write the inspired write up.

Step 5

Increase the mindfulness of current experience

When trying to make a contact with the present moment of the life experience, one is simultaneously letting go unnecessary attachments to the past event and future plans. Mindfulness would help students to totally step into their challenges at that period of time. It is noted that worries about the past and future take students fully away from the present moment that makes them to feel disconnected from themselves and our lives around them.

It is good to check back and tap into moment at the appropriate time. Check also whether one is basically okay right now or not in order to know the corrective measure to employ. No matter how intense or unpleasant emotions may be in the present moment, it is guaranteed that it will pass. It is notable that emotional experiences are temporary (Sahi, 2011; Russel 2018). Give room to become a mindful and curious observer of the personal experience and it would be noticed that it is possible to have a new relationship with emotions. Emotion has magic power over an individual on what he or she does (Ekman 2017)

Step 6

Increase competence in using coping skills

Learning to effectively regulate emotions is like learning any new skill it takes practice. The ultimate outcome of feeling is the realization that each individual is the captain his ship. Emotions should not take over students' lives or interfere with their important relationships when learning how to understand, manage, and respond to emotions more effectively. Sola (2015) maintain that the mindfulness of own personal tendencies that can trigger emotion is very essential. Also, noticing what situations tend to prompt emotional responses helps in regulation emotion. When self-knowledge is increased it would help to competently and confidently employ emotion regulation coping skills no matter what the situation.

Session 7: Acceptance of primary emotion as the influence of positive achievement emotion

 Objectives: At the end of this session, the participants will be able to:

- Explain the reasons for the acceptance of primary emotion as the influence of positive emotion.
- Understand the skills set in reducing emotional vulnerability

Activity:

- Researcher warmly welcomed the participants to the programme
- The researcher explained the reasons for the acceptance of primary emotion as the influence of positive emotion.

Step 1

Primary emotion as the influence of positive achievement emotion that initial reaction to an event and trigger in the environment;

1. Take care of your body
2. Increasing positive emotion
3. Find ways to have fun
4. Work on relationships
5. Be present to and mindful of the positive emotion
6. Be mindful of worries

Step 2:

Skills set in reducing emotional vulnerability which is known to be PLEASE MASTER

PL – Represents taking care of our physical health and treating pain and illness.

E – Is for eating a balanced diet and avoiding excess sugar, fat, and caffeine.

A – Stands for avoiding alcohol and drugs, which only exacerbate emotional instability.

S – Represents getting regular and adequate sleep.

E – Is for getting regular exercise.

MASTER – Refers to doing daily activities that build confidence and competency.

Session 8: The strategies and tips on how to control emotions

Objectives: At the end of the session, the participants will be able to:

- Understand the strategies on how to control their emotions;

- Identify the tips on how to control their emotion.

Activity:

- The researcher will warmly welcome the participants to the programme
- The participants will be informed about the strategies on how to control emotions.
- The researcher will lead the participants to identify tips on how to control emotions

Step 1

Strategies on how to control emotion

1. Stop- just pause for a moment
2. Take a breath- notice your breathing as you breath in and out
3. Observe-
    - What thoughts are going through your mind right now?
    - Where is your focus of attention?
    - What are you reacting to?
    - What sensation do you notice in your body?
4. Pull back- put in some perspectives,
    - What is the bigger picture?
    - Take the helicopter view
    - What is another way of looking at this situation?
    - What would a trusted friend say to me right now?
    - Is this thought a fact or an opinion?
    - How important is this?
    - How important will it be in the 6months, time?
5. Practice- what works-proceed.
    - What is the best thing to do right now, for me, for others, for situation?
    - What can I do that fits with my value?
    - Do what will be effective and appropriate

Session 9

Topic: Tips on how to control emotion

• <u>Take care of your physical needs:</u> Getting a good night's rest, eating healthfully, and exercising your body are all essential to being able to feel satisfaction in life. We've all noticed how much better we can feel after having a good night of restful sleep or after eating a diet of healthy foods.

• <u>Engage in activities that build a sense of achievement:</u> Doing one positive thing every day can lead to a sense of achievement and contentment. We can each benefit from paying more attention to the positive events in our lives. The things that bring us joy have been shown to decrease negative moods and increase positive moods.

