

**Psychological Resilience and School Counselling as Determinants of Students  
Affective Domain towards Civic Education in Public Senior Secondary Schools  
in South West Nigeria**

**Oluwadamilola Oluwaseun ODEWALE  
LCU/ PG/001338**

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## Certification

This is to certify that **Oluwadamilola Oluwaseun ODEWALE** with the matriculation number **LCU/ PG/001338** carried out this research work titled **"Psychological Resilience and School Counselling as Determinants of Students Affective Domain towards Civic Education in Public Senior Secondary Schools in South West Nigeria"** in the Department of Arts and Social Science Education, Faculty of Arts and Education, Lead City University, Ibadan, Nigeria for the award of Doctor of Philosophy Degree (PhD) in Guidance and Counselling and this has not been previously submitted elsewhere.

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**Dr Olabisi T. P. Killian**  
Supervisor

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**Date**

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**Ass. Professor Senimetu Ileuma**  
Head of Department

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**Date**

## **Dedication**

This work is dedicated to God Almighty for making it possible for me to start the programme and finish it successfully. The work is also dedicated to my family the Odewales worldwide, for their support and encouragement, and also to my late grandma in person of Madam Felicia Oluremi A. Esan, and also to my late cousin in person of Mrs Olubukola Osoba. May their souls rest in eternal peace.

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### Abstract

Psychological resilience and school counselling are important factors that could influence students affective domain, but have not been fully explored. This study therefore, examined psychological resilience and school counselling as determinants of public senior secondary schools students affective domain towards civic education in South West Nigeria. The descriptive survey research design was adopted. The population comprised of all students from mixed public senior secondary schools, between the ages of 15-19 years in SSS. II in Southwest Nigeria (748,468). 1,800 respondents were selected through systematic random sampling technique using Yamane Taro sampling size determination. Structured questionnaires tagged Psychological Resilience, School Counselling and Students Affective Domain towards Civic Education Questionnaire (PRSCSADCEQ) for data collection the descriptive statistical measure using simple percentage and frequency counts were used for the demographic characteristics of the respondents while the research questions were analysed using Pearson moment correlation, and the descriptive statistics and zero-order correlation, while research hypotheses were tested using multiple regression analysis at 0.05 alpha level of significance. Findings revealed a positive significant relationship between psychological resilience and students→affective domain towards civic education in southwest Nigeria;  $r(1798) = 0.180$ ,  $r^2 = 0.032$ ,  $p < 0.01$ . Likewise, findings also revealed a positive significant relationship between school counselling and students→affective domain towards civic education in southwest Nigeria;  $r(1798) = 0.471$ ,  $r^2 = 0.222$ ,  $p < 0.01$ . Students→affective domain towards Civic education positively correlated with psychological resilience ( $r = 0.180$ ,  $p < 0.01$ ), and school counselling ( $r = 0.471$ ,  $p < 0.01$ ). Furthermore, the findings indicated that both factors: psychological resilience and school counselling are significant predictors of students→affective domain towards civic education in southwest Nigeria. Based on the findings therefore, it is recommended that a functioning counselling unit should be provided at schools also, the parents, school, stakeholders, and government should be concerned in relation to the Psychological resilience and School counselling and Affective domain of secondary school students.

**Keywords:** Psychological Resilience, School Counselling, Students, Affective Domain, Civics Education.

<b>Table of Contents</b>	<b>Pages</b>
Title	i
Certification	ii

Dedication	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vii
List of Tables	x
List of Figures	xi
List of Appendices	xii

## **Chapter One: Introduction**

1.1	Background to the Study	1
1.2	Statement of the Problem	19
1.3	Aim and Objectives of the Study	20
1.4	Research Questions	20
1.5	Hypotheses	21
1.6	Significance of the Study	21
1.7	Scope of the Study	22
1.8	Limitation of the Study	23
1.9	Operational Definition of Terms	23
	Endnotes	25

## **Chapter Two: Review of Literature**

2.1	Conceptual Review	30
2.1.1	The Affective Domain of learning	30
2.1.2	Affective Domain category	35
2.1.3	Civic Education in Nigeria	39
2.1.4	Civic Education in Secondary Schools	46
2.1.5	Resilience and Psychologically Resilience	48
2.1.6	Building Psychological Resilience in Students	51
2.1.7	Model of Resilience	56
2.1.8	Counselling and School Counselling	64
2.2	Theoretical Framework	80
2.2.1	Resilience Theory	80
2.2.2	Cognitive Development Theory	82
2.2.3	Classical Conditioning Theory	84
2.3	Review of Empirical Studies	90

2.3.1 Psychological Resilience and Students Affective Domain	90
2.3.2 School Counselling and Students Affective Domain	95
2.4 Summary of Reviewed Literature	104
2.5 Conceptual Model	105
Endnotes	107
 <b>Chapter Three: Methodology</b>	
3.1 Research Design	119
3.2 Population of the Study	120
3.3 Sample and Sampling Techniques	120
3.4 Description of Research Instrument	123
3.4.1 Psychological Resilience, School Counselling and Students Affective Domain towards Civic Education Questionnaire (PRSCSADCEQ)	124
3.5 Validity of the Instrument	125
3.6 Reliability of the Instrument	125
3.7 Administration of Research Instrument	125
3.8 Method of Data Analysis	126
Endnotes	127
 <b>Chapter Four: Results and Discussion of Findings</b>	
4.1 Questionnaires Distribution Rate and Response	129
4.2 Presentation of Data	130
4.2.1 Demographic Data Analysis	130
4.2.2 Answer to Research Questions	133
4.2.3 Test of Hypotheses	139
4.3 Discussion of Findings	141
Endnotes	149
 <b>Chapter Five: Conclusion</b>	
5.1 Summary of the Findings	150
5.2 Conclusions	155
5.3 Recommendations	155
5.4 Contribution to Knowledge	156
5.5 Suggested Areas for Further Research	159
Endnotes	161
Bibliography	162

Appendices	190
Bio-data	210
University Compliance Form	211

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## List of Tables

<b>Table</b>	<b>Title</b>	<b>page</b>
3.1	Population of the Study	120
3.2	Sample States of the study using systematic random sampling technique	121
3.3	Sample Size of Public Senior Secondary Schools for the Study using Taro Yamane sampling technique	122
3.4	Sample Size of Public Senior Secondary Schools Students for the Study using Taro Yamane sampling technique	123
4.1	Questionnaires Distribution Rate and Response	129
4.2	Frequency Distribution of Demographic Data obtained from Psychological Resilience and School Counselling Questionnaire (PRSCSADCEQ)	130
4.3	Pearson Product Moment Correlation Summary showing the relationship between Psychological Resilience and Students Affective Domain towards Civic Education in South west Nigeria	134
4.4	Pearson Product Moment Correlation Summary showing the relationship between School Counselling and Students Affective Domain towards Civic Education in South west Nigeria.	135
4.5	Students Affective Domain Towards Civic Education Scales	136
4.6	Zero-order Correlation Summary Showing the relationship between Psychological Resilience, School Counselling and Students Affective Domain towards Civic Education in South West Nigeria.	138
4.7	Co-efficient of Multiple Regression for the relative contribution of Psychological Resilience and School Counselling on Students Affective Domain towards Civic Education in South West Nigeria.	139
4.8	Multiple Regression Analysis and Model Summary for the composite contribution of Psychological Resilience and School Counselling on Students Affective Domain towards Civic Education in South West Nigeria.	140

## List of Figures

<b>Figure</b>	<b>Title</b>	<b>page</b>
2.1	Conceptual Model	105
5.1	Diagrammatic Summary of the Contribution to Knowledge	158

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## List of Appendices

<b>Appendices</b>	<b>Title</b>	<b>page</b>
<b>I</b>	Research Instruments used for Fieldwork	190
<b>II</b>	Raw Result from SPSS	194

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## **Chapter One**

### **Introduction**

#### **1.1 Background to the Study.**

During the school years, adolescents undergo emotional and motivational experiences which may play a vital role in their academic and overall growth and development. The affective domain is one of three domains in Blooms Taxonomy which includes Cognitive (thinking), Affective (feeling), and Psychomotor (doing). The affective domain involves human emotions, feelings and attitudes. This domain includes the manner in which an individual. The factors which made up human affective domain includes the modification of knowledge and exhibition of knowledge. Students' affective domain has to do with the manner in which students handles situation and things emotionally, such as attitude, feelings, values, motivations, and so on. Internalization is central to our understanding of how to teach to the affective domain. Internalization is the acceptance of a set of norms (what we do) and values (why we do it). Simply put, an idea, concept, or value moves from outside and external to a person to inside a person. Internalization is a major element of identity, a sense of how a person sees him or herself. Lev Vygotsky proposed that internalization is the outcome of a long series of developmental events that begins with external activity. At first values are out there, then they come to live within a person. Social development may be referred to as how individuals develop emotional and social skills across the lifespan, with specific attention to childhood and adolescence. Social development tends to be affected by a child's personality, the opportunities they have for social interaction, behaviours learned from parents, and developmental disorders. A healthy social development

allows individuals to form positive relationships with family, friends, teachers, and other people in their lives. Social development is the change over time in a person's understanding of, attitudes concerning, and behavior toward other people. These changes are seen to occur due to socialization processes as well as cognitive and physical maturation. Relationships do not exist in a vacuum, they are affected by the social and cultural contexts in which they exist. The social development of children are continually shaped by the relationships built around them. With these relationships, children are able to socially interact with individuals who will ultimately boost their moral progression. For instance, children may improve their moral senses by interacting with caregivers, who are considered to be the best builders of children's morality. Triggered by social interactions and a wide range of environmental factors, people's moral senses are constantly developing. The moral sense of individuals is considered to be developmental. It progresses over time, distinguishing simple to complex definitions. Evolutionary studies suggest that human morality derives from group selection during its evolution, the human species encountered socio-ecological conditions that made group selection the dominant evolutionary force. Moral sense is found to be innate in humans, individuals can naturally respond morally to various dilemmas. As seen among children and young infants, moral sense naturally exists. It can be socially nurtured through social interactions and exposure to various environmental factors. However, moral is fostered by social interactions and environmental factors as many researchers have come to realize through their studies. Cultural, ethnic, and religious differences influence the way in which people interact with each other and subsequently children's development within those contexts. Individual's gender and social economic status likewise influence how they reason, feel about, and behave toward

others people. Human development is characterized by cognitive, biological, and social changes, whereby the social changes are particularly notable as a child become more autonomous from their parents, spend more time with peers, and begin exploring romantic relationships and sexuality. This natural need brings awareness of one's own emotional state, recognition of the emotions of other people while reading situational and expressive signals and having empathy towards them, knowledge of terms connected to feelings and their use; and the ability to differentiate internal and external, positive, and negative emotions, to cope with them and to express them in communicative behaviors<sup>1</sup>. Morality, therefore, arises from the human need to preserve the bond with other people and to take care of them to survive<sup>2</sup> Notably, a person plays with the environmental resources based on their interest and ability. This contributes to moral development through enabling constructive interactions and engagements. As stated, it allows individuals to freely explore their interests and abilities by utilizing the ample resources available to them. Therefore, young children are allowed to manage their relationships and themselves maximally. Through this, they are able to develop morally. Environmental factors, consequently, enable moral development. Thus, social interactions equip individuals with ample space to shape their moral skills<sup>3</sup> People exposed to a wide range of constructive social interactions can better negotiate their problems than individuals exposed to less constructive interactions. Moral development is not fostered by social interactions only, it can also be encouraged by exposing minds to various constructive and interactive environmental factors<sup>4</sup>. Children's learning environments are seen to promote moral development the best. Quality learning environments set the stage for exploration and socio-emotional growth. When

children are presented with a warm, welcoming, culturally motivating and familiar environment, they feel comfortable and safe.

Through social interactions, moral development is guaranteed. Moreover, environmental factors contribute to the development of moral capabilities too. As stated earlier, humans possess innate moral abilities. Thus, exposure of the prepared minds to the environmental aspect further shapes human morality. A well-designed environmental space with ample resources is considered fit for moral development. In such spaces, children can freely utilize the resources available to make judgements based on their interests<sup>5</sup>. These environments have various characteristics: challenging and developmentally appropriate materials, ample supply of materials, appropriately sized small-group activities, a variety of small-group activities within a range of adult supervision, aesthetically appealing spaces to be with others and spaces to be alone, furnishings and materials accessible to children, displays of children's work and support for children's active engagement. Additionally, the ample space provided by such an environment allows the concerned individuals to interact freely. An individual interaction with others, especially coequal people, allows moral problems to be shared, discussed and negotiated. This interactive behavior allows the people in conversation to explore new skills and knowledge that can significantly boost their moral judgements.

The intrinsic aspect has to do with child's emotional, which is a specific form of the human attitude towards the objects and phenomena of reality, arising as a reflection of reality due to its correspondence or inconsistency with human needs and is a form of a person active relationship with the world<sup>1</sup>. The formation of higher human feelings occurs in the process of assimilating social values, social requirements, norms and ideals, which under certain conditions become internal properties of the

child personality, the content of the motivation for his or her behavior. As a result of this assimilation, the child acquires a kind of system of standards or values, he or she evaluates different phenomena emotionally as attractive or repulsive, as good or evil, as beautiful or ugly. A student feels the need to comply with certain rules and regulations to achieve important and interesting goals, and he or she assesses his or her teacher behavior. Also essential is the activity of imagination that allows the child to emotionally anticipate the long-term consequences of certain actions. The satisfaction of doing something useful for others, the child growing sense of self-esteem which allows him or her to experience the possibility of performing more important, more responsible duties, can influence the child personality more deeply than the fear of punishment or the pleasure of receiving praise. The levels of affective domains are grouped into five moving from the lowest order to the highest.

It includes:

**Receiving:** This has to do with the awareness of emotions and feelings, which involves been aware and likewise passively paying attention and being aware of the existence of certain phenomenon and ideas. This is the lowest level of the affective domain. Learning cannot take place without receiving. For instance, watching a movie, listening to a lecture.

**Responding:** This is the active participation in the learning process. An individual is not only aware of a stimulus, but also reacting to it in one way or another. For instance, complying with procedures, or following directions.

**Valuing:** The ability to see the value of something and also express it. For example, supporting ideas to increase proficiency, and a plan to improve team skills,

Organizing: This involve putting together different ideas, values, and information, then relating them to already held beliefs in order to create one's own unique value system.

Characterizing: which has to do with acting consistently in relation with the internalized values. For instance, prioritizing time effectively to meet goals, spending time with family members, making friends based on personality and so on are all emotions and experiences that require an individual to apply appropriate coping skills in order to successfully navigate interpersonal situations. These skills can be inculcated, therefore Bloom Taxonomy may be applicable to this domain to comprehend how a learner may first need to acquire the knowledge more concretely about skills like social interactions, prior applying them in their authentic experiences. The Affective Domain tends to be potentially found in the Civics curriculum standards or more commonly in one's Social emotional learning curriculum. Many districts have clear lessons which introduce affective skills at the introductory levels of Bloom Taxonomy with understanding tasks, and later have students analyze these skills and evaluate moral and ethical behavior all influencing the affective domain of the students or learners in every level, including public secondary school students. A secondary school student is a male or female child of about twelve (12) to eighteen (18) years of age. This is the age before he or she becomes a young adult. During this period, the young child is totally under the care of the adult who may be his or her parents or guardians and older siblings. During this period, the child is malleable, builds and develops his or her personality and character. He or she is very dependent on the significant others, those on whom he or she models, his or her behavior, through observation, repetition and imitation. His or her physical, mental, social, spiritual and emotional developments start and

progress to get to the peak at the young adult stage. The child needs to be educated to acquire knowledge and skills needed to advance his or her status for social interactions and self-improvement. Education goes beyond enrolling a child into school. It is also about ensuring that children learn and feel safe while in school, make decisions about their own lives, have the opportunity to attain various educational level, acquire socio-emotional and life skills required to maneuver and adapt to a changing world and also acquire the necessary skills, knowledge and understanding to compete in the labor market. Both individuals and the nation as a whole benefit from child education.

