

BEHAVIOURAL MODELING AND EMOTION CONTROL THERAPIES IN ENHANCING ACHIEVEMENT EMOTION AMONG SENIOR SECONDARY STUDENTS IN OYO STATE, NIGERIA

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ABSTRACT

This study was carried out to examine effects of Behavioural Modeling (BM) and Emotion Control (EC) therapies on achievement emotion among senior secondary students in Oyo State, Nigeria. The study adopted a pretest-posttest, control group quasi experimental design with a 3x2x3 factorial matrix. The population in this study comprised of senior secondary school students one (SS1) of Oyo State, Nigeria. Multistage random sampling technique was used to select a sample size of 120 participants. The instrument used to collect data is a structured questionnaire called Achievement Emotions Questionnaire (AEQ). This instrument was adapted and used to collect data among the participants and the reliability coefficient of adapted instrument $r = 0.83$. Data collected were analysed using Analysis of covariance (ANCOVA) at $\alpha = 0.05$ level of significance and Duncan Post-hoc analysis was used to determine the directions of the difference among the groups. The findings of the study showed that behavioural modeling and emotion control therapies were effective in enhancing achievement emotion of senior secondary I (SS I) students. However, Behavioural Modelling Therapy (BMT) was more effective in enhancing achievement emotion than Emotion Control Therapy (ECT) (BMT = 104.93 and ECT = 94.35). Gender and academic self-efficacy were significantly moderate the achievement emotion significantly. The researchers recommended that Counselling psychologists should adopt the two interventions when handling issues related to achievement emotion.

Keywords: Achievement, Behaviour, Emotion, Enhancement, Modeling, Therapy

INTRODUCTION

The desired educational achievements of students are a paramount issue till today. Students generally are parts of the total population, and consequently, there is need to prepare them educationally to meet the future needs of the nation because they would soon face the complex adults' role as workers. There is a greater need than in the past for students to attain advanced level of educational goals; and meanwhile, the ultimate goal of education is for students to be useful to themselves and to the entire society by contributing their quota to the development of the community and the nation at large. Students could only develop their advanced intellectual capabilities through schooling and therefore, there is need to understand and act upon the nature of this desired achievement.

Achievement emotion is also of critical importance for students' learning and the academic performance. Achievement emotion could be simply be defined as emotions in an academic setting. Pekrun (2006) defined achievement emotion as emotions which are related to the achievement activities or the achievement outcomes such as success or failure (Pekrun, 2006). Achievement emotion is seen as emotions that are directly linked to achievement activities or achievement outcomes. It is defined as affective arousal that is tied directly to achievement activities e.g studying or achievement outcomes (success and failure). It is generally agreed that emotions are distinct from other affective phenomena, including moods and stress. Achievement emotion is induced when the individual feels in control of, or out of control of activities and outcomes that are subjectively important implying that appraisals of control and value are the determinants of these emotions (Ekman 2014 and Izard 2014). Academic settings and achievement can thus be assumed to bring about different varieties of intense emotions and this comprises of both positive and negative emotions and task-related emotion as well as self-related and social emotions (Linnenbrink 2015). The studies on the impact of positive emotions to learning goals and achievement show that happiness, contentment, pride, and hope positively correlate with students' academic interest, academic self-efficacy and effort and overall

achievement (Pekrun et al., 2002). Positive emotions could predict a facilitation to the general learning activities of students (Rothbart and Bates, 2006) and serves as enhancement of academic competence (Fredrickson, 2001).

Students generally would avoid tasks where self-efficacy is low, but undertake tasks where self-efficacy is high. When self-efficacy is significantly beyond actual ability, it leads to an overestimation of the ability to complete tasks. On the other hand, when self-efficacy is significantly lower than actual ability, it discourages growth and skill development. Research shows that the optimum level of academic self-efficacy is slightly above ability; in this situation, students are encouraged to tackle challenging tasks and gain experience (Abdul Gafoor and Muhammed 2006). Academic self-efficacy is made of dimensions like magnitude, strength, and generality to explain how students believe they will perform on their studies.