• <u>Changing thoughts is easier than changing feelings:</u> Thoughts play a critical role in how we experience a situation. When you notice yourself first becoming upset, try to evaluate what you are thinking that is causing that

The reaction to the emotion

Situation (what triggers the problem at the school); my thought   (what goes in the heart e.g am I good enough) my emotion   (how do I feel, e.g worthless or anxious)   my behaviour (what I do, isolation, avoid relationship with others)   my body physical reactions (feel tired, loss of hope)

Session 10: Administration of posttest and conclusion

Objectives: At the end of the session, the researcher will be able to:

- To acquire the post test data;
- To formally conclude the therapy;
- To commend the participants.

Activity:

Step 1

The researcher received the participants into the last session

Step 2

The researcher went through all the previous sessions and allowed participants to ask questions

Step 3

The researcher administered the scale to the participants

Step 4

The researcher applaused the participants for their active participation and encouraged them to practice what they have learnt in the course of the session.

Control Group

Session 1: Introduction and pretest administration.

Session 2: The researcher talked on skill acquisition.

Session 3: Posttest administration and conclusion.

APPENDIX II

DEPARTMENT OF COUNSELLING AND HUMAN DEVELOPMENT STUDIES UNIVERSITY OF IBADAN

Dear Respondent,

This questionnaire is designed basically for a research purpose. It seeks to know how to you will react to these statements. All information provided would be treated confidentially. Please be honest as much as possible.

DEMOGRAPHIC INFORMATION

SECTION A

1. Age: -------------

2. Gender: Male ( ), female ( )

3. Religion: Christian ( ), Muslim ( ), Other ( )

4. How many cars do your parents have? 3 cars ( ), 2 cars ( ), 1 car ( ), motor bike ( ), none ( )

SECTION B:

POSITIVE ACHIEVEMENT EMOTION SCALE (PAES) SCREENING INSTRUMENT

Please kindly tick ( ) the correct option (s) as appropriate to you on your feelings towards your academic success. Key: SA= Strongly Agree   A=Agree   D= Disagree SD= Strongly Disagree

S/N	ITEM DESCRIPTION	SA	A	D	SD
1.	I feel of taking pleasure in what is going on in the academic setting.				
2.	Positive and hopeful emotions encourage me to look forward to a bright future.				
3.	I always believe that things will work out well for me academically.				
4.	I feel pleasure and contentment in the way things are going in our school.				
5.	positive emotions lead to a deep and enduring affection for learning				

6.	I am having a strong sense of self-esteem and belief in my capacity to do well in a given examination				
7.	I notice happiness in me when I confront educational challenges.				
8.	I have a sense of pleasure and contentment when accomplishing or fulfilling an academic goal.				
9.	I always have a feeling of happiness when uncertain situation turns out for the best, or a negative outcome is avoided.				
10.	I develop a sense of approval and pleasure in achievement, skill, or personal attribute.				
11.	I am having a feeling of optimism and anticipation about a positive future				
12.	I always elated or happy whenever I get a good grade from my examination				
13.	I feel a sense of happiness when I'm in the classroom.				
14.	I pay total attention to the classroom instruction because of my positive feeling for education.				
15.	I have a sense of approval of myself and pleasure in academic achievement and skills.				
16.	I feel happiness when uncertain situation turns out for the best, or a negative outcome is avoided.				
17.	I am feeling deep and enduring affection for my studies always.				
18.	I always get ready and excited for my education.				

PPENDIX III

DEPARTMENT OF COUNSELLING AND HUMAN DEVELOPMENT STUDIES UNIVERSITY OF IBADAN

Dear Respondent,

This questionnaire is designed basically for a research purpose. It seeks to know how to you will react to these statements. All information provided would be treated confidentially. Please be honest as much as possible.