Educated individuals tends to be more knowledgeable about healthcare, nutrition, marry at later age, have fewer and healthy offspring, in fact, they are more likely to be involve in the formal labor market likewise earn substantial incomes. A child needs to be educated to acquire knowledge and skills needed to advance his or her status for social interactions and self-improvement. Educating a child also prepares a child to face the reality in society and teaches the child to be a good husband or wife, and likewise a good father and mother. When a child is educated, he or she realizes the full potentials endowed in him or her by discovering to be whoever and whatever he or she wants to be. With education, a child would break the shell of ignorance and open that of self-discovery. The importance of education in the life of an individual can never be overemphasized. In both spiritual and temporal or mundane aspects of human existence, education is paramount. Therefore, educating the child translates to better health for the future generation, reduction in child morbidity and mortality thus triggering a snowball effect of achieving all other Sustainable Development Goals in a viable manner. Education does not only provide basic knowledge and skills to improve health and livelihood, but it empowers men and

women to take their rightful place in their homes, society and development process. Education gives men and women the status and confidence to influence household decisions. Educating young men and women is the key to breaking the cycle of poverty. Experienced growth in terms of social, economic and educational development. This brought about increased movement away from the traditional way of life due to industrialization, education, influence of electronic media and exposure to foreign cultures. In the years past parents and husbands were satisfied with a female child playing only the role of a wife and a mother as stipulated by the Nigeria culture. However today it has been realized that female children also attain positions of honor in the society and marry men of high social standing. They have seen education and exposure as a means of achieving these objectives.

Child educational development refers to the biological, social modification, intellectual and psychological changes that occur in human beings between conception and the end of adolescence as the individual progresses from dependency to increasing autonomy<sup>6</sup>. An educated person is not only able to accomplish his or her desired goals and objectives, but is also able to render an efficient contribution towards the well-being of the community. In secondary schools, there are numerous factors within school and outside school environment that tends to influence the affective domain of the students. Academic performance determines the future goals and objectives of their studies. What subject they will specialize in colleges and universities, which educational institutions they will get enrolled into, what career opportunities they would take up and so forth.

Currently, schools are undergoing significant changes at all levels, and educators and pupils are exposed to a large number of personal, academic and social circumstances in a variety of contexts<sup>7</sup>.

A country without proper sensitization of the citizens about its laws, culture, norms and values tends not to experience any meaningful development across the different parastatals. In the traditional Nigerian society, a lot of families wanted their offspring to be relevant and useful, likewise passed through a form of training which would serve as the bases of leadership in the lives of the child. Such training enables the child to necessary skills which will make him or her be recognised and acceptable in the society. Some citizens in the country may have no knowledge of the national anthem of the country, or even the national symbols of the country, the name of their leaders, their constitution, not because they were not privileged to have access to formal education, or belong to a political party but rather they do not possess civic education. Civic education may be defined as the provision of information and learning experiences to equip and empower citizens to participate in democratic processes. Civic Education may also be defined as the transfer of the national culture, norms, and values to uphold as citizens of a nation in order to move the nation forward. The importance of Civic education in Nigeria cannot be overemphasized. Such as: Peace and equality, total transformation of the individual, patriotism, sustainable development, international recognition. The main goal of civic education can be considered as the formation of civil qualities on the basis of new knowledge, skills and values that help individuals to solve emerging problems, adapt to changing socio-economic and political conditions, represent and protect their rights and interests, respecting the interests and rights of others. Civic Education may be seen as the bedrock of national development. It is concerned with teaching citizens their rights, responsibilities as well as duties to the country. To some people civic education is now seen as just one of the subjects in schools whose focus is only political in nature. While to others it is an extension of the old phrased

Civics. For others, they even question its meaning and relevance to society. They argue that it is just as one of those political courses that can be taken by anyone person. So many subjects including Civics Education which had been made one of the core or compulsory subjects for senior secondary schools students regardless of their class of interest.

Civic education in Nigeria is a form of education which focuses at making individuals aware of the democratic system in Nigeria government. Without civic education, many individuals may not be aware of what is happening in their environment, thereby they become segregated from whatever is happening in the country. In order for culture to be inculcated and transferred to the next generation, it has to pass through a procedure known as socialization. Civic education makes the citizen aware of decisions and policies which the government formulate. In Nigeria, Civic education was taught informally before the advent of formal education in various communities. After Nigeria independence, it was inculcated into the elementary school curriculum and taught as a separate subject. Over time, it changed nomenclature and has evolved from civics to general knowledge, social studies, Civic education and finally Religious and National Values. Civic Education sharpens critical thinking skills of the learners which is important in the analysis of political, social, and other issues, as well as preparing them for their roles and responsibilities and for the challenges and uncertainties of life through provision of relevant education. Furthermore, we can deduce that learners are empowered with knowledge, skills, and values to analyses policies and actions of those in government as well as those seeking public office. Another concept that comes into focus with regard to the debate on Civic Education is what has been described as authentic Citizenship Education<sup>8</sup>.

By Authentic Citizenship Education or education for democracy the aim is to predispose and develop students skills, attitudes, beliefs and values that will empower them to participate and remain engaged and involved in their society culture, politics, governance and general democracy. It is one thing to critique the state of Citizenship Education as being too constrained and narrowly focused only on information-giving and raising awareness but is another to then argue that there should be bolder approaches to Citizenship Education which not only raise awareness but also foster active citizenship<sup>9</sup>. Reviewing literature in the field of Civic education displays some sort of a discrepancy between the widely agreed upon importance of this field and the lack of consensus regarding the different conceptions practised<sup>10</sup>. In Australian education policy, Civics and Citizenship are driven by one size fits all assumptions<sup>11</sup>. There is as much controversy about what constitutes Citizenship Education as there is about citizenship itself<sup>12</sup>. Boundaries of citizenship and social justice also brings attention to what Citizenship Education actually means to young people; it shows the dynamic interplay of knowledge, skills, and attitudes with everyday practices and lived experiences in the formation of political subjectivities<sup>11</sup>.

Nevertheless, one may wish to know that Civic Education needs to encourage a democratic sensibility that cultivates a degree of uncertainty in its citizens; awareness that there are rarely easy answers and that one own principles and even dearly held prejudices are subject to revision and examination<sup>13</sup>.

The major components of civic education include teaching of perseverance, inculcating a culture of peace, human rights education, and so on.

Civic education helps to prepare children for the future. Many teachers sincerely wishing for the democratic development of Nigeria have been making several efforts

to introduce school subjects which will assist the young ones in the development of self-management skills and also other necessary skills that will assist them to prepare for life adversities in the nearest future. Civic education programs in the society tends to be for the formation of an effective system of legal and ethical education which would add to the development of humanistic personal orientations, the development of political culture among students, the formation of their democratic manner of reasoning and the acquisition of a wide and diverse ability and skills, political knowledge, ethics and also the needed experiences by the young ones for the integration into a democratic society for their diligent involvement in the social aspect of their society. The components of the system of civic education in the school settings includes teaching of legal and ethical education, abilities to assert active citizenship, social practices and so on. Orderliness in civic education may be regarded as a systematic ways and manner of appreciating with the aim of achieving desired goals. A situation whereby things follow laid down protocols and procedures. Orderliness can be displayed in the society through obedience to traffic rules and regulations while driving, politeness in the public, decorum in habits and so on. Value in civic education is the esteemed quality in which an individual attaches to specific ideas, principles and beliefs. Positive values include obedience and hard work. while examples of negative values include laziness, anger, discrimination and so on. Civic dispositions are defined as the citizen characteristics required for democracy such as tolerance, civility, readiness to listen. Civic education helps to broaden the basic understanding of our structures of government, along with relevant procedures of policy formation, creation of a positive school climatic condition which encourages students emotion and feelings. Resilience is the integrated adaptation of physical, mental and spiritual aspects in a set of good or bad

circumstances, a coherent sense of self that is able to maintain normative developmental tasks that occur at various stages of life. When conceptualized as an outcome, resilience can be operationalized as good mental health in relation to stressor load <sup>14,15,16</sup>. It is the product of a number of developmental processes over time, that has allowed children experience small exposures to adversity or some sort of age appropriate challenges to develop mastery and continue to develop competently. It is not that the resilient people are not untouched by difficult times in fact, they may be deeply affected by the traumatic event, and may experience depression, distress, hyper-vigilance, and repetitive memories but they carry on with their daily lives despite of it. Psychological resilience is the ability to cope mentally or emotionally with a crisis or to return to pre-crisis status quickly. Previous studies found that resilience can attenuate the mental health problems of young adults who experienced childhood adversity for instance abuse, neglect, and household dysfunction in childhood and adolescence<sup>17,18</sup>. Resilience exists when an individual uses mental processes and behaviors in promoting personal assets and protecting self from the potential negative effects of stressors. In simpler terms, psychological resilience exists in people who develop psychological and behavioral capabilities that allow them to remain calm during crises or chaos and to move on from the incident without long term negative consequences. People who remain calm in the face of disaster have what psychologists call resilience<sup>19</sup>. Some people come by these abilities naturally, with personality traits that help them remain unflappable in the face of challenge<sup>20</sup>.

The degree of resilience varies from one person to another, each being aware of their level <sup>21</sup>. and it changes over time, increasing if the person has a favourable environment or is trained<sup>22</sup>. Whereas other people imbibe or develop resilience

overtime as a mechanism for coping with life issues. However, these behaviors are not just inborn traits found in a select few. Resilience is the result of a complex series of internal and external characteristics, including genetics, physical fitness, mental health, and environment<sup>23</sup>. Resilience is what gives people the psychological strength to cope with stress and hardship<sup>24</sup>. It is the mental reservoir of strength that people are able to call on in times of need to carry them through without falling apart. Psychologists believe that resilient individuals are better able to handle adversity and rebuild their lives after a struggle. Resilience does not eliminate stress or erase life's difficulties<sup>25</sup>. People who possess this quality do not see life through rose-colored lenses. They understand that setbacks happen and that sometimes life is hard and painful. They still experience the negative emotions that come after a tragedy, but their mental outlook allows them to work through these feelings and recover. Talking about life's difficulties doesn't make them go away, but sharing with a supportive friend or loved one can make people feel like they have someone in their corner, which can support the development of resilience. Discussing things with other people can also help people gain insight or even new ideas to better manage the challenges they are dealing with<sup>26</sup>. While previous findings suggested that most people tend to be resilient, one 2016 study found that resilience in the face of events such as the death of a spouse, divorce, and unemployment is less common than previously believed<sup>27</sup>. Such findings indicate a need for interventions and support following stressful or traumatic life events. In most cases, resilience allows the person to return to their previous state of mental, emotional, and cognitive activity<sup>28</sup>. The school is a place of development as well as occasional, associated growing pains. In elementary school and middle school, students are learning the basics of socialization, academic resolve, interaction and so on. In senior secondary

school, these benchmarks of development often retain similar characteristics. Self-esteem, by definition, is a construct that does not necessarily reflect objective characteristics of the person, or how the person is seen by others<sup>29</sup>.

The concept of self-esteem plays an important role in psychologist Abraham Maslow's hierarchy of needs, which depicts esteem as one of the basic human motivations. Maslow further suggested that people need both the inner respect and likewise appreciation from others for them to build their self-esteem. One of the most widely studied self-referential variables, having a very significant impact on learning processes, is self-esteem, which is defined as the concept that an individual has about herself or himself and about her or his skills and personal qualities<sup>30</sup>. While most students go through this stage without suffering major personal or academic issues, others may undergo more or less prolonged feelings of lack of motivation, stress, anxiety, pessimism and other variables that can undermine their commitment to their school tasks and even trigger early school dropout<sup>31</sup>. Emotional self-regulation or emotion regulation is 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. A student's ability to control his or her emotional reactions tends to have influence on both his or her academic and affective domain in terms of mental health, relationship with peers and family and so on. The inability of a student to manage his or her emotions may lead to constant display of annoyance, anxiety, excessive mood swings and so on which may occur as a result of lack of psychological resilience and school counselling which serves as a determinants of students affective domain towards Civic Education in Public Senior Secondary Schools in South West Nigeria. School counselling aim at

providing the appropriate guidance to students in accordance with their academic demands. School counselling may be referred to as rendering assistance and guidance to school students in order for them to make the right decisions and choices in their studies. School Counselling has a vital role in every student's life because it assists them in making informed decisions at each stage of their lives. Every student needs guidance at some point in their life. It does not only provide personality insights, but also offers ways to improve a student's level of self-understanding, social development and adjustment to life issues as the case may be. Students should avail themselves of counselling services in order to increase their odds for good success later in their life.

The operation of psychological variables and the understanding of the cognitive and motivational processes experienced by the student population is a hot research topic<sup>32</sup>. School counselling helps students in different ways such as providing resources, getting rid of frustration, finding the right career path, stabilizing the thoughts. In this way, students face numerous personal and contextual situations that can have a significant impact on their personal and academic performance, especially during adolescence, a particularly crucial period in the life-cycle, when adult personality is being forged<sup>33</sup>.

Therefore, the goal of school counselling is to render a quality and helpful advisory service to students as they encounter the various challenges in achieving their education. Through school counselling, a school counsellor plays a vital role in guiding students in their academic endeavors, by assisting them in discovering their academic interests, strengths and weaknesses and likewise guide them in choosing the right courses and higher institutions, likewise making the right choices geared towards their future career. In secondary schools, there are behavior problems and

difficulties that students experience. Some may even get involved into violent and criminal acts, drug and substance abuse, maladjustment and deviant or delinquent behaviors such as getting into fight, destruction of property and life which may result into expulsion, contracting sexually transmitted infections as a result of pre-marital sexual practices, teenage pregnancies, induced abortions, sometimes leading in dropping out of school and eventually a harbinger for many other challenges such as unemployment or unemployable because of terminated training. These factors have a direct impact upon not only on a student's success, but also on the overall of the individual's life well-being. These may hamper their psychological approach and they may even experience problems of depression, trauma or distress to a major extent. School counselling also assists the students in developing an important career knowledge. A school counsellor assist in discovering issues that might be preventing student academic success as also, personality development and provide suggestions on how to handle the issues in an effective way. Most especially a school counsellor renders a varieties of educational services to the students as their needs may demand such as, time management talk, study habit routine talk, goal setting talk and so on.

Time management can be defined as a form of self-management with a clear emphasis on time in understanding what activities to do, how to do them more efficiently, in what time it should be done and when is the correct time to the particular activity<sup>34</sup>. The concept of handling everyday jobs for longer period of time and keeping up with the objectives set for significant dates is called the competence in long range planning. Whereas, planning in the short run for the day to a day activity or planning for tasks within a day or week is short-range planning<sup>35</sup>. The time management behavior has three basic surfaces that are time attitudes, long-range planning and short-range planning<sup>36</sup>. Time management is about planning and

controlling the amount of time a student spend on specific tasks. Study habits routine are the most important predictor of academic performance and global research has revealed that study habits affect academic performance<sup>37</sup>. In other words, students with better academic achievement use these skills more than those with lower academic achievement<sup>38</sup>. Considering the importance of study habits routine of students, and the important role it plays both in the academic and affective domain and taking into account that study habits vary from person to person and from place to place, and also as the results of related studies are different from each other. Since the use of various and effective methods of study improves academic performance of students. Study habits are in fact the gateway to success and differ from person to person<sup>39</sup>. It is a must to acquire skills and attitudes for everyday excellent student. Goal setting skills is another fundamental services that school counsellors encourage or train the students to acquire. As this life skills affects a student's self-efficacy and sets the students on the path of confidence that they can achieve whether as a short-term goal and or a long-term goal.

A school counsellor handles a lot of things beyond the surface of academic achievement, any related issues or challenges that impinges on the students education such family related issues, vocational counselling, puberty related issues, educational and career choices advice, and so on. Many schools have their own school counsellors to assist students find the right career, and also make reasonable choices in their studies. In order to resolve challenges faced by students, the school counsellor may relate with the students guardian, so as to assist them in providing the appropriate solutions for the students challenges. School counselling is required to help the students for optimum academic achievement and maximize their

potentials while adjusting to the various life adversities and to inculcate psychological capital and resilience where it is required.

## **1.2 Statement of the Problem**

Over times, observation had shown that the society had recorded a persisted increase in the rate of moral decadence, disobedience to rules and regulations among secondary school adolescents such as examination malpractices, lateness to class, pilfering other students and or school property, cybercrime, bribery and corruption cultism, pre-marital sexual practices rituals, unruly, deviant, anti-social and difficult behaviors and host of other social menace expressed by students in secondary schools despite been taught subjects that mold good citizens behavior such as civic education. The home is the first school for a child where he or she is being taught the culture, basic norms, values and rules guiding the society and the nation as a whole, before the child learns in the formal educational settings. In recent years, there has been this assumption that the moral standard of children in Nigeria has fallen which manifest itself in their affective domain to civic education. This could be as a result of a weak or lack of psychological resilience and interest in school counselling, which are the key influencers to students affective domain towards Civic education in secondary schools in southwest Nigeria.