Gender is the second moderating variable that could influence achievement emotion. Gender differences in emotion have generally been accounted for in terms of the social and cultural context, especially as a result of gender-stereotypic socialization (Brewer and Kari 1998; Julia, 2009; Shields 2002). Emotions can be considered as the part of the socialization into roles that male and female students commonly occupy after their education (Alexander and Winne 2014). Traditionally, females are more likely than males to have domestic and nurturing roles, in which taking emotional care of others is their main task. Male, however, are more likely than female to provide the material resources and assume a role in the paid economy. Moreover, these roles suggest differences in power and status, with female roles providing less.

Although the theoretical and empirical literature on positive achievement emotion has expanded enormously in the past decades, only a handful of studies have examined positive achievement emotion and only a few studies have directly investigated impact of achievement emotion on students' academic achievement (Pekrun 2017). It is pertinent for research to be conducted to further investigate whether behavioural modeling and emotion control therapies will be effective on positive achievement emotion among secondary school students. However, few studies have explored the relative importance of fostering positive achievement emotion among secondary school students using behavioural modeling and emotion control therapies and also the purpose of this research is to determine the contribution of behavioural modeling and emotion control therapy on achievement emotion among secondary school students.

Statement of the Problem

However, to date, investigators have insufficiently considered the contributions of positive and negative emotions to academic achievement. It is suggested that, it is good to learn a great deal about when and why emotions are related to achievement and the roles that cognitive processes, motivational mechanisms and classroom relationships play in the associations of emotions with achievement (Gable, Harmon-Jones 2018). Ekman (2016) affirms that the results of several qualitative studies highlight that, in the academic activities, students experience a wide range of emotions, which can appear periodically at different frequencies depending on the academic situations. This emotional diversity must be considered in order to deeply understand student's cognitive and affective life. It could also be defined as multiple component processes that comprise specific affective, cognitive, physiological and behavioural elements.

It is imperative to consider the design and development of educational programmes that could assist in the facilitation of positive emotions. Positive emotions (e.g., a state of happiness) could help improve a student's state of resilience and serve as a determinant factor of psychological need satisfaction, social well-being and academic success. Students who are unhappy at school may disengage and consequently, feel more inclined to participate in different types of anti-social behaviours. Positive emotions could actually act as a buffer between students and stressful event in life and allowing them to cope more effectively and preserve their mental health. In addition, it is confirmed that positive emotion helps in modulating individuals' reaction to stress and allows them to recover from the negative effects of stress more quickly. However, negative situational

and dispositional emotions (e.g., a state of anxiety before a test) are deficit and have been shown to produce a number of maladaptive practices and outcomes for students, such as a decline in academic performance. Although previous studies have used different psychological and sociological approaches to identify a range of factors associated with achievement emotion among secondary school students. It is on this premise that this study investigated the effects of positive achievement emotion on academic achievement of senior secondary students in Oyo State.

Purpose of the Study

The main purpose of this study was to investigate behavioural modeling and emotion control therapies on achievement emotion among senior secondary students in Oyo State. Thus, this study sought to investigate:

- The main effects of the treatments on achievement emotion among senior secondary students
- The main effects of gender on achievement emotion among senior secondary students
- The main effects of academic self-efficacy on achievement emotion among senior secondary students

Hypotheses

The following hypotheses were formulated for this study and tested at $\alpha = 0.05$ level of significance:

1. There will be no significant main effect of the treatments on achievement emotion of senior secondary students.
2. There will be no significant main effect of gender on achievement emotion of senior secondary students.
3. There will be no significant main effect of academic self-efficacy on achievement emotion of senior secondary students.

Literature Review

Achievement emotions as a construct refer to the competence that is relevant to activities or outcomes 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 focus on eight types of learning that are attributed to achievement emotions which are enjoyment, hope, pride, anger, anxiety, shame, hopelessness and boredom. These eight learning activities can be grouped into two, positive and negative. Positive emotion is also described 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).