DEMOGRAPHIC INFORMATION

SECTION A

1. Age: -------------

2. Gender: Male ( ), female ( )

3. Religion: Christian ( ), Muslim ( ), Other ( )

4. How many cars do your parents have? 3 cars ( ), 2 cars ( ), 1 car ( ), motor bike ( ), none ( )

SECTION B

ACHIEVEMENT EMOTION QUESTIONNAIRE

Please rate the following statements in regards to the achievement emotion

Strongly Agreed, Agreed, Strongly Disagreed, and Disagreed.

S/N	Items Description	SA	A	SD	D
	Class related emotions				
1	I enjoy being in class at all time				
2	I am confident when I go to class				
3	I am proud of myself to be in class at all time				
4	I am angry with myself, whenever I am in the classroom				
5	Thinking about class makes me feel uncomfortable and bored				
6	I get embarrassed whenever I am in the classroom				
7	I feel hopeless when my teacher teaches me				

8	I get bored to attend the class at all times				
	Learning related emotions				
1	I enjoy acquiring new knowledge that enhances my education				
2	I have an optimistic view toward studying				
3	I'm proud of my capacity in teaching and learning				
4	Studying makes me irritated most times				
5	I get tense and nervous while studying				
6	I feel ashamed that I can't absorb the simplest of details				
7	I feel hopeless when I think about studying				
8	The teaching material bores me to death				
	Test emotions				
1	For me the test is a challenge that is enjoyable				
2	I have great hope that my abilities will be sufficient for me				
3	I'm proud of how well I mastered the exam				
4	I feel very relieved when taking test or exam				
5	I am fairly annoyed with test or exam				
6	I feel panicky when writing an exam at all times				
7	I feel ashamed to attempt exam				
8	I have lost all hope that I have the ability to do well on the exam				

APPENDIX IV

DEPARTMENT OF COUNSELLING AND HUMAN DEVELOPMENT STUDIES UNIVERSITY OF IBADAN

Dear Respondent,

This questionnaire is designed basically for a research purpose. It seeks to know how to you will react to these statements. All information provided would be treated confidentially. Please be honest as much as possible.

DEMOGRAPHIC INFORMATION

SECTION A

1. Age: -------------

2. Gender: Male ( ), female ( )

3. Religion: Christian ( ), Muslim ( ), Other ( )

4. How many cars do your parents have? 3 cars ( ), 2 cars ( ), 1 car ( ), motor bike ( ), none ( )

SECTION B

 ACADEMIC SELF-EFFICACY SCALE (ASS)

Some statements concerning your beliefs about the learning are given below. Five responses are given to each statement. 1. Exactly true 2. Nearly True 3. Neutral 4. Nearly False 5. Exactly false. Carefully read each statement and decide to what extent it is true in your case. Then mark the column of the given response sheet against the serial number of the statement.

S/N	Description of items	Exactly True	Nearly true	Neutral	Nearly false	Exactly false
1	Irrespective of the subject, I am competent in learning					
2	I cannot read and understand my text books well.					
3	I sense that I am quick to pick the points from what I read					
4	I feel that I have no ability to keep things unforgotten.					

5	I can't manage time efficiently for learning					
6	I fail to find out the necessary sources for my study					
7	I fail to set higher goals in my study.					
8	I can't express ideas well while attending examinations.					
9	It is difficult for me to read and understand the textbooks in English language					
10	During examinations, I can recollect what I have learnt.					
11	Often I fail to comprehend the actual meaning of what I study.					
12	I am assured that I have a few friends who would be helpful in my study.					
13	I can accomplish my aims in learning.					
14	I can't answer the essay type questions well					
15	I experience that I am weak in understanding the classes of my teachers.					
16	I can develop the reading skill required to learn school subjects.					
17	When I study a new concept, I can't recall the related knowledge from the earlier classes.					
18	I consider that I fail to develop a healthy relationship with my teachers.					
19	I am confident that I can perform well in competitive examinations.					
20	I can't deal efficiently with the unexpected problems in my study.					

21	I can be calm at time of exam as I am conscious of my ability to learn.					
22	I can't complete the homework myself without any help from guidebooks, previous notes etc					
23	If a sudden test is conducted for us without prior notice, I can answer it well.					
24	I can't answer the questions which teachers ask me.					

APPENDIX V

ADMINISTRATION OF TREATMENT PACKAGES AND CONTROL GROUP