Hence, most students are devoid of Psychological resilience to cope with affective domain challenges towards civic education. Thus, the researcher intends to extend the scope of research to psychological resilience and school counseling as

determinants of students affective domain towards civic education in secondary schools in South West Nigeria.

### **1.3 Aim and Objectives of the Study**

The primary aim of the study was to explore psychological resilience, and school counselling as determinants of students affective domain towards civic education in secondary schools in south west Nigeria.

Specifically, the objectives of the study were to:

- i examine the influence of Psychological resilience( Self-esteem and Emotional regulation) on students affective domain towards civic education in secondary schools in South-west Nigeria.
- ii investigate the influence of school counselling (Time management, and goal-setting) on students affective domain towards Civic education in South-west Nigeria.
- iii ascertain the composite influence of psychological resilience (Self-esteem and Emotional regulation) and school counselling ( Time management, and Goal-setting) on students affective domain (Intrinsic modifiability of knowledge and Extrinsic exhibition of knowledge in application) towards civic education among public senior secondary school students in southwest Nigeria.
- iv investigate the relative influence of psychological resilience and school counselling on public senior secondary school students affective domain towards civic education in South-west, Nigeria.

- v investigate the composite influence of psychological resilience and school counselling on students affective domain towards Civic education in secondary schools in South-west Nigeria.

#### **1.4 Research Questions**

The following research questions were posed to guide this study:

1. What is the relationship between psychological resilience and senior secondary school students affective domain towards civic education?
2. What is the relationship between school counselling and students affective domain?
3. What is the most exhibited affective domain of secondary school students towards civic education in southwest Nigeria?
4. What are the perceived influences of psychological resilience and school counselling on students affective domain towards Civic education in secondary schools in Southwest Nigeria.

#### **1.5 Hypotheses**

The following three (3) null hypotheses were tested at 0.05 alpha level in this study:

- H<sub>01</sub>:** There is no significant relative influence of psychological resilience and school counselling on students affective domain towards civic education in secondary schools in southwest Nigeria.

**H<sub>0</sub>2:** There is no significant composite influence of psychological resilience, and school counselling on students affective domain towards civic education in secondary schools in south west Nigeria.

**H<sub>0</sub>3:** There is no significant difference in the students' affective domain record in civic education among public secondary school students in southwest Nigeria based on gender

## **1.6 Significance of the Study**

It is believed that at the completion of the study, the findings will be of immense importance to following people: parents and guardians, school counsellor, students, society, government and policy makers, school management and teachers, and future researchers and the society as a whole. The parents and guardians will be able to ascertain the consequences of psychological resilience, and school counselling, and its effects on the cognitive, moral, and social development of their children which may tend to influence students affective domain towards civic education. The school counsellor will be able to identify students who possess a lower level of resilience which may be displayed through their attitude to their studies or even lack of interest and readiness to learn, therefore a school counsellor may render adequate counselling services to assist and encourage students to learn and also have a positive perception about themselves. While the study will help to modify or enhance the internal and external factors in the students which affect the psychological resilience and the utilization of school counselling

services among the students. Students will also be able to know the importance of civics education, and how a strong psychological resilience, and school counselling helps to increase students affective domain towards civic education. The study will create awareness to the members of the society on the necessity of change in behavior as a result of acquisition of knowledge. Thus, the society will be conscious of the effects of the psychological resilience, and school counseling as determinants of students affective domain to civic education.

The government and policy makers will be able to realize how psychological resilience, and school counselling influences the total well-being, growth and development of students and thus swing into action to make sure that adequate educational provisions are made for the development of children in the society. The findings of this study will also benefit the school management and teachers by helping them to know the importance of school counselling to students, and also assist them to manage and help students in the attainment of their academic desires. Again, the finding of this study will enable other researchers to identify more areas that need to be addressed.

### **1.7 Scope of the Study**

The scope of this study covered psychological resilience, school counselling students affective domain in civic education in secondary schools and South West Nigeria. The study explored psychological resilience based on two indices which were:(Self-esteem, and Emotional regulation), while School counselling was examined using two (2) indices: (Time management, and goal setting), affective domain was checked in emotional development (Intrinsic: modifiability of

knowledge) dimensions and social development (Extrinsic exhibition of knowledge in application) dimension using a self designed questionnaire.

The geographical scope covered public senior secondary schools in three states and selected senatorial districts of South West Nigeria. The participants of the study were students in SSS2 classes from mixed schools in Southwest Nigeria respectively.

### **1.8 Limitation of the Study**

During the administration of the research instrument, the respondents were neither willing to collect nor fill the instrument, probably because they had too much workload as a result of their ongoing school examination during the period of the administration of the instrument

Secondly, the instrument was administered during the raining season, which caused some portion of the questionnaire to be useless, and also there was restrictions of visitors in some schools during the period, which made it difficult for the researcher and her assistants to fully recover all the distributed questionnaires. And this led to the reduction in questionnaires which was later retrieved and used for the study.

### **1.9 Operational Definition of Terms**

All variables used in the study were operationally defined for better understanding of the readers and the researchers to understand the meaning in which they were used.

The following terms were defined according to their contextual usage in the study:

**Affective Domain:** In this study, affective domain is the student's feelings, emotions and attitude. The indices are defined as:

**Social Development: (Extrinsic exhibition of knowledge in application):** For the purpose of this study, social development is the total well-being of students in the society.

**Emotional Development (Intrinsic: modifiability of knowledge):** In the study emotional development means the students using their emotions to guide their thinking.

**Students:** For the purpose of this study, students are learners between ages thirteen (13) and eighteen years (18).

**Civic Education:** For the purpose of this study, Civic education is one of the compulsory subjects taught in the school, which covers some norms, values and principles which guide human rights, duties, and responsibilities as well as important social issues such as drug abuse, cybercrime, violence, and conflict reconciliation and so on, which are pointers for acceptable behaviour in Nigeria and the society globally.

**Psychological Resilience:** In this study, psychological resilience is the ability of the students to cope emotionally during a stressful situation. The indices are defined as:

**Self-Esteem: (High or low)** in this study self-esteem is how much a student appreciate him or herself regardless of the situation.

**Emotional Regulation: (High or low)** in this study, emotional regulation refers to students having control over their feelings.

**School Counselling:** In this study, school counselling refers educational guidance rendered to students in school. The indices are defined as time management, and goal setting.

**Time management:** For the purpose of this study, time management refers to students planning and managing their schedules academically, frequent engagement at interval, once in a while, or even never

**Goal-Setting** In this study, goal setting are the action plans developed by secondary school students in order to motivate themselves toward a goal.

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## **Chapter Two**

### **Review of Literature**

This chapter presents the conceptual review, theoretical framework for the study, empirical studies, conceptual model for the study, summary of literatures reviewed.

#### **2.1 Conceptual Review**

2.1.1 The Affective Domain of learning

2.1.2 Affective Domain category

2.1.3 Civic Education in Nigeria

2.1.4 Civic Education in Secondary Schools

2.1.5 Resilience and Psychologically Resilience

2.1.6 Building Psychological Resilience in Students

2.1.7 Model of Resilience

2.1.8 Counselling and School Counselling

#### **2.2 Theoretical Framework**

2.2.1 Resilience Theory

2.2.2 Cognitive Development Theory

2.2.3 Classical Conditioning Theory

#### **2.3 Review of Empirical Studies**

2.3.1 Psychological Resilience and Students Affective Domain

2.3.2 School Counselling and Students Affective Domain

#### **2.4 Conceptual Model for the Study**

#### **2.5 Summary of Literatures Reviewed**

## **2.1 Conceptual Review**

### **2.1.1 The Affective Domain of learning**

Blooms taxonomy initially developed between 1956 and 1972, the domains of learning have received considerable contributions from researchers and experts in the field of education. Studies by Benjamin Bloom (on cognitive domain), David Krathwohl (affective domain) and Anita Harrow (Psychomotor domain) have been encompassed into the three domains of learning<sup>1</sup> The word taxonomy means to categorize, and in fact, Benjamin Bloom did that by categorizing the ways in which human being think and reason. Originally creating them in a pyramid hierarchy, the types of thinking were organized by the level of rigor required, moving from more basic thinking skills like concrete knowledge and comprehension questions to more analytical thinking processes including analyzing, synthesizing and evaluating.

The domain of learning is designed for proper implementation of the program in the learning process of students. It develops and examines the receptivity of the students in prospect of selection and strategy. It indicates the judgement in the different domains of learning particularly on the academic performance of the students<sup>2</sup>. The cognitive domain of learning processes, the environment system of learning coupled with inference of learning insights in a destine process and knowledge<sup>3</sup>Cognitive domain is when an individual think and reason for specific knowledge-based skills. Bloom's taxonomy in terms of domain, cognitive, affective or psychomotor, may serve many purposes Such as it stretches the educational possibilities, majorly in the affective domain, in order to give a greater vision to curricular and courses<sup>1</sup>. Also, provision of a common language among educators. The determination of the alignment of learning activities, assessment and likewise objective even in affective domain

The Affective Domain centers on the interpersonal skills of thinking and reasoning related to feelings or emotions, and the Psychomotor Domain addresses the physical or manual skills we grow and develop over time. By creating contexts for thinking and reasoning, an individual can explore and also comprehend the levels of thinking that are required to meet these three unique demands in the world. Nevertheless, the extent of the domain of learning on the students in terms of their skills vary, depends on their motive in the learning process. Skills In learning can be adopted provided the design program encourages lecturers to apply what is learned and gained in improving the skills of student in improve classroom setting target for learning skills.<sup>4</sup> The success of learning is based on the learning approaches given.<sup>5</sup> Similarly, motivation is important in the implementation of the different domains of learning in a multi-tasks program, where it displays domain approach of learning motivate intrinsically the students to achieve their academic performance with a flying color and engage them to ascertain their activities in school and outside the school environment.

The application of the different knowledge in domain of learning and engagement in their motivation level of learning recognizes their academic performance<sup>6</sup>. A student cannot engage in critical thinking without first being involved in emotional and social level. Affective domain plays a significant role in the developmental process of an individual. Affective domain may be seen as the major domain which direct learning, because, the interest, willingness and likewise the emotional state of a child are very vital in any process of teaching and learning. Affective domain has suffered neglect because of the difficulty encountered during evaluation which tends to makes individuals concentrate majorly on the cognitive domain. Moreover, the affective domain of learning provides the sense of learning and existence in the

willingness and awareness of students in their learning process since they have the active attention and active motivation to learn, willing to participate and feels satisfied when the domain is introduced. Students have the attitude of worth where they can learn, worth of belief, worth of acceptance, worth of preference, worth of commitment, and worth of values. They internalized the values and beliefs with priority knowing the importance of the learning process on their part. They can relate and reflect the set values in life, where they can practice and apply to life situation. It provides practical examples to teachers where they can promote students development in the affective domain of learning through assessment and classroom setting. It examines to aid teachers and asses the values of learning in the affective domain. It explores the teachers to a serious commitment to provide access students in the domain of learning on the different approaches to pedagogies in teaching. It is appropriate approach to teaching development and capable in the learning of affective domain.<sup>7</sup> It is an effective method in enhancing students learning attitude in reflecting the most suitable method of learning activity in the affective domain.<sup>8</sup> The affective domain plays an important role in a student's education. The Maslowian hierarchy of needs put self-actualization which includes, creativity, problem-solving, ethical reasoning and so on right on top of the peak, and rightfully so. Affective domain is a great method that uses learning skills which are considered predominantly involved with emotional (affective) processes. It also utilizes behaviors of attention, interest, concern, responsibility, awareness and also the ability to listen and respond in relating with other people. The affective domain will produce a well sharpened individual, with a wide abilities but they may not be immediately be visible in the form of test scores. There should be a better mechanism for school evaluation instead of just student scores. Hence risking

focusing on the easily quantified outcomes of learning, and this often means looking to aspect of knowledge acquisition, without considering whether or how this new knowledge has been internalized. Like Blooms cognitive domain, the affective domain is arranged in a hierarchy whereby learners move from simpler feelings to more complex feelings.<sup>1</sup> The principle guiding movement through the hierarchy is internalization. Internalization is the process whereby ones affect regarding something goes from a general awareness level to a point where the affect is internalized and consistently guides or controls the behavior. Critical thinking encompasses many affective skills such as a willingness to consider new evidence and revise judgments in light of new evidence. In the last stage of Blooms affective hierarchy, learners are expected to have developed a value system that is used to guide their behavior. It is also necessary to recognize that the cognitive and affective domains are inextricably linked. Students learn more when they are encouraged and motivated to do so. The affective domain answers the questions about why a student is learning, what he or she is learning.

Thinking critically requires affective skills just as much as cognitive skills. Teaching in the affective domain, then, assists the students in achieving those vital learning outcomes. While it can be argued that the cognitive domain is most easily evaluated, with a variety of research to support its use, there are elements of education in many professions, such as the evaluation of ethical practice, that go beyond the cognitive domain. With the use of activities and evaluations related to the affective domain, instructors can more accurately evaluate student learning on topics such as understanding the importance of ethical practice, and students experience a sense of mastering this crucial skill. However, values and beliefs cannot be accurately evaluated on cognition alone. A student assimilation of information can be measured

using learning outcomes based on the cognitive domain, but a student's personal, internal synthesis and changes in beliefs and values are more appropriately measured using the affective domain within Blooms Taxonomy. More than just academic success for students can be supported and encouraged, but students can also assist in order to strengthen their personal and professional success throughout their career. The domains in the taxonomy blooms are important information for the development of teaching knowledge. It addresses issues in the objectives of the lesson particularly in the psychomotor domain capable of providing evidence in the performance of the students in their academics. It is a framework that provides capabilities for students to express their skills in the lesson. It indicates that psychomotor domains contribute to knowledge and ability on the skills and information for students to organize a system that is relevant to achieve capable learning.<sup>9</sup> Therefore the learning attitude of the students towards their studies analyses their performance in their academic achievement. It provides factors that resulted to their positivity towards their studies and attitude. This will help students to explore and improve their knowledge towards their subject.<sup>10</sup> Internalization is central to our understanding of how to teach to the affective domain. Internalization is the acceptance of a set of norms (what we do) and values (why we do it). Simply put, an idea, concept, or value moves from outside and external to a person to inside a person. Internalization is a developmental process of thinking about, knowing and processing, dispositions and value. The domains of learning indicate that students have the ability to carry out lesson through execution and implementation in cognitive learning, students have the active attention and proper motivation to learn, willing to respond, feel satisfied and have the attitude of worth , beliefs, acceptance, preference and commitment of values in the affective learning, and students can relate to body movement, visuals,

auditory, touch or coordination and the ability to take information from the environment in the psychomotor learning.

The extent of the domain of learning also indicate that students can acquire skills and knowledge for various situations in skills of learning, students can participate in various activities in the school, in the attitude towards their studies, and students focus on the lessons and provide better output in the learning process in their accomplishment. Students should focus on the ability to judge the lesson based on the criteria and standard of the cognitive learning, internalize the values and beliefs according to their priority in the affective learning, and focus on the encoding of information and activities to express and interpretation of the concept. Students should display strict attitude towards their studies. They should develop time management in their studies and attend to their classes regularly, and also development of a good self-efficacy and engagement in order for their overall development and fulfilled in the future. Objectives in the affective domain of Bloom's taxonomy entails learning powerful preferences, feelings, values and also disposition including modifiability of knowledge and which influences ones exhibition of acceptable behavior to reflect learning had taking place. It is essential for educators to focus more on the affective aspect of learning which is the formation of the students also, rather than focusing on both the cognitive and psychomotor learning alone.

### **2.1.2 Affective Domain Category**

Within the broad range of social-emotional skills, the affective domain is described under five categories which develop from more simple to complex over time.<sup>1</sup>

#### **Receiving**

This skill is an early skill, which serves as a prerequisite to finding success in later skills in the affective domain, it indicates the ability of an individual to listen and be ready to hear other people. Children are taught to attend to directions from adults or demands from playmates, at a very tender age.

### **Responding**

This indicates an active involvement in the social situations which can begin effectively once the receiving skills are mastered. Involving in discussions, asking questions, and presenting information to others are next level skills that create a stronger foundation for interpersonal connection and expression. Responding has to do with acceptance of schedule and duty to abide.

### **Valuing**

After receptive and expressive communication skills has been established, internalization occurs whereby student can values that in a form of how they use their thinking and reasoning to act upon what they learn. Therefore, demonstration, appreciation, and justification are all ways. This category of thinking may be displayed through interpersonal situations. The expression of preference for the accepted values and attitudes

### **Organization**

As a child grows, he or she realizes that different values and beliefs are held, and must grappled with the conflict of such a message. In order to do so, the brain engages in organization, where one contrast different viewpoints and create ones own unique system in order to evaluate what is seen occurring based on human values. Hence, each system is unique because of the various influences that are put upon the individual in order to make sense of the unique experience they are having

in the world. This is the holding and expressing an organization of a system of inter-related values and attitudes.