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) taking tests and exams, (3) studying or doing homework by oneself, (4) studying or doing homework in a learning group, and other situations in which one is cognitively occupied with academic achievement. (e.g. talking about an upcoming exam with a peer). Emotions can arise either due to the nature of the tasks to be completed (task-related or intrinsic emotions, e.g. enjoying solving a mathematics problem) or due to the expected outcome (outcome-related or extrinsic emotions e.g. looking forward to getting a good grade, Pekrun, Goetz, Titz and Perry 2002). Further, 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 and task engagement in the life of students and his directly linked to the 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 how achievement goals influence education attainment (Baron and Kenny, 2016).

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 them to have an awareness of what is happening in their study. This could help them to get involved in the 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 (Goetz, and Titz, 2002, 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 manifests gradually but its effects endure in shaping students' behaviour and response to emotion, and help individuals thrive in both good and bad times. There is plethora of information which indicated that students who regularly experience positive emotions experience better life outcomes than those who do not. Longitudinal evidence showcased those 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 that 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 (Fredrickson and Joiner, 2002; Fredrickson, Tugade, Waugh and Larkin, 2013), physical health (Aspinwall and Brunhart, 1996; Scheier and Carver, 2003, and relationship closeness (Alao, Hassan and Stephen, 2017 and Ogunsanwo, 2013)

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 (Fredrickson and Barrett, 2017). Positive emotions help students regulate their reaction to stress and gives them a total recovery from the negative effects of stress more quickly. These effects may be due to the broadening and building those 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 a person to seek out a wide variety of sources of meaning and fulfilment, sources they can depend on to pull them back up to their feet when they get knocked down.

METHODOLOGY

Design:

This study adopted a pretest-posttest, control group quasi experimental design with a 3x2x3 factorial matrix. The first 3 in the matrix represents the treatments which comprises of the two interventions and the control group, the 2 stand for gender at two level of male and female and the last 3 stand for Academic self-efficacy at three level of low, moderate and high academic self-efficacy.

Population:

The population of this study comprised of senior secondary school students (SS1) in Oyo State, Nigeria.

Sampling & Sampling Technique:

Multi stage random sampling technique was used in this study. Firstly, simple random sampling technique was used in selecting three (3) Local Governments out of thirty-three (33) Local Governments in the State. Second stage deals with the selection of one Secondary School randomly in each selected Local Government. The third stage involves randomly selection of three senior secondary school students and SS1 students were finally selected into experimental group 1; experimental group 2 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) from schools to be selected.

Instrumentation:

The study instrument was a structured questionnaire developed by Pekrun (2000) called Achievement Emotions Questionnaire (AEQ). This instrument was modified and adapted in the secondary school context and was pilot tested before used with the reliability coefficient of Cronbach alpha $r = 0.83$. The instrument item consists of students' achievement emotions experienced in three different learning situations.

Data Analysis: In the analysis of data, Analysis of covariance (ANCOVA) was the major statistical tool 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.

RESULTS

Results of Hypotheses Testing

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

Table 1: Summary of 3x2x3 Analysis of Covariance (ANCOVA) Showing the Significant Main and Interactive Effect of Treatment Groups, Gender and Academic Self-Efficacy among Secondary School Students

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
CorrectedModel	42203.803 ^a	16	2637.738	83.823	.000	.929
Intercept	556.346	1	556.346	17.680	.000	.147
Covariate	2041.424	1	2041.424	64.873	.000	.386
Treatment grou	20756.664	2	10378.332	329.807	.000	.865
Gender	284.514	1	284.514	9.041	.003	.081
AcademicSelf-S	224.450	2	112.225	3.566	.032	.065
trtgrp * gender	17.439	2	8.719	.277	.759	.005
trtgrp * ases	288.121	4	72.030	2.289	.065	.082
Gender * ASE	213.515	2	106.757	3.393	.037	.062
Trtgrp * Gender * ases	98.865	2	49.432	1.571	.213	.030
Error	3241.189	103	31.468			
Total	960873.000	120				
Corrected Total	45444.992	119				

a. R Squared = .929 (Adjusted R Squared = .918)