### **Characterization**

Once an individual has recognized diverse belief systems and placed value and organization on them, the person will act based on the unique affective system which he or she has developed. For instance, an individual may act on an injustice through verbalization or service of the value he or she have placed on fairness and equity. This has to do about developing a consistent philosophy and perspective about life and imbibes a professional identity. Assessing the affective domain of the students will assist in understanding their behavior. Since their behavior is often affected by their attitude, which may influence the way they interact and think in a social community where they belong. Attitude tends to influence behavior such in a way that people may behave in a manner which is in line with their attitudes. Assessment of Affective Domain also guides in identifying the learning objectives. Motivation is also vital in order for the students to be attentive, encourage learning things, ideas, and developing skills, exert effort to achieve something and be a competent student.

Students motivation and engagement as two prime instances of positive academic behaviors serve a facilitative function in their learning success<sup>11</sup>. Motivation is a reason for participating in a specific behavior. The reasons include basic needs, object, goal, state of being, ideal that is desirable. Motivation also refers to initiation, direction, intensity and persistence of human motivation can be in two forms which includes:

- ❖ Intrinsic motivation which brings about pleasure, or make people feel what they are learning is morally significant.

- ❖ Extrinsic motivation which occur when a student is compelled to do something as a result of external factors. For all of this, and following <sup>12</sup>more studies are necessary to increase our understanding of the different variables involved in academic performance, and to develop strategies to improve the students personal development and academic satisfaction, ultimately contributing to reduce early school dropout<sup>13</sup>

In this regard,<sup>14</sup> also illustrated the importance of motivation by referring to its positive effect on students level of perseverance. They articulated those academic motives can empower students to resist the difficulties that they may experience during the learning process. Additionally, student's academic engagement can remarkably increase the likelihood of their academic success. Drawing on what has been mentioned regarding the centrality of academic motivation and engagement in students→educational success, investigating the determinants and predictors of these variables seems crucial<sup>15</sup> In promoting student academic motivation and engagement. Nonetheless, teacher praise as one of the most influential communication behaviors has received scant attention<sup>16</sup> <sup>17</sup>A few scholars have studied teacher praise in relation to these positive academic behaviors.<sup>16</sup> <sup>17</sup> Teacher praise can be both verbal and nonverbal<sup>18</sup> <sup>19</sup>Verbal praise refers to any positive comments that teachers offer to students due to their desired academic behaviors. Nonverbal praise also pertains to any gestures, including nodding and smiling, teachers use to exalt their pupils<sup>20</sup> Generally, teacher praise is of two types: General Praise (GP) and Behavior-Specific Praise (BSP)"<sup>21</sup>Student state motivation can be dramatically influenced by their viewpoints and attitudes toward their instructors, course content, and learning environment <sup>22</sup>Similarly how students perceive their teachers personal and

interpersonal behaviors has a significant impact on their academic motivation.<sup>23</sup> Despite all the aforementioned discrepancies, researchers have come to the conclusion that the construct of academic engagement is multidimensional and covers several aspects, including cognitive, emotional, and behavioral, working together to demonstrate students positive attitudes toward the learning process<sup>24</sup> Having a sense of enjoyment is of high importance for students increased motivation and engagement <sup>25</sup> A study probed into the effects of teacher praise on student emotional behaviors, namely motivation and engagement. To this aim, 239 students were invited to attend some treatment session. The results of observations indicated that the verbal and nonverbal praise that teachers provided in treatment sessions favorably affected participants motivation and engagement<sup>16</sup>

### **2.1.3 Civic Education in Nigeria**

In Nigeria, Civic education was taught traditionally before the evolution of formal education, but it was later included into the school curriculum and taught as a subject after Nigeria gained her independence. As times goes on, it changed nomenclature and has evolved from Civics to General Knowledge, Social studies, Civic education and finally Religious and National Values. Civic education is concerned with enlightening citizens about their duties, rights, and responsibilities. Data from the International Citizenship and Education Study (ICCS) 2016 revealed that in all participating countries, students perceptions of an open classroom climate were on average positively associated with students political knowledge and political interest Civic education has been used to address a wide variety of political and governance<sup>26</sup> issues such as corruption, civic apathy or post-conflict reconciliation as well as important social issues as drug abuse, cybercrime violence and so on<sup>26</sup> Civic education focused on three essential elements which includes<sup>26</sup>

(1) civic knowledge (2) Civic Skills (3) Civic Dispositions

Civic knowledge refers to citizens understanding of the workings of the political system and of their own political and civic rights and responsibilities for instance the rights to freedom of expression, to vote and run for public office, and the responsibilities to respect the rule of law and the rights and interests of other people<sup>26</sup>

Civic skills refer to citizens ability to analyze, evaluate, take and defend positions on public issues, and to use their knowledge to participate in civic and political processes for instance to monitor government performance, or mobilize other citizens around particular issues<sup>26</sup> Another relevant facet of teaching quality in civic education is the discussion of current political events in the classroom. Deliberating about current political controversies and events provides opportunities for students to consider diverse perspectives and develop political opinions<sup>27</sup> Civic dispositions are defined as the citizen traits necessary for a democracy such as tolerance, public spiritedness, civility, critical mindedness and so on. The major aspects that highlight civic education in schools are, focus on religious education, development of civic education curriculum, improvement of information, encouraging participation of minority groups, improving teacher training and use of systematic mechanisms for assessing the outcomes of civic education. The relationship between civic education and willingness to participate might be mediated by more immediate goals of civic education, such as political knowledge and political interest<sup>28, 29</sup> Civic education not only takes place in educational institutions, but also throughout society. In public places, there are occurrence of signs and symbols, which make provision of civic education to the individuals. It plays an important role in promoting well-being. Development of Civic education curriculum in order to impart civic education to the

individuals in an effectual manner. Therefore, through civic education, the individuals are able to generate awareness in terms of the aspects that are necessary to learn to adjust with individuals, belonging to other cultures and backgrounds. In Germany, the standing conference of the ministers of education and cultural Affairs Kultusministerkonferenz claims that encouraging students to stand up for freedom, democracy, human rights and so on must be a vital objective of school education<sup>30</sup>

### Significance of Civic Education

The relevance of civic education can be identified due to two primary reasons.

- ❖ Civic education brings about knowledge and understanding in order to inculcate morality and decency traits.
- ❖ Civic education is vital for the realization of the civic ideals of the state.

### Goals of Civic Education

Accordingly, stimulating students (domain-specific) interest is of crucial importance for scholastic achievement. Many studies suggest that political interest usually manifests during youth and changes little afterwards<sup>31</sup>

Therefore, the goals of Civic education include the following:

### Teaching of Concepts

In Western European countries, teacher beliefs regarding the aims of civic education are very similar<sup>32</sup> It is essential for the individuals to inculcate the traits of morality and ethics within them, throughout their lives. When they would inculcate the information in terms of these aspects, they would maintain good terms and relationships with others, carry out their job duties satisfactorily and incur the feelings of pleasure and contentment. In order to enrich their lives and achieve personal and professional goals, it is essential for the individuals to acquire an efficient understanding in terms of these concepts. Therefore, goal that is of utmost

significance is teaching the concepts of honesty, truthfulness, morality, decency, literacy and willingness to sacrifice for the greater good.

### **Development of Skills and Knowledge:**

The development of skills and knowledge takes place among people from the stage of early childhood. Development of skills, knowledge, and aptitude among people is important in order to achieve their desired goals and likewise sustain their living conditions in an appropriate way. At this stage, foundation is built among individuals towards learning. As growth and development of the individuals takes place, they are able to develop skills and knowledge.

### **Castes and Ethnicities**

In the school setting, students are taught, on how they need to adjust tolerate and cope with fellow students, especially those that belongs to different religion, castes, cultures, family background and so on. In acquiring an efficient understanding of the academic concepts, they need to work with each other. Through civic education individuals understand the importance of mutual respect and tolerance for other traditions, religions and castes

### **Rights and Values**

It is essential for the individuals to develop an understanding in terms of rights and values. It is stated that an aimless life is a meaningless life. It is vital for the individuals to formulate aims and objectives. In order to achieve aims and objectives, the individuals need to generate awareness in terms of rights and values. Rights are referred to the privileges that are provided to the individuals and they need to exercise them in an appropriate manner. On the other hand, the implementation of values, enables the individuals to develop into moral, principled and ethical human

beings. Therefore, development of commitments to freedom of speech and other core democratic rights and values is an essential aspect of civic education.

### **Legitimacy of Decisions**

When the individuals are participating in cultural economic and religious functions, or are acquiring education they are required to develop rational and critical thinking abilities and make reasonable decisions. Acknowledgement of legitimacy in terms of democratically achievement decisions is understood through civic education. Through civic education, individuals are able to generate awareness in terms of the fact that it is vital to promote legitimacy of decisions.

### **Responsibilities towards Home, Family and Community**

Civic education helps people to identify their duties towards home, family and their community. It is necessary for individuals to assist their family relations towards the implementation of household duties. The individuals need to identify their responsibilities towards home, family and community.

The importance of Civic education in Nigeria cannot be overemphasized. Such as:

#### ❖ Sustainable Development

The curriculum of Civic education is formulated and structured in a manner that it will address the goals of sustainable development which are summed up into economic productivity, good governance and economic productivity, and so on.

It challenges individuals not only to point out threats in our present and future but also to provide solutions to these problems, thereby sustaining growth in our nation and in the world at large. Sustainable development is one which builds on developing the society today with the future in mind.

#### ❖ Peace and Equality

Civic education teaches people how to appreciate and respect one another's belief. Citizens need to be enlightened through civic education and learn to accept everyone irrespective of language, tribe or belief.

❖ Patriotism

Through Civic education, a student may begin to feel love, and attachment to her country, and again abide by the rules and regulations of the society, thereby promoting good values, shunning vices and active participation in the governance of the nation. This further stresses the role of schools and civic education in particular in the process of stimulating youths political interest. Moreover, it is a well-established notion that political interest is an effective prerequisite for meaningful political and civic participation as well as for gathering political information<sup>33</sup>.

#### **2.1.3.1 Secondary School Education in Nigeria**

Secondary education is the form of education which children receives after primary education between the ages of thirteen (13) and eighteen years (18), which precedes the university education<sup>34</sup>. Secondary education provides students with understanding and likewise encourage them for active involvement in the society a large and likewise develop a sense of belonging.<sup>34</sup> The Nigerian government makes education free and compulsory for it's citizens in order to reduce the rate of illiteracy in the country. In order word, secondary education is a stepping stone to higher education<sup>34</sup>. It provides an opportunity for primary school leaves to acquire more knowledge, develop skill and prepare them to live effectively in the changing society. Secondary education affects the students or child emotionally, psychologically, socially, and economically in any society. Secondary education inspires in the youths desire for achievement and self-improvement both at home and elsewhere.<sup>34</sup>

### **2.1.3.2 Aims and Objectives of Secondary Education in Nigeria**

The aims and objectives of secondary education includes the following<sup>34</sup>

1. To inspire students a desire for achievement and self-improvement both at school and later life, by assisting students in identifying their potentials.
2. It helps in preparing students a higher education. In the society, the majority of the children discover purpose as teenagers in their secondary education. This educational stage builds the mind of the child to fit and compete with challenges in society and emerge victoriously. This is carried out through the assistance of academic counsel who classified into different classes whether art, sciences and so on.
3. To prepare children not only for academic purposes, but also for useful living in the society.
4. Equip students to live effectively in the modern age of science and technology.
5. It helps to raise a generation of people who can think for themselves and also respect the views, opinions and feelings of others.
6. It helps to provide good citizens whose greatest pride is in this contribution to the happiness and joy of others and of themselves through hardwork, sacrificial, tolerance, diligence, kindness, consideration, sympathy and truthfulness.

### **2.1.4 Civic Education in Secondary Schools.**

People generate awareness in terms of civic education within their family because, families and civil society get involved in civic education explicitly and implicitly. In addition, young ones are provided with the authority to make

decisions and implement the leadership functions.<sup>34</sup> By involving in creative and extra-curricular activities, individuals are able to develop leadership skills. Parents make provision for information and knowledge to their offspring in terms of morality, good manners socialization and so on. <sup>34</sup>Civic Education in Schools is important for the individuals to acquire understanding in terms of civic education in order to emerge into a productive citizen of the country and achieve their personal aims and objectives. <sup>34</sup>Culture, practices and pedagogies are the strategies that make provision of civic education to the students throughout their acquisition of education. When individuals obtain educational qualifications in various degrees, such as, law, medical, engineering, education, management, administration and so forth, they not only are able to enhance their living conditions, but also make use of their educational qualifications to promote well-being of the community and nation.<sup>34</sup> In secondary schools, in social science, civics is also an important subject. Hence, it can be stated that through the acquisition of civic education, individuals are able to generate awareness in terms of how to turn into effective citizens of the country. <sup>34</sup>Civic education puts emphasis upon the fact that, it is essential for the individuals to not only focus upon sustenance of their living conditions and achieving personal and professional goals, but it is also essential for them to render an effective contribution towards promoting well-being of the community and nation. It is necessary for individuals to emerge into productive citizens of the country. Individuals in the present existence have recognized the significance of education to a major extent and are acquiring professional educational qualifications.<sup>34</sup>

### **2.1.5 Resilience and Psychological Resilience**

Resilience is the ability to cope with and recover from setbacks. People who remain calm in the face of disaster have resilience<sup>35</sup> Some people are naturally resilient, with personality traits that help them remain unflappable in the face of challenge<sup>36</sup> However, these behaviors are not just inborn traits found in a select few. Resilience is the result of a complex series of internal and external characteristics, including genetics, physical fitness, mental health, and environment<sup>37</sup> Psychologists define resilience as the process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress such as family and relationship problems, serious health problems, or workplace and financial stressors. Resilience has also been conceptualized as a dynamic process that may fluctuate over time, with emerging research suggesting an overlap in these various concepts of resilience, as well as key differences that may account for discrepancies in the prevalence of resilience across studies.<sup>38</sup> As much as resilience involves bouncing back from these difficult experiences, it can also involve profound personal growth. The processes of psychological resilience have to do with the cognitive evaluation carried out by the subject, which regulates the possibility of finding effective forms of adaptation. The thought processes, the emotional and behavioral responses through which resilient subjects build their personal vision of reality, give rise to decisions and behaviors that allow them to adapt to stressful or adverse conditions.<sup>38</sup>

Resilience refers to having good outcomes despite adversity and risk, and could be described in terms of preserving the same level of outcome or rebounding back to that level after an initial setback. Resilience is also defined as a process through which individuals survive or even grow in the face of adversity. It involves both a set of qualities or internal traits, such as hardiness or high self-efficacy, and external

factors, such as social support, that promote coping skills.<sup>38</sup> Psychological resilience is the ability to adapt positively to life conditions. It is a dynamic process evolving over time that implies a type of adaptive functioning that specifically allows an individual to face challenges by recovering an initial balance or bouncing back as an opportunity for growth. Improving resilience depends on the individuals coping styles or strategies and the personality factors that may configure them to act as mediators.<sup>39</sup>

Moreover, being a dynamic process, resilience can be implemented in order to promote a continuous growth of the person and the environment. This concept can be understood as the ability to deal with the difficulties experienced in the different areas of ones life with perseverance, maintaining a good awareness of oneself and ones own internal and parallel coherence by activating a personal growth project. This persevering attitude makes it possible to activate ones own resources to recover after having experienced adverse conditions, re-establishing the state of personal balance.<sup>39</sup> Studies have shown that there was a significant negative correlation between life events and resilience in adolescent<sup>40 41</sup> and coping styles were found to be significantly associated with adolescent resilience.<sup>42</sup> Existing evidences suggested that resilience is an internal positive protective factor, which is manifested by a good adaptability to adverse life events.<sup>43</sup> Meanwhile, resilience can be reflected by external factors such as attitudes or behaviors, including coping styles, and promote recovery of vulnerable groups from psychological crises and adopt positive coping styles under negative life events. Currently, resilience is regarded as a dynamic (ie non-static) process, which largely results from the way individuals interact with, and adapt to, conflicts arising in his or her immediate environment.<sup>44</sup> The literature on resilience in academic contexts relates this factor to emotional

exhaustion,<sup>45</sup> emotional intelligence <sup>46</sup> self-esteem <sup>47</sup>optimism <sup>48</sup> social support<sup>24</sup>  
<sup>49</sup>and anxiety.<sup>50</sup>