The Table1 showed that there was significant main effect of treatment on students' achievement emotion ($F_{(2, 103)} = 329.807$, $p < .05$, $\eta^2 = .865$). 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 no significant main effect of treatment on students' achievement emotion was rejected; the table1 also shows the contributing effect size of 91.8%. For further clarification on the margin of differences between the treatment groups and the control group, a Duncan post-hoc analysis which shows the comparison of the adjusted mean was computed and the results is as shown in the Tables2 respectively

Table 2: Duncan Post-hoc Analysis Showing the Significant Differences of Achievement Emotion among Various Treatment Groups and the Control Group

Treatment group	N	Subset for alpha = 0.05		
		1	2	3
Control	40	62.7500		
Emotion Control Therapy	40		94.3500	
Behavioural Modelling Therapy	40			104.9250
Sig.		1.000	1.000	1.000

From the Table 2, 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, Behavioural 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 will be no significant main effect of gender on the achievement emotion of the secondary school students.

Table 1 demonstrated that there was main effect of gender on students' achievement emotion ($F_{(1, 103)} = 9.041, p < .05, \eta^2 = .081$). Therefore, the null hypothesis was rejected. The Table 2 further indicates that the mean score of male students (estimated mean = 85.369) and female (estimated mean = 93.368). This implies that female students have higher achievement emotion than their male counterpart.

Table 3: Marginal Mean of Achievement Emotion Based on Gender

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

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

Table 4 demonstrated that there was main effect of academic self-efficacy on students' achievement emotion ($F_{(2, 103)} = 3.566, p < .05, \eta^2 = .065$). 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: Scheffe Post-hoc Analysis Showing the Significant Differences of Achievement Emotion among Academic Self-Efficacy Levels

Academic Self-Efficacy Level	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, 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 student's 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.

DISCUSSION

This null hypothesis was rejected because the result in table 1 revealed 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 group have the least mean score in the achievement emotion compared to those in behavioural modeling therapy group as it was shown in the table1. 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 consisted 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 a vehicle for attempting to change a particular behaviour. 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 the skills of peer group facilitators; and also helps in improving interpersonal skills among students. According to Richard and Farmer (2015) behavioural modeling therapy for students focuses primarily on how some problematic thoughts or negative behaviours may unknowingly 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 result showed that there was a significant main effect of gender on achievement emotion among secondary school students. Therefore, the null hypothesis was rejected. The table 3 further indicated that the mean score of male students is least compared to the female students mean score. This implies that female students have higher achievement emotion than their male counterpart. The outcome of this study is in the same line of thoughts 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 moderators 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., thinking over and over again about something) 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.

Result from table 1 of the analysis showed 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 revealed that students with the high 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. Finding from this study tends to be in consonance with the studies of Stajkovic and Luthans (2018); Moustafa and Sudhir (2013); and Cherian and Jacob (2016) who 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 ability to perform the necessary behaviours to produce a certain outcome. 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.

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 secondary school students. The behavioural modeling therapy lays emphasis on the process in which persons (teachers, parents or significant others) serve as models for students, and exhibiting the behaviour to be imitated by the students. It also geared towards assisting participants to acquire level of knowledge or skill that will enable them to foster positive achievement emotion and cope with the educational challenges that arise in the education settings. On the other hand, emotion control therapy helps to identify, differentiate, and describe their emotions, even in their most intense form and Increase acceptance of affective experience and ability to adaptively manage.

Recommendations

Based on the findings of the study, the following recommendations are made:

- ❖ The findings of this study should be of interest to the counsellors at various 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 are challenged with their emotion can personally undergo the training for effective emotional management.
- ❖ The counseling centres in various schools should make use of these psychological interventions maximally to enhance emotions in the academic settings.
- ❖ Male students are encouraged to embrace behavioural modeling and emotion control therapies which could help to improve their emotions that would lead to academic success.
- ❖ Government should endeavour to use the findings of this study to see the reason for the employment of counsellors in our secondary schools and higher institution of learning.
- ❖ Educational psychologists should organize academic seminars in the school to sensitise students on how to develop positive emotions and how to control their emotion even in the time of academic challenges.
- ❖ The interventions could be used on a larger percent of students to maintain and live better and happier lifestyle in the school.

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