In general, in students resilience is positively correlated to life satisfaction and commitment to school tasks.<sup>51</sup>As such, resilience is relevant for the personal and psychological development of students, and high levels of resilience have a positive effect on the students→ability to adapt to their social context and its challenges.<sup>52 53</sup> Research on satisfaction with life has largely focused on determining psychological and social risks, based on the idea that this variable can be used to predict pathological conditions, and the handling of stressing situations and its possible effect on conduct.<sup>54,55</sup> Resilience is marked by an ability to manage emotions in the face of stress.<sup>2</sup> This doesn't mean that resilient people don't experience strong emotions such as anger, sadness, or sadness, or fear. It means that they recognize those feelings are temporary and can be managed until they pass<sup>56</sup>. Resilience is the result of a complex series of internal and external characteristics, including genetics, physical fitness, mental health, and environment<sup>57</sup>. Resilience does not eliminate stress or erase life's difficulties<sup>58</sup>. Additional factors that may affect psychological resilience but are not generally studied in the resilience literature include health variables such as physical activity, sleep, medical conditions, as well as character traits such as grit, which is defined as perseverance and the pursuit of long-term goals.<sup>58</sup> The thought processes the emotional and behavioural responses, behaviours that allow them to adapt. There are many aspects of ones life that can be controlled, modified, and grow with. That is the role of resilience. Becoming more resilient not only helps one get through difficult circumstances, it also empowers an individual to grow and even improve your life along the way. While certain factors might make some individuals more resilient than others, resilience is not necessarily a

personality trait that only some people possess. On the contrary, resilience involves behaviours, thoughts, and actions that anyone can learn and develop.<sup>58</sup> The ability to learn resilience is one reason research has shown that resilience is ordinary, not extraordinary. People who remain calm in the face of disaster have what psychologists call resilience. Resilient people are able to utilize their skills and strengths to cope and recover from problems and challenges. These problems may include divorce job loss, financial problems and so on..<sup>58</sup>

### **2.1.6 Building Psychological Resilience in Students**

These habits could include behaviours that help overall health, such as getting enough sleep and exercise. The challenges that a student is coping with does not make them go away, but rather sharing with a supportive parent, friend, school counsellor or loved one can make him or her feel like he or she have someone in his or her corner, which could help in building resilience. Resilient people are able to look at negative situations realistically, but in a way that does not center on brooding over what cannot be changed. Instead of viewing adversity as insurmountable, a student may reframe his or her thoughts to look for small ways that he or she can handle the challenges and make changes that will assist. When confronted with challenges it can be easy to get overwhelmed by things that feel far beyond control. Instead of wishing there was some way one could go back in time or change things, a student can concentrate on those things that one can directly impact. Acceptance of change is a part of life. Certain goals or ideals may no longer be attainable as a result of adverse situations in a person's life. Accepting circumstances that cannot be changed can help a student focus on circumstances that he or she can alter. People often find that they have grown in some respect as a result of a struggle. For instance, after a hardship people have reported better relationships and a greater sense of

strength, even while feeling vulnerable. That can increase their sense of self-worth and heighten their appreciation for life. Mindful journaling, yoga, and other spiritual practices like prayer or meditation can also help people build connections and restore hope, which can prime them to deal with situations that require resilience. When a student journal, meditate, or pray, ruminate on positive aspects of one's life and recall the things one is grateful for, even during personal trials. It may be tempting to mask one's pain with alcohol, drugs, or other substances, but that is like putting a bandage on a deep wound. Instead one should focus on giving his or her body resources to manage stress, rather than seeking to eliminate the feeling of stress altogether. It is also helpful to acknowledge and accept one's emotions during hard times, but it is also important to assist a person foster self-discovery. Positive correlations have also been found between happiness and resilience<sup>59</sup> Whether a person volunteer with a local homeless shelter or simply support a friend in their own time of need, an individual can garner a sense of purpose, foster self-worth, connect with other people, and tangibly help others, all of which can empower a person to grow in resilience. Also, trying to identify areas of irrational thinking, such as a tendency to catastrophize difficulties or assume the world is out to get an individual, and adopt a more balanced and realistic thinking pattern. For instance, if one feel overwhelmed by a challenge, one should remind him or herself that what happened is not an indicator of how one's future will go. In fact, in adolescent, pre-university students, and university students, it has been detected that high levels of resilience prevent the appearance of mental health problems<sup>60</sup> are positively associated with greater life satisfaction and quality of life<sup>61</sup> and negatively correlated with burnout<sup>62</sup> <sup>63</sup>A student should concentrate on the positive things that he or she can engage in, which can help him or her out of a negative mindset. Building healthy

stress management habits is an effective way to increase a student overall resilience.

#### **2.1.6.1 Resilience as a protective factor against risky factor**

Resilience is the psychological trait of having positive dispositions that enable individuals to effectively cope with stressful situations<sup>64</sup>. Resilience is the result of a combination of protective factors, operating at different levels and leading to positive outcomes<sup>65</sup>. According to these authors, focusing on resilience and its protective factors is therefore an essential long-term objective for establishing a positive mental health and psychological functioning. Studies suggest both that the existence of psychological resilience is universal and that resilience has protective effects on the physical and mental status of individuals experiencing or facing adversity<sup>66</sup>. It is the combination of resilience, risk factors (poverty, violence, broken families, and discrimination) and prospective factors that determines how flourishing life can be. Risk factors concern short-term or long-term threats to individuals well-being, increasing the probability of negative outcomes. The most common way to assess psychological resilience is through self-report measures such as the Connor-Davidson Resilience Scale<sup>67 68</sup>. The CD-RISC assess three dimensions commonly associated with psychological resilience: tenacity, strength, and optimism. The tenacity dimension.

#### **The protective factors of resilience can be grouped into two namely:**

The internal factors: Internal factors concern, for example, self-control, emotion regulation, motivation to succeed. Also, self-esteem is likewise a vital protective factor because a positive emotion is the outcome of a strong self-esteem which contribute to a positive relationship with others<sup>69</sup>. A study by an author, show that the agency among Palestinian children plays an important role on their emotional well-being and personal development.

The external factors: External factors are concern social skills, connection, and close relationships<sup>70</sup>. Equally important is the impact of factors that extend beyond the family, such as influential schools and neighborhoods and the elements of faith and hope embedded in spiritual and cultural beliefs<sup>71</sup>

#### **2.1.6.2 The 7 Cs of Psychological resilience**

The 7 Cs of Psychological resilience illustrate the interaction between personal strengths and outside resources, irrespective of age<sup>71</sup> They includes competence, confidence, connection, character, contribution, coping<sup>71</sup>

**Competence:** This is the ability to know how to handle situations effectively. To build competence, individuals develop a set of skills to help them trust their judgments and make responsible choices.

**Confidence:** A true self-confidence is rooted in competence. Individuals gain Confidence by demonstrating competence in real-life situations.

**Connection:** Close ties to family, friends, and community provide a sense of security and belonging.

**Character:** Individuals need a fundamental sense of right and wrong to make responsible choices, contribute to society, and experience self-worth.

**Contribution:** Having a sense of purpose is a powerful motivator. Contributing to one's community reinforces positive reciprocal relationships.

**Coping:** When people individuals learn to cope with stress effectively, they are better prepared to handle adversity. A student that never allow the challenges that he or she is facing suppresses him or her by learning to cope with stress is already determined to confront and handle adversity.

**Control:** Developing an understanding of internal control helps individuals act as problem-solvers instead of victims of circumstance. When a student learns that he or

she can control the outcomes of his or her decisions, he or she is more likely to view himself or herself as being capable<sup>71</sup>.

### **2.1.6.3 Pillars of Psychological Resilience**

Psychophysiological resilience is made up of five pillars which include emotional well-being, future focus, inner drive, positive relationships and physical health<sup>71</sup>By working to strengthen these five pillars, an individual becomes more resilient, and as a result, an individual is much more equipped to manage the stress in his or her live.

#### Emotional wellbeing

This is the first pillar of resilience that has to do about how an individual comprehend and regulate their emotions.

This has to do with viewing things from diverse perspectives, likewise being capable to resolve conflicts with one's self and other people.

#### Future focus

This is one of the pillars of resilience that has to do with human readiness for change, likewise new challenges that one might encounter, It is possible to be ready to successfully handle challenges which arises. In order word, it is the human ability to prepare ahead of time.

#### Inner drive

This pillar of resilience has to do ability of human to focus on themselves on a daily basis, also an individual should not impose much pressure on him or herself. Rather, he or she can cultivate the below activities regularly.

- He or she can practice managing his or her emotions, thoughts, and actions.
- He or she can write a to-do list that keeps he or he on top of his or her tasks and likewise holds them accountable.
- He or she can use his or her own self-awareness as a guide.

- Also, he or she can view constructive criticism and challenges as an opportunities for development.
- He or she should Knowing what he or she believe in can allow his or her core values to help him or her make success driven decisions.

### Relationships

This is a pillar of resilience that has to do surrounding oneself with sincere people to lean on when one is in need of attention, support and advice. By having a healthy social network, easier it becomes to develop and maintain resilience.

### Physical health

An individual who takes care of his or her physical wellbeing, by getting enough sleep, feed healthily, listening to their body, stay hydrated. This will give him or her the drive and strength to maintain other pillars of resilience.

### 2.1.7 Model of Resilience

When individual face adversity, misfortune, or frustration, resilience assists him or her to bounce back. It helps, recover, and even thrive in the face and wake of misfortune, but that is not all there is to it.

#### Seligman's 3Ps Model of Resilience

The best-known positive psychology framework for resilience is Seligman's 3Ps model<sup>72</sup>. These three Ps personalization, pervasiveness, and permanence refer to three emotional reactions that we tend to have to adversity. By addressing these three, often automatic, responses, we can build resilience and grow, developing our adaptability and learning to cope better with challenges.

**Personalization:** A cognitive distortion that is best described as the internalization of problems or failure. When we hold ourselves accountable for bad things that happen, we put a lot of unnecessary blame on ourselves and make it harder to bounce back.

Pervasiveness: Assuming negative situations spread across different areas of our life; for example, losing a contest and assuming that all is doom and gloom in general. By acknowledging that bad feelings don't impact every life domain, we can move forward toward a better life.

Permanence: Believing that bad experiences or events last forever, rather than being transient or one-off events. Permanence prevents us from putting effort into improving our situation, often making us feel overwhelmed and as though one cannot recover<sup>72</sup>. These three perspectives help us understand how our thoughts, mindset, and beliefs affect our experiences. By recognizing their role in our ability to adapt positively, we can start becoming more resilient and learn to bounce back from life's challenges<sup>72</sup>. By recognizing their role in human ability to adapt positively, one can start becoming more resilient and learn to bounce back from life issues. One of its more impactful discoveries was that resilience is a dynamic construct that changes over time another was the concept of developmental cascades, which describe how functioning in one domain can influence other levels of adaptive function.

#### **2.1.7.1 Self-Esteem and Students Affective domain**

In psychology, the term self-esteem is used to describe one's total subjective sense of personal worth. Self-esteem is a factor in the process of the individual's personal development, so its characterization varies depending on the interaction of the individual with the contextual variables in his or her life-cycle. In adolescence, the context is dominated by family, school and the social circle. High levels of self-esteem in the academic context are typically related to good school performance<sup>73, 74</sup> and a widening of the social circle and the positive evaluation of personal relationships<sup>75,76</sup> as well as to other psychological variables leading to improved

intrapersonal skills and personal wellbeing<sup>77, 78, 79</sup>. In other words, self-esteem may be defined as how much an individual appreciate him or herself irrespective of the situation. Self-esteem tends to be lowest in childhood and increases during adolescence, as well as adulthood, eventually reaching a fairly stable and enduring level. This makes self-esteem similar to the stability of personality traits over time. Self-esteem influences one's emotional health, decision making process and human total wellbeing. Self-esteem, by definition, is a construct that does not necessarily reflect objective characteristics of the person, or how the person is seen by others<sup>80</sup>. Self-esteem is also considered an important protective factor of resilience and proves to have a certain predictive effect on resilience<sup>81, 82, 83</sup>. Many theorists have written about the dynamics involved in the development of self-esteem.

The concept of self-esteem plays an important role in psychologist Abraham Maslow's hierarchy of needs, which depicts esteem as one of the basic human motivations. Maslow further suggested that people need both the inner respect and likewise appreciation from others for them to build their self-esteem. Self-esteem is defined by many factors including sense of belonging, feeling of security self-confidence, identity, feeling of competence. As pointed out by 6 self-esteems has two main dimensions:

Self-liking and self-competence. The former refers to the individual's positive or negative self-concept; the second refers to the individual's expectations about his or her own ability to meet challenges successfully, that is, their self-efficacy in terms of personal competence. There are various factors that can influence self-esteem either positively or negatively. Such as socioeconomic status, illness, age, disability, physical abilities, genetics. Also, appreciation from significant others, praise, excessive reprove or criticism from parents or peers, upbringing and self-perception.

Additionally, genetic factors that helps sharpens a person's personality can play a role, but life experiences that form the basis for overall self-esteem.

A student who consistently receive negative assessment from his or her peers, family and friends for instance will likely experience a low self-esteem, while on the other hand a student who experience what Carl Roger described as unconditional positive regard. (UPR) will be more likely to have a healthy self-esteem.

Individuals with healthy self-esteem possess an appropriate and realistic expectations of their abilities, have a good understanding of their skills, and they are able to maintain a healthy relationship with other people. They are also able to understand their various needs and are capable to express them. Self-esteem is an intrapersonal variable that enables the individual to act independently from his or her success or failures. The greater the self-esteem, the more likely it is that the individual will do his or her utmost to adapt to every situation<sup>84</sup>. A student with a positive self-esteem tends to contended and exercise competence about himself or herself. He or she will be excited and proud of the things that he or she is capable of doing, and will never hesitate in putting in his or her best for the accomplishment of task or overcoming the challenges that he or she may be facing emotionally and academically. There is tendency for such student to encourage and motivate him or herself, cope, and even learn from his or her mistakes. In fact, he or she is most likely to speak up for him or herself and never feel reluctant to seek for assistance when the need arises. When students perform excellently academically will feel motivated to perform better and also people around him or her such as parents who care about his or her well-being will be happy and pleased with the student.

In other words, the responses make the student feel excited, and so therefore he or she continue to develop a positive self-esteem. His or her accomplishment makes

him or her feel good about him or herself and also learn that failure is part of life. A student who have a positive self-esteem is resilient and feel proud even when she make a mistake take responsibility for her actions, have the courage to make reasonable decisions irrespective of peer pressure, she feel respected and also have a good sense of control over her life events by acting independently. Whereas, a student that have difficulty in building a positive self-esteem even if he or she is a slow learner or probably weak academically, may not receive positive feedback from parents or even from his or her peers at school.

The responses he or she tends to receive is often derogatory because he or she is regularly hearing about those things that he or she is weak at doing. He or she may even mistrust other people who are supposed to be assisting him or her in a situation whereby he or she receives insincere positive accolades. Invariably, he or she may feel less of himself or herself and his or her abilities. The student tends to lose interest in learning, give in to peer pressure, feel irritated and sad, find it difficult to interact or keep friendship. At the same time, other studies have found a significant but weak correlation between the two variables<sup>85</sup>. Although much attention has been given to the relationships between self-esteem and academic performance<sup>86</sup>.

#### **2.1.7.2 Importance of Self-Esteem to students**

Self-esteem impacts decision-making process, relationships, emotional health, and overall well-being.

- Self Esteem influences motivation, helps students with a healthy, positive view of themselves and also understand their potential and may feel inspired to take on new challenges.
- It makes students to have a realistic and appropriate expectations of themselves and their potentials.

- It makes students to understanding their skills
- Self-esteem assists students to understand their various needs and express them.
- Students will be able to maintain a healthy relationship with others because they have a healthy relationship with themselves.

The concept of self-esteem plays an important role in psychologist Abraham Maslow's hierarchy of needs, which depicts esteem as one of the basic human motivations. Maslow suggested that individuals need both appreciation from other people and inner self-respect to build esteem. Both of these needs must be fulfilled in order for an individual to grow as a person and reach self-actualization. It is important to note that self-esteem is a concept distinct from self-efficacy, which involves how well one believe he or she will handle future actions, performance, or abilities.

### **Types of Self-Esteem**

#### Healthy Self-Esteem (high)

Having healthy self-esteem can help motivate to reach one's goals, because one will be able to navigate life knowing that he or she is capable of accomplishing what he or she set his or her mind to.

#### Weak Self-Esteem (low)

A Low self-esteem may manifest in a variety of ways. Such as:

Focusing on one's weaknesses.

Frequently experience fear, self-doubt, and worry.

Struggling with confidence.

Having an intense fear of failure.

Low self-esteem has the potential to lead to a variety of mental health disorders, including anxiety disorders and depressive disorders. One may also find it difficult to pursue one's goals and maintain healthy relationships. Students with low self-esteem tend to feel less sure of their abilities and may doubt their decision-making process. Such students may not feel motivated or encouraged to try new things because they do not believe that they have the potentials of reaching their goals. Those with low self-esteem may have issues with relationships and expressing their needs. They may also experience low levels of confidence and feel unlovable and unworthy.

Excessive Self-Esteem:

Individual with excessive self-esteem may have the following characteristics

They may grossly overestimate their skills and abilities

They may believe they are more skilled or better than others

Also, they may believe they cannot fail

Such individual may be preoccupied with being perfect

When self-esteem is too high, it can result in relationship problems, difficulty with social situations, and an inability to accept criticism. People with overly high self-esteem may overestimate their skills and may feel entitled to succeed, even without the abilities to back up their belief in themselves. They may struggle with relationship issues and block themselves from self-improvement because they are so fixated on seeing themselves as perfect.

### **2.1.7.3 Emotional Self-Regulation and Student Affective domain**

[Regulation, in turn, serves as an operation, shaping once again each individual's affective state and the group's socio-emotional atmosphere<sup>87</sup>. Emotional self-regulation or emotion regulation is the ability of an individual 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. Years of research have addressed the emotional effects of different aspects of students learning<sup>88</sup>. In collaborative learning, emotional processes become more complex as each group member's affective states contribute to the group's socio-emotional atmosphere and to the whole learning process<sup>89</sup>. A student's ability to manage his or her emotional reactions tends to have influence on his or her overall development, in terms of mental health, academic, relationship with peers and family, and so on. The inability of a student to control his or her emotions tends to lead to constant display of annoyance, anxiety, rejection, excessive mood swings, and so on. Students who do not have the strength to manage their emotions may possibly have a lesser social skill.

Responding consistently and with a caring demeanor, even when we feel annoyed or angry, is easier said than done. A teacher's use of public punishment or shame, as with behavior charts, is a quick route to a damaged relationship and obliterated credibility<sup>90</sup>. In fact, a student who feel unloved by the people around him or her may drop out of school, or even involve in anti-social behaviours such as prostitution, theft, cybercrime and so on. Whereas, a positive emotional regulation in students does not only influences their interaction and relationships positively, but it is also a strong predictor of their academic success. A student who have control over his or her emotions is already equipped with problem solving abilities. The relationship that exists between students and their immediate environment play a significant role in emotional regulation. Any emotional-regulation strategy is likely to fail in the absence of warm, caring relationships within the classroom. Students

who believe their teachers are competent and trustworthy achieve at accelerated levels<sup>91</sup>. To support emotional regulation, a caring teacher empathizes with the student's feelings and guides the use of strategies to reduce stress and respond with intentional behavior.

As we react to these emotional times, we have to manage our own emotions and co-regulate and guide learning in this area<sup>92</sup>. Student's achievement across content increases when teachers are clear about the knowledge, skills, and values that are important for students to have<sup>91</sup> can invest in labeling emotions and identifying how they feel and how they look in others, explain self-regulation, give clear success criteria, and provide examples. With the youngest children, we can use exaggerated facial expressions (in times of low stress) to label and describe emotions and begin to teach how to respond to emotions in others. As with any academic goal, students have individual strengths and needs in self-regulation that we can meet in personalized and differentiated ways. Children are most committed to their goals when they set them themselves, with the mentorship of a teacher<sup>91</sup>. Until now, empirical evidence showing the connection between individual student's affective conditions and activated group-level emotion regulation in context is still scarce<sup>93</sup>. In group learning situations, a stimulus event can evoke different kinds of emotional expressions and behaviors<sup>88</sup>. These individual reactions are also meaningful on a group level since they shape the group's affective state and socio-emotional atmosphere<sup>87</sup>.

### **2.1.8 Counselling and School counselling**

Counselling is the service offered to the individual who is undergoing a problem and needs professional help to overcome it. The challenges may keep the individual worried, brooding or disturbed, therefore there is a need for such individual to seek a

professional assistance from a trained counsellor. School counselling addresses issues that may affect students academic performance, which includes psychosocial and behavioral challenges<sup>94</sup>. School counselling services are delivered by the school counsellor. The basic role of a school counsellor is to support students in their psychological, academic, and social development<sup>95</sup>. However, the breadth of school counselling is expansive. One minute, the school counsellor may provide a social-emotional lesson to a first-grade class, and the next, they collaborate with the administrative team on a new school-wide behavioral intervention system. A school counsellor's role addresses student's mental, emotional, social, and academic development <sup>95, 96</sup>. Schools systems in different parts of the world have varying titles for school counsellors.

Counselling therefore is a more specialized service requiring training in personality development and handling exceptional groups of individuals. Counselling services are therefore required for individuals having developmental problems because of the handicap they suffer in any area of emotional either because of environment conditions or probably genetic factors. Counselling involves a lot of time for the client to unfold the problem, gain an insight in to the complex situation. Counselling is an integral part of an overall programme of guidance. Counselling is a specific process of assistance extended by an expert in an individual situation to a needy person. This means the counselling situation arises when a needy person is face to face with and expert who render his or her assistance to the needy individual to fulfill his needs.

A study showed that although the title or role of the school counselor differs somewhat,<sup>96</sup> the key elements of school counseling can be summarized as:

- Supporting the psychological, academic, and social development of students

- Resolving conflicts between all actors in school life
- Helping students face personal problems
- Consulting with students, parents, teachers, and principals
- Coordinating various school activities.

Counsellor act as an advisor, advocate, agent, believer, collaborator, conductor, consultant, coordinator, diplomat, educator, enthusiast, expert, explorer, guide, initiator, leader, listener, mediator, mentor, navigator, negotiator, observer, pedagogue, professional, psychologist, researcher, specialist, supporter, teacher<sup>96</sup>.

Counsellors help students identify their abilities, capacities, and interests, preventing dropout<sup>96</sup>. The counsellor may also act as a coordinator who advises students about their career orientation and decisions. In doing so, counsellors may help students prepare for higher education and college admissions<sup>96</sup>. In Australia and Ireland, the role of the school counsellor relies heavily on academic and career guidance and counselling<sup>95</sup>. Counselling in education is very important in student's life. Counselling helps in understanding student's needs and in analyzing capabilities to guide them towards their goals and interests. Counselling plays an important role in education; it helps in finding in which way a student is going.

Counselling in education will contribute the society by providing the right direction, guidance, and motivation to the leading students. With counselling, student life can be improved in terms of academic, personal, and professional. Counselling will keep the students focused and smart. Through counselling, students will get absolute direction to start their journey in college, career, and community. Owing to the superlative competition students face a dilemma to make the right choice for their career. This leads to doubts, confusion, stress, depression, and anxiety. That is why counselling is important in education. Students no only get guidance for making the

right career path but also get help in developing themselves as individuals and professionals. Counsellors help students with academics and careers and also provides the right information to the students to make them successful in academics and also provides emotional and social support to the students. A counsellor works with students in an educational environment.

Counselling leads to understanding the aspirations, hopes, and dreams of the students. School counselling assists students in their career, studies, and provides the best option suitable to them. Through this, students can also know their strengths and weaknesses. Counselling plays a vital role in the career planning process of the students. In diverse career options it may be difficult for students to choose the right career for themselves. It guides the students in making the right career decisions. Evaluation is done on the student's interests, skills, abilities with the help of personality and aptitude assessments, interviews, and so on. After that, the counsellor matches the chosen course with the student's interests, profile, and requirements. School counselling mainly providing guidance and assistance to the students in making the right choice in their education, it can be their career aspirations, educational plans, course choice, selection of college according to their preferences and interests. It is important for school counsellor as an educator to look into a child's affective domain of learning, to ensure that the child build everything from receiving phenomena where he or she can actively listen, to characterization whereby he is she can take an informed action to positively influence his or her life and also the lives of other people.

Obligations of a school counsellor

Mediator

There can be many tricky situations within the school setting, and the counselor may act as an advocate who guides and negotiates by diplomatic means. For example, a student may feel that they are being treated unfairly by their teacher. The counsellor may also act as a mediator between students who have just had a physical altercation. Prevention is the focus for school counselors in Russia<sup>96</sup> and a school counsellor may be able to prevent unfavorable situations with pre-teaching social skills lessons and counselling.

#### Social skills teacher

In teaching social skills, a counsellor can act as a researcher, specialist, expert, leader, and consultant<sup>97, 96</sup>. The counsellor must first seek a research-based social skills curriculum suited for their school demographic, deliver the content, and assist the general education teachers in utilizing the curriculum.

#### Friend

Sometimes all a student needs is a friend, and the school counsellor can be there for the student in a professional capacity. With this professional friendship comes confidentiality and privacy. Like a friend, the counsellor may act as a mentor, supporter, advisor, listener, and believer. Supporting students in their personal development and learning is the main role for school counsellors in Denmark, Ireland, and the UK.<sup>96</sup>

#### Disciplinarian

In some schools, the counsellor may be the frontline point person for students who misbehave. When a teacher sends a student out of the classroom, the student may be required to see the school counsellor to address their behaviour. The counsellor may then decide on the next course of action or consult the administrators. Counsellors

may also have to address attendance issues by communicating with students or parents.<sup>97</sup>

#### Psychologist

In many cases, the school counsellor may act as a school psychologist while delivering counselling sessions. School counsellors may sometimes have to address student trauma or remedy situations involving bullying. In the United Kingdom, mental healthcare is also a big focus.<sup>96</sup>

#### Teacher

School counsellors may also be found in the classroom. They may assist the classroom teacher, provide consultation, or deliver lessons about social skills or emotional learning. Just as the classroom teacher prepares lessons, the school counsellor must also create and deliver engaging lessons while having good classroom management skills. Formatively assessing student's knowledge during and after the lesson helps counselors to adjust the teaching or future content.

#### Consultant

Collaborating with school staff and supporting the school organization and the teaching/learning process are also roles of the school counsellor. The counsellor must create and deliver a robust research-based school counseling program using data and student needs<sup>98</sup>

Improving the overall functioning of the school, teaching, and school work is the main focus for school counselling in Croatia, Slovenia, and Serbia<sup>96</sup>.

#### **2.1.8.1 Benefits of School Counselling**

Students receive comprehensive guidance on career, course, and colleges and enable them to make informed choices. Through school counselling, students get information related to career options and counsellors let them know the advantages

of selecting a particular field. Students can share their academic and personal problems with the school counsellor. School counselling will help to develop student's confidence and guide them in making the right decisions for their career. Through school counselling, students will be able to bring clarity to their thoughts and that will reduce their career-related stress. School counselling will help students in picking out the positive and negative traits and this improves their behaviour. Students get support in learning and career planning. School counselling helps in analyzing the course options based on personal preferences, interests, and limitations. Counselling in school also gives emotional support to the students. Every student needs guidance in choosing their career. School counselling provides the personality insights of the students. Students should take counselling in education to increase their success level.

### **Goals of School Counselling**

#### Fulfill lives

School counsellors help students live more fulfilling lives by addressing problematic issues<sup>94</sup>. An example of a problematic issue may be a learning disability. In collaboration with the general education teacher, the school counsellor may be able to suggest strategies, implement interventions, or start the special education referral process.

#### Assist students with challenges

Students face a plethora of challenges. If a student has an issue with a particular teacher, the school counsellor may speak with the teacher or act as a mediator to remedy the situation.

#### Adjustment

School counselling programs aim to help students attain self-awareness and adjust emotionally, socially, and psychologically<sup>94</sup>. A school counsellor may create a buddy program that pairs a returning student with a new student to make them feel welcome. Additionally, a school counsellor may prepare a student for a post-high school job, technical school, or college.

#### Promote a positive school life

According to a study 87% of the students who participated in counselling sessions felt more positive about their school life.<sup>94</sup> A counsellor is there to help students through difficult situations both in and outside school.

#### Generating or supporting school-wide interventions

In most schools, school counsellors are tasked with the responsibility to support, if not entirely create, a school-wide intervention program. Constant evaluation must also accompany this systematic change to determine if the interventions are being implemented and if they are effective<sup>98</sup>

#### Mental health and social-emotional learning

School counselling addresses mental health via school-wide lessons or individual counselling sessions. Counsellors may address these needs through class, group, or individual lessons and counselling sessions<sup>98</sup>. In sum, by addressing these goals, a school counselling program aims to improve students' academic performance and social skills<sup>94</sup>

#### **2.1.8.2 Reasons for school counselling in secondary schools.**

School counselling helps in ensuring the proper utilization of time spent outside the classrooms and also help the students in moral and vocational development in order to minimize the incidence of indiscipline and likewise develop readiness for choices and changes to face new challenges. School counselling is important in Secondary

school because it may help the students in their period of turmoil and confusion, and the manner in which student spend their non class hours clearly affect their success in achieving both academic competence and personal development of all types a positive direction to students should be provided by influencing how they can use those non class hours. Along with the intellectual development proper motivation and clarification of goals and ideas to pupils in conformity with their basic potentialities and social tendencies are important total development of the student nauseates that individual differences among them are expected, accepted, understood and planned for and all types of experiences in an institution are to be so organized as to contribute to the total development of the student.

#### **2.1.8.3 Counselling Skills**

Counselling skills are the art of listening and are practiced by any number of people in any number of work roles, not just in counselling. Through active listening, rapport is built, trust is formed and the speaker feels heard and understood by the Counsellor or listener<sup>99</sup>. Becoming and persisting as an effective counselor requires expertise and a rich and diverse set of skills<sup>100</sup>. These skills can be developed through education, training, practice, experience, and supervision. Counseling skills are soft and hard attributes that a counselor puts to use in order to best help their clients work through personal issues and overcome obstacles that are currently preventing them from living a full and happy life. Mastering particular counseling skills could make a great difference in whether or not you can provide your clients with the best opportunities for personal growth. A counsellor needs an excellent verbal communication skill to effectively talk to a range of different people. Counsellors will often have to question clients and conduct interviews, and they need to be skillful in doing so as to not further upset or cause stress to clients.

Counsellors need to be able to work effectively with different groups of people, including clients and colleagues.

A counsellor may have to work with a client for months or even years, so having the talent for building relationships is also important. A counsellor should be aware of a client's reactions and understand the reasons behind them, as well as know how to persuade a client to change their mindset or behaviour. A counsellor must have a solid ethical code and keep sessions with his or her clients confidential to ensure their safety and well-being. Again, a counsellor must have a solid emotional footing and the ability to handle the stress and emotional turmoil caused by working with people who are distressed and also, he or she must know how and where to find the needed information and evaluate it effectively. A counsellor should have a desire to assist others, be sympathetic, and be able to empathize with the client's challenges. And likewise, he or she must be computer literate, and also need to know how to use medical software for recording client information, spreadsheet and word-processing programs for writing reports, and billing programs for submitting and tracking invoices to your clients and insurers.

A counsellor needs to be open-minded and tolerant of different people and situations. Or she also be open to new research and new ways of thinking that could challenge his or her practices, and also need to be patient when working with clients. There is need for the counsellors to understand that a lot of time, like several months or even years, can pass before substantial results can be seen. Observational skills is also required of a counsellor, he or she should be able to observe a person's facial expressions, body language, and social interactions during appointments to find clues that determine their attitude and behaviour. You need to know how to conduct interviews, watch for specific behaviours, and observe your client thoroughly to be

able to help them. Problem-solving skill is needed because a counsellor need to be able to solve problems as they arise. He or she should have alternative strategies available and be able to implement them fast to ensure your client can move forward. Reasoning skills which is the ability to take a broader view of human behaviours and find similarities or general principles at play instead of focusing on the individual details of a case is important in order for the counsellor to handle a counselling activities or session professionally. Trustworthiness is also essential because a counsellor must be trustworthy and also be able to inspire the clients to confide in him or her and with their challenges.

A counsellor should be familiar with the laws and regulations that control the society and nation as a whole, and also must also be able to work in the profession within the boundaries of the law.

#### **2.1.8.4 Time Management and Student Affective Domain**

Time management can be defined as a form of self-management with a clear emphasis on time in understanding what activities to do how to do them more efficiently in what time it should be done and when is the correct time to the particular activity.<sup>101</sup> The concept of handling everyday jobs for longer period of time and keeping up with the objectives set for significant dates is called the competence in long range planning. Whereas, planning in the short run for the day to a day activity or planning for tasks within a day or week is short-range planning. For students to better manage their curriculum and achieve learning objectives, these time management behaviours or skills are argued to improve the positive academic output<sup>102</sup>. There have been many studies that found association between greater academic achievement and effective time management as students acquire strategies that helps them in meeting competing demands<sup>27</sup> Students have previously linked

negative educational results with poor time management which could be partially self-serving bias, however, there have been ample studies that establish this association<sup>103</sup>.

The non-cognitive personal behaviour which is the perspective of students regarding time management is also an effective predictor of educational achievement as with poor time management skills it gets difficult for students to plan their studies and which causes them anxiety and agitation at the assessment time which usually takes place at the end of the course<sup>104</sup>. Time attitude is the positive or negative perspective towards the present, future and past time which had been directly linked to academic achievement, especially in scientific subjects<sup>105</sup>. The time management behaviour has three basic surfaces that are: time attitudes, long-range planning and short-range planning.<sup>105</sup> Whereas performing goal directed activities with the purpose of using time efficiently defines time management as behaviour<sup>106</sup>. Without the development of effective habits, such as such motivation, metacognition, and self-regulation, students are likely to perform poorly and find it difficult to improve future performance<sup>107</sup>. Time management is about planning and controlling the amount of time and individual spend on specific tasks.

#### **2.1.8.5 Importance of Time Management skills to students**

One of the importance of time management skills to the student is the Management of stress because nobody performs at their peak under excessive stress. Students need healthy ways to manage the pressures of study while maintaining productivity. Getting enough sleep and exercising are all great ways to keep stress at bay, and actually make learning more efficient. Again, through prioritization students may be helped to ensure activities that are vitally important but not urgent such as personal devotions, adequate sleep and exercise are given precedence. Some people like to

prioritize easy tasks for early in the day and use the boost to move forward. Others prefer to tackle bigger jobs first. It may be impossible to use time well if a student does not know what to do with it. There is need for the student to identify and differentiate between their short- and long-term goals. For example, a short-term goal might include completing their homework early each day, so they have ample time to practice music. Their long-term goal could be to play in the school or church band, or the Australian Youth Orchestra. Once priorities are set, it is important to have an organized plan for getting them done. Some students may be well-organized, while others may need some assistance. Strategies like maintaining an up-to-date calendar and keeping a tidy study environment help. There are many useful software programs and apps to aid organization

#### **2.1.8.6 Reasons for Effective Time Management**

Efficient use of time also reduces stress, as students tick off items from their to-do list. It can also provide a sense of achievement from fulfilling goals. For example, they might plan to complete an assignment by Friday so they can see friends on the weekend. Effective time management allows students to complete more in less time, because their attention is focused and they are not wasting time on distractions such as social media, for example. By using time efficiently, students can complete their work on time, stay engaged with their learning, and have more time free for pursuing activities that are important to them, such as sports, hobbies, youth group and spending time with friends and family. Good time management allows students to make the most of their abilities and enjoy the satisfaction of accomplishment.

#### **Tips on how Students can improve their Time Management**

There are various ways that students can improve on their time management skills such as avoiding multi-tasking because divided attention is an inefficient way to

learn. Focusing on a task at a time for maximum productivity. Avoid perfectionism and fussing over unimportant details. Trying to make a work perfect, especially first-time round, is frustrating and a huge time waster for students. Rather, get something on the page (or into the brain). Also, taking a regular break for instance, working on something for too long can lead to lost focus. Short breaks every half hour or so can help them to recharge. Reduction of distractions during time scheduled for schoolwork, putting away unnecessary devices such as mobile phones, and switch off social media notifications. Distractions can also come from internal feelings such as hunger or tiredness, so there is need to get adequate sleep. Students could be rehearsing their times tables or practicing an oral presentation in the car on the way to or from school through the use of downtime.

#### **2.1.8.7 Study Habit Routine and Student Affective Domain**

Study habit is different individual behaviour in relation to studying<sup>108</sup> and is a combination of study method and skill<sup>109</sup>. This skill is also defined as any activity that facilitates the process of learning about a topic, solving the problems or memorizing part or all of the presented materials<sup>110</sup>. Study habits are in fact the gateway to success and differ from person to person<sup>111</sup>. According to previous studies, good study habits include studying in a quiet place, studying daily, turning off devices that interfere with study (such as television and mobile phones), taking notes of important content, having regular rests and breaks, listening to soft music, studying based on own learning style, and prioritizing the difficult contents<sup>112</sup>. Study habits are the most important predictor of academic performance and global research has revealed that study habits affect academic performance<sup>113</sup>. Evidence suggests that learners who do not have enough information about study strategies do not attain effective and stable learning, and therefore will not have an appropriate level

of academic achievement<sup>108</sup>. In other words, students with better academic achievement use these skills more than those with lower academic achievement<sup>114</sup>.

Considering the importance of study skills and habits of students, and the important role they play in the academic achievement of students, and taking into account that study habits vary from person to person and from place to place, and also as the results of related studies are different from each other. Since the use of various and effective methods of study improves academic performance of students. Strengthening each of the eight areas of study skills can help to improve the academic performance of students, thus it is necessary to pay attention to these areas. Since academic performance is considered as a predictor of success in a person's career, it is important to pay attention to this issue and apply appropriate strategies to improve the study habits of students.

#### **2.1.8.8 Goal-Setting and Students Affective Domain**

Goal setting is a person-centered approach that describes the way a successful roadmap contributes to bringing about the change<sup>115</sup>. Goal-setting enables an individual to achieve the balance between ones real and ideal self. Goal setting is described as the identification of a specific accomplishment to be made in a specific area with measurable outcomes, such as actions and timelines for achievement<sup>116</sup>. Also, found out that goal-setting opportunities can enhance motivation and foster growth of skills and engagement in learning. They sought to determine the effects of goal setting on active academic engagement. Results revealed a positive relationship between goal-setting and student engagement. The results support previous research concluding that goal setting instruction is effective in benefiting academic engagement and motivation. In addition, the findings also provide support<sup>116</sup> goal setting provides students with a focus on desired academic outcomes and direction

in achieving success<sup>117</sup>. A study conducted a year long indicated that those participating in setting goals showed higher achievement gains in math, with a positive correlation between achievement gains and pursuing alternative goals. Thus, goal setting is imperative to student growth in academics and plays a vital role in accountability<sup>118</sup>.

#### **2.1.8.9 Reasons for goal setting for student**

When students set goals, it means they are preparing themselves for the future by planning their present. Being future ready is always an advantage. It allows an individual to prepare for any untoward incidents that may occur in one's path to succeed. The importance of setting goals for students lies in the fact that it helps in time management. Setting goals, another reason why goal setting is important in life is it acts as a measure of progress. That is, it tells an individual what he or she is doing and how good he or she is at it. It is like a self-monitoring feedback form to oneself. The benefits of goal setting for students is that it keeps them focused. Every student knows that the fruit of their efforts today will be borne later. Knowing that they will benefit from their efforts, keeps them determined and committed to the goal. Setting goals allows students to identify their strengths and weaknesses. While trying to achieve their goal, they will be able to figure out what they are weak at. Knowing this can help students focus on improving what they are weak at, in order to bring it to a level where they can no longer call themselves weak.

Self-esteem or self-respect is that pride or dignity that an individual have within himself or herself. Setting goals boosts self-confidence and motivates an individual to achieve even what may seem to be impossible at that point. The importance of setting goals for students is that it sets a determined path to tread on. Though the path may come with its own set of challenges, the very fact that they have a path

itself gives them an upper hand. Goal setting is the fundamental key to success. Whether it is increasing students' intelligence, learning a new skill or rekindling a relationship, setting goals allow students create their future. It also helps in growing and expanding, pushing themselves to transform in ways that they never imagined. Effective goal setting helps in measuring progress, overcome procrastination and visualize dreams. Goal setting also keeps students accountable. Whether they are learning how to set goals at school or in their personal life, telling others about their goals makes them more likely to establish the patterns that will accomplish them.

## **2.2. Theoretical Framework for the Study**

### **2.2.1 Theory of Resilience**

Resilience theory refers to the ideas surrounding how people are affected by and adapt to things like adversity, change, loss, and risk. Resilience theory emphasizes that the intensity of the trauma does not matter as much as the way an individual deals with it matters. The capacity of a system to adapt successfully to significant challenges that threaten its function, viability, or development. He delves into the theories history and its research in this field in an attempt to integrate applications, models, and knowledge that may help children and their families grow and adjust. According to this theory, the presence of one or more protective factors can decrease the influence of exposure to adversities. Protective factors and resilience are directly correlated.

### **Relevance of the theory to the Study**

Individuals having a greater number of protective factors are found to have greater resiliency. Yet it is to be noted that resilience is not a stable construct. The level of resilience might vary from person to person and situation to situation write the benefits of resilience remain the same every time. A peer reviewed articles on

resilience was considered in the field of social work, discussing the evolution of and as yet to be established consensus on its definition. Considers the how it works and developments in the theory, looking at the study of resilience in South African cultures and societies. A researcher considers the key processes in family resilience and gives a great overview of the concept from a family systems perspective<sup>119</sup>. Some character strengths can also be significant predictors of resilience, with particular correlations between resilience and emotional, intellectual, and restraint-related strengths<sup>120</sup>. In their 2017 study, these authors, found that hope, bravery, and zest had the most extensive relationship with positive adaptation in the face of challenge. This led the researchers to speculate that processes such as determination, social connectedness, emotional regulation, and more were at play. Both of these definitions take the concept of individual psychological or emotional resilience and apply it at a broader level; one of the key areas that interests researchers is how families respond immediately when faced with challenges and over the longer term<sup>121</sup>.

Resilience theory argues that it is not the nature of adversity that is most important, but how we deal with it. Some notable theorists in the field of resilience posited their various submissions one of such is Norman Garmezy's theory of resilience. He was born on June 18, 1918, in New York City and grew up in the Bronx in a Jewish neighborhood where educational attainment was highly valued. He was a pioneer in research on risk and resilience. According to the Norman Garmezy Resilience theory, an individual with great resilience is not necessarily a person who is extremely bold despite adversity and challenges, but rather a person who is able to show functional adequacy despite the emotional turmoil. The scientific study of resilience as conceived by Norman Garmezy, his peers, and students has transformed the science

and practice of multiple disciplines, from the molecular level to the global ecosystem, infusing a strength-based and recovery-oriented approach into psychology, education, social work, and psychiatry. His influential ideas and research earned him international acclaim and many honors for lifetime achievements in science. Throughout his career, Norm held many leadership roles. He was a legendary mentor as well as an eminent scientist in clinical psychology. He died in Nashville, Tennessee, on November 21, 2009, at the age of 91. He defined resilience as not necessarily impervious to stress. Rather, resilience is designed to reflect the capacity for recovery and maintained adaptive behaviour that may follow initial retreat or incapacity upon initiating a stressful event.

#### **Observation of the Elements of his Theory of Resilience.**

According to the theorist, in order to be resilient an individual need to show a functional adequacy despite an interfering emotionality, as a benchmark of resilient behaviour under stress. He emphasis on three vital factors which are:

Firstly, individual factors: These includes the cognitive skills, temperament, and likewise a positive response to other people.

Secondly, family factors: These includes family cohesion, concern for all the family members including grandparents and children.

Lastly, support factors: These comprises of those people who are external to the family, for instance it may be a supportive friend, teachers, or even a strong maternal substitute etc.

#### **2.2.2 Cognitive Development Theory**

The cognitive development theory was developed in the 1978<sup>122</sup>. The theorist was born in 1896 in what is now known as Belarus. He became a contemporary to other leaders in the field of psychology, including Piaget and Freud. He grew up learning

several languages and recognized the role language plays in culture. He graduated from Moscow State University in 1917 with a Master's degree in law, but his coursework also included classes in psychology, sociology, and philosophy. He then returned to his hometown and worked as a teacher for seven years. In 1925, this theorist earned his doctoral degree in psychology at the Institute of Experimental Psychology in Moscow. He earned the title "The Mozart of psychology" because he produced and published many profound theories in a short period of time, much like Mozart was a prolific composer in a short period of time. Unfortunately, his life was cut short in 1934 when he died of tuberculosis. He died just prior to being able to publish his first book.

#### **Observation of the Elements in his Theory of Cognitive Development.**

This theory of cognitive development put emphasis on the importance of social interactions as the key ingredient for how humans understand the world. At the same time, the theorist thought that how people share information shapes their culture and shapes how they learn new things. His theory focuses on the relationship of the learner with their teacher, as well as the sharing of information through language.

#### **Relevance of this theory to the study**

The relevance of this theory to the present study lies on the fact that student's performance in school is mediated by their upbringing, which perhaps is influenced by their family background. Furthermore, the theory suggests that secure attachment between a parent and child makes parenting easier and supports parent or child intimacy, which enhances the child's sense of worth. Furthermore, the theory argues that cognitive abilities are socially guided and constructed. As such, culture serves as a mediator for the formation and development of specific abilities, such as learning, memory, attention, and problem solving. It is proposed that culture-specific

tools play an integral role in the way children organize and think about the world. These tools may include various social artifacts.

### **2.2.3 Classical Conditioning Theory**

The Classical Conditioning Theory was proposed by a Russian Physiologist Ivan Pavlov. According to this theory, behaviour is learnt by a repetitive association between the response and the stimulus<sup>123</sup>. The classical conditioning theory is based on the assumption that learning is developed through the interactions with the environment. Also, the environment shapes the behavior and internal mental state such as thoughts, feelings, emotions do not explain the human behaviour. Here, an organism learns to transfer response from one stimulus to a previously neutral stimulus. Classical conditioning is comprised of four elements:

Unconditioned Stimulus (US): Which invariably causes to react in a way.

Unconditioned Response (UR): Takes place when the US is presented.

Conditioned Stimulus (CS): The object that does not bring about the desired response

Conditioned Response (CR): a particular behaviour that an organism learns to produce, when the CS is presented. Pavlov conducted an experiment on a dog and measured the amount of saliva secreted by a dog, with a use of a surgical procedure, when it is exposed to different stimulus or object. At first, when Pavlov presented a piece of meat (US) to the dog, he noticed a great amount of salivation (UR) whereas, in the second time, when he just rang the bell, he observed there was no effect of a bell on the dog's salivation. After this, Pavlov rang the bell accompanied with meat and noticed the salivation of a dog. He repeated this process several times, and finally, one day he just rang the bell without meat and observed that dog still salivated to the bell alone which was originally a neutral stimulus. Thus, he found

out, that the dog has become classically conditioned (CR) to the sound of the bell (CS). And every time he rings the bell the dog salivates.

### **2.2.3.1 Principles of Pavlov's Classical Conditioning Theory.**

The success of the theory depends upon the following principles:<sup>123</sup>

#### **1st Principle**

**Time Principle:** This means that there should not be a wide gap of time between the cue stimulus and the satisfying stimulus. The longer the interval between the two, the less effective the association. Normally the CS (bell) is presented before the UCS (food) is presented. Before the CS, some learning may take place, but it is not as effective as when the CS is presented before the UCS. It is so that reward and punishment whenever to be given, should be immediate.

#### **2nd Principle**

**Principle of Intensity:** This means that the satisfying stimulus should be of great intensity; otherwise, it cannot produce the desirable organic behaviour.

#### **3rd Principle**

**Principle of Consistency:** This indicate that the same process should be repeated in the same way without any change for several days.

#### **4th Principle**

**The Situational Principle:** This states that the situation or the surrounding in which learning is to take place should be such as there may not be in it chances of distraction.

#### **5th Principle**

**Principle of Repetition:** This principle states that repetition is necessary for reinforcement and fixation of learned response.

## **6th Principle**

Principle of Inhibition: Here, Inhibition should not be allowed i.e., there should not be allowed any factor or situation that inhibits learning. Pavlov's students often found that having set up a conditioned response in a dog they not exhibit it to Pavlov, because his presence in the room inhibited it. Likewise, we see student-teachers failing to deliver a very well planned and prepared lesson in the presence of his supervisor.

### **2.2.3.2 Educational Implications of Pavlov's Classical Conditioning Theory.**

Many things of the school are learnt more adequately through this process. Reading writing, spelling or habits are learnt more effectively through the process of conditioning. Direct method of teaching English is just a process of conditioning. We learn many things in a better way through this process; and that is perhaps the reason why language is more efficiently learnt by living in the society in which it is spoken. Teaching through visual aids also implies the same principle. Discipline may also be caused through conditioning. Good sentiments, good habits, virtues and ideals etc, which are the components of discipline, are effectively learnt through the process of conditioning, and they are learnt surely, in a society in which they are actually lived and manifested.

Classroom procedures are often far removed from the natural procedures required for the process of conditioning. Languages are not taught as they ought to be in connection with many vivid and widely different experiences. If the regulations, commands and virtues are followed by the friendly behaviour and the most sympathetic attitude of the teacher, he or she can bring about a complaint emotional tone in the class that no amount of punishment can accomplish. But, uniformity of procedure is essential. Voluntary action may be controlled through reasoning,

punishment and reward, but if its involuntary basis is neglected it will not endure. In conditioning involuntary responses are controlled through the cue stimuli. Human fears and phobias may be traced back to some kind of conditioning. When things and objects associate with an unpleasant experience and a sort of generalization is made, phobias appear. Such fears and phobias can be removed by deconditioning. Disliking for a teacher or certain school subjects can also be helped to overcome these dislikes through reconditioning by associating pleasant stimuli with them. The conditioned response theory may also help in explaining many of our repugnances and unexplained reactions to people, places and things. Such conditioning often takes place in childhood and though the real causes are not known the effects remain. In this way many of our reactions are not natural but simple causes of conditioning. Moreover, in experimental psychology the theory of conditioned reflex occupies an important place and it has revolutionized child learning. Before the advent of this theory the knowledge of process of learning was vague. It is rightly the importance of association in learning. It is now a psychological truism that the child's learning consists in the establishment of conditioned reflexes through the formation of permanent habits. The intelligent learner can establish conditioned reflexes with facility, while the idiot cannot. Lastly, this theory brings learning under the teachers control making desired learning conditioned by situations created or regulated by the experimenter himself.

**The Principles of Classical Conditioning Theory implications can be explained through the following points:**

**Theory of Reward and Punishment**

Theory of reward and punishment is also based on conditioning. Children know that they will be punished as a result of wrong actions and they will be rewarded as a result of good deeds. Thus, for the conditioning of the child it is essential to punish him for his misdeeds and give him reward for distinctions. This thing motivates the children in the classroom.

**Useful in Language Learning**

The teacher can utilize this conditioning method in the classroom for teaching the languages. Conditioning is much useful in language training, particularly Sanskrit language. The correct use of the language makes the child conditioned for the use of that particular language. Apart from Sanskrit language, this conditioning method is quite effective to the learning of subjects like Mathematics.

**Helpful in Removal of Superstitions**

A teacher can make the use of the conditioning method to eliminate the superstitions of the children. Certain superstitions like sneezing and passing the cat across your way etc. can be removed by this method. The teacher has to develop faith in the children through conditioning that such types of superstitions have no place in real life situations. They have to be pulled out of his false orbit.

**Development of Attitudes**

Conditioning may help the child in breaking negative attitudes and promoting attitudes. In other words, good and bad habits may be developed in the child through this method of conditioning. Proper habits can be formed by providing the education of positive behaviour and values to the child. Thus, a teacher should present himself

before the children as an ideal. A conditioning between good examples and responses of the children will help in developing a healthy attitude in the child.

#### Helpful in Adjustment

The conditioning method helps the child in adjusting in various types of environments. The beginning of this takes place with the adjustment of the child in class room conditions and school circumstances.

Later, he applies all this to make adjustment in real life challenging situations. It is the conditioning only that enables the child to make way in difficult and odd circumstances.

#### Use of Audio-Visual Aids

The use of audio-visual aids in the class room can be made effective through conditioning. For example, if a word parrot is to be taught to the children in the class, then the picture of the parrot must be shown to them along with the word written on the Black-Board. Children will speak that word after looking the picture. Then the picture is removed and the children will repeat only the written word. Thus, the children could learn to speak the word parrot as a result of conditioning.

#### Arousal of Fear, Love and Jealousy

The conditioning helps in accelerating the development of fear, love and jealousy among the students in the classroom. For instance, if a teacher beats any child excessively or he makes fun of him in the midst of his classmates, then, quite naturally that child will show the fear or jealousy for that teacher even after hearing his name only. On the contrary, if teacher exhibits love and affection for students, in return, the students will show full regard for that teacher.

## **2.3 Review of Empirical Studies**

### **2.3.1 Psychological Resilience and Students Affective Domain.**

A study examined the psychological resilience of high school students and to compare them with various variances. The population of the research consists of high school students studying in state high schools in Yozgat in the 2019-2020 academic year, and the sampling is consisted of 200 high school students which was determined by the sampling method. In this research, descriptive sequential pattern, which is one of the mixed method research patterns in which qualitative and quantitative research approaches are used together, was applied. The psychological resilience scale consists of three sub-dimensions, Commitment, control and challenge. Qualitative data were collected using a semi-structured questionnaire and interview technique. Quantitative data were analyzed using the SPSS 22 package program. Since the research data showed normal distribution as a result of the analysis made with the Shapiro Wilk test, binary comparisons were analyzed in independent samples with the t-test and ANOVA test. Relational analyzes were realized by using Pearson correlation test. In the analysis of qualitative data, content analysis technique was used. According to the research findings gained; there was a statistically significant difference determined in favor of male participants in the sub-dimension of the athlete according to the gender variable of the participants, in favor of the students who exercise in the sub-dimension of control and the sub-dimension according to their sports. According to the academic success level variable, it was concluded that there was no statistically significant difference in the level of commitment and control sub-dimensions and general psychological resilience. In addition, it was determined that there was no statistically significant relationship between the ages of the participants, their sub-dimensions of control,

challenge and general psychological resilience. As a result of the content analysis conducted in the qualitative part of the research, it was stated that the effects of the sport in the point of coping with the negative situations where the factors affecting the psychological resilience levels of the students negatively and positively are similar. Consequently, it has been determined that individuals whose sports psychological resilience is negatively affected are one of the methods they frequently use to get rid of the negative situation.<sup>124</sup>

A study aimed to test the psychometric properties and dimensionality of the BPSSQ Brief Perceived Social Support Questionnaire in Turkish language and tested the mediating effect of resilience in the relationship between social support and satisfaction with life. Participants included 202 college students (69.3% females), with a mean age of 22.58 years (SD= 1.26) who completed online measures of social support, resilience, and satisfaction with life. As expected, the BPSSQ provided a one-factor structure with a satisfactory internal consistency. Social support significantly predicted resilience and satisfaction with life. Resilience also predicted satisfaction with life. Furthermore, the results supported the hypothesis of mediating role of resilience in the relationship between social support and satisfaction with life. These results are important in terms of providing evidence of the underlying mechanism between social support and satisfaction with life. Future intervention efforts aimed at increasing social support and satisfaction with life may benefit from resilience.<sup>125</sup>

A study examined the relationship between self-efficacy, a concept that has an important role in human life, and different demographic variables and the predictive roles of psychological resilience and positivity on self-efficacy. The research was carried out with 844 students studying at four different universities in provinces of

Istanbul, Samsun, Bursa and Ankara in Turkey. Participants completed the questionnaire packet including the General Self-Efficacy Scale, the Brief Psychological Resilience Scale, the Positivity Scale and a personal information form. The analyses of the data were carried out via SPSS 20. The results showed that the female subjects tended to report lower self-efficacy than the males and participants living in cities and high-income participants reported higher self-efficacy than the participants living in villages or small towns and the low-income participants. Additionally, it may be stated that the participants who perceived their parents as democratic, negligent and protective reported higher levels of self-efficacy than those who perceived their parents as authoritarian. The results also indicated a moderate positive relationship between psychological resilience and self-efficacy, and a low positive correlation between self-efficacy and positivity. Psychological resilience and positivity were found to be important predictors of self-efficacy<sup>126</sup>. Another study focused on a 25-year-old female student while Interviews and observations were used to collect data. The resilience framework which focuses on socio-ecological context was used to understand how the subject achieved the resilience. The parents of the subject divorced when the subject was four years old, then subjects mother remarried three times. The subject had stressors related to open conflict between her mother and father, traumatic experience through witnessing physical abuse of step father, lack of openness in communication with mother, and unsupportive friends. In this case, the resilience process began when the subject was already young adult. The subjects understanding could help her in accepting and coping the problem actively. It is supported by subject's internal characteristics including religiosity, cognitive, and social competencies which developed as the subject grown up. The openness in communication which get reciprocity from the

significant other around the subject has a role in achieving resilience. Therefore, the lesson learned from this research are resilience can be achieved if the individual who exposure the stressors coped the problem actively. It is supported by both of internal and external resilience factors which include of: (1) acceptance, (2) religiosity, (3) cognitive ability, (4) social competencies, and (5) social support. In this case, mature age seemed to be an important factor in achieving resilience since it reflects maturity in those factors cited previously<sup>127</sup>. A study explored the effectiveness of a school-based group intervention (the Resilience Builder Prelated to resilience and academic functioning in a sample of children from economically marginalized communities. Students (N = 169) with social-emotional difficulties were recruited from five elementary schools and randomly assigned to participate in the Resilience Builder Program® (RBP) immediately or following a semester delay. Participants, their parents, and teachers completed measures of resilience (BASC-2, RSCA) and academic functioning (ACES). Results indicated that there is a significant relationship between resilience and stronger academic functioning (engagement and motivation). RBP participants, their parents, and teachers reported greater increases in resilience compared to the delay group. Teachers reported significant increases in students → study skills, academic engagement, interpersonal skills, and academic motivation compared to the delay group. RBP participants reported significantly greater study skills and academic engagement, compared to the delay group. Findings indicate school-based RBP effectively promotes resilience skills and academic functioning in children who often face significant barriers to accessing mental health care<sup>128</sup>.

A study focused on testing a path analytic model accounting for emerging adults resilience that takes into account emotion regulation strategies (such as cognitive

reappraisal and expressive suppression) and self-esteem. Also, two alternative models with reverse ordering of the variables to examine the theoretical possibility of reverse causation were formulated and tested. The sample consisted of 390 university students (70.8% females and 29.2% males) with mean age 20.64 years ( $\pm$  1.83). The Emotion Regulation Questionnaire (ERQ), the Rosenberg Self-Esteem Scale (RSES), and the Connor-Davidson Resilience Scale (CD-RISC) were used to assess emotion regulation, self-esteem, and resilience, respectively. The results indicated that resilience was correlated positively with cognitive reappraisal and negatively with expressive suppression. Self-esteem partially mediated the relationship between cognitive reappraisal and resilience, and fully mediated the association of expressive suppression with resilience. Thus, cognitive reappraisal had a positive direct and indirect effect on resilience through the mechanism of self-esteem, while expressive suppression had a negative indirect effect on resilience through the mechanism of self-esteem. Alternative directions of causality with reverse ordering of the variables were not supported. These findings suggested that efficient regulation of emotions can boost self-esteem, which in turn makes individuals capable of responding adaptively to stress. Implications for enhancing self-esteem among individuals experiencing multiple stressors during emerging adulthood are discussed.<sup>129</sup> A study focused on resilience, self-esteem and satisfaction with life among students. The study comprised of 1592 students, the instruments used were Rosenberg's Self-esteem Scale (RSE), the Brief Resilience Scale (BRS) and the Satisfaction with Life Scale (SWLS). Descriptive statistics, correlations between the variables investigated and mediation analysis was calculated by SPSS v26.0's MACRO. The results of the study revealed a significant correlation between self-esteem, resilience and satisfaction with life. Also, it was

found that self-esteem plays a mediating role in the relationship between resilience and satisfaction with life in adolescents. For all the operations, a  $p \leq 0.05$  level of significance was adopted, with a 95% confidence level. The self-esteem of the students is decisive in the relationship between resilience and satisfaction with life in adolescents. These results emphasize the importance of promoting self-esteem, as mediating variable between the other two constructs, leading to the adequate personal and academic development of students<sup>130</sup>.

### **2.3.2 School Counselling and Students Affective Domain**

A study examined the effect of group counselling on attitude of senior secondary school students towards schooling in Federal Government College, Maiduguri, Borno State, Nigeria. In the study, two objectives were stated while two null hypotheses were formulated and tested at 0.05 level of significance, while experimental design was used for the study. The targeted population for the study comprised all the 356 (SS1) students in Federal Government College, Maiduguri. Furthermore, 30 students were drawn through random sampling technique as sample for the study.

Three stages were used in collecting the data:

Pre-treatment phase

Treatment phase

Post-treatment phase.

Students Attitudes Towards Schooling Scale (SATSS) developed by the researchers was used for data collection. Pilot study was conducted to determine the reliability of the instrument. The data collected was tested using a Cronbach alpha reliability coefficient and reliability coefficient of 0.76 was obtained which showed that the instrument was reliable for the purpose of the study. T-test of independent samples

was used to test hypotheses one and two. The results were considered at  $P < 0.05$  level. The findings of the study indicated that group counselling had significant effect on the attitude of senior secondary school students towards schooling in Federal Government College, Maiduguri. It was also found that gender has no significant effect on the attitude of senior secondary school students towards schooling in Federal Government College, Maiduguri. Based on the findings of the study, it was concluded that group counselling promoted favourable attitude of students towards schooling. Therefore, it was recommended that Guidance and Counselling Unit of the Federal Government College Maiduguri should re-orient the students through information service on the benefits of positive attitude towards schooling<sup>131</sup>.

Another study focused on establishing teacher counsellors → views on the factors impacting the implementation of guidance and counselling services in the Ohangwena region of Namibia. The study was quantitative in nature and used a non-experimental design that involved a survey. The population of the study comprised of teacher counsellors in all senior secondary schools in Ohangwena region. While, data were collected using questionnaires which were administered to a sample of twenty-six (26) teacher counsellors. Teacher counsellors were purposively sampled. The data was analyzed by the use of descriptive statistics using. The Statistical Package for the Social Sciences (SPSS). Based on the findings of the study teacher counsellors viewed inadequate training, high teaching loads and time constraints, lack of support given to teacher counsellors and lack of resources and facilities as key factors impacting the successful implementation of school guidance and counselling. It was then recommended that the training of teacher counsellors in school guidance and counselling be improved, reduced work load for teacher counsellors, better resources and facilities for guidance and counselling, and for

teacher counsellors to be supported in order for guidance and counselling to be successfully implemented in schools<sup>132</sup>.

A study examined the influence of counselling services on perceived academic performance of secondary school students in Lagos State. At the first stage, the researchers purposively selected Ikorodu LGA in Lagos State. At the researchers selected two schools (1 Private schools, & 1 Public schools), using simple random technique. Therefore, a total of two schools were picked in each of the LGA Finally, simple random sampling was used in selecting eighty students in each LGA, thus making a total of two hundred and forty Senior Secondary students that participated in the study. Six hypotheses were generated for the purpose of this study. Data for the study were gathered using a researcher designed instrument tagged Influence of Counselling Service on Academic Performance of Students Questionnaire (ICAPSQ). The findings of this study indicated that there was no significant difference on the basis of age, class level and school type.

However, a significant difference was found on the basis of respondents religion, gender and the number of times the students visited the counsellor. It was therefore recommended that the ministry of education should ensure that guidance and counselling units are established in all public and private secondary schools in Nigeria<sup>133</sup>. A study evaluated the performance of senior secondary three (SSIII) students in their first term and Second Term Examinations as well as their WAEC Senior Secondary Certificate Examinations, with the objective of finding out whether or not students improve at every examination in schools with counsellors who provided academic counselling service to students. A total of 30 students were randomly selected through cluster random sampling technique. Students and grades in the various examinations were collected from the school academic record for

analysis. Percentage was used to analyze the performance of students. The result showed that students improved in every examination. It revealed the effect of academic counselling on students in schools with counsellors. Recommendations were there made on regular evaluation and counselling in schools to improve the performance of students at every examination<sup>134</sup>. Another related study assessed the guidance and Counselling needs of students in senior public secondary school in Rivers state. While research questions were fronted and three hypotheses were formulated for the study.

The descriptive survey design was adopted for the study, while the population for the study consisted of 17,151 students and 310 teachers collected from fifteen (15) senior secondary schools selected from five different local government areas in Rivers State, namely: Port Harcourt Local Government Area (PHALGA), Gokana LGA, Etche LGA, Ahoada West LGA (AWELGA) and Akuku-Toru LGA (AKULGA) LGA in Rivers State (Rivers State Universal Board of Education). A sample size of 390 was used for the study. A self-constructed questionnaire comprising of 24 items designed after the Likert four point scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) measuring 4, 3, 2 and 1 respectively was used for data collection. The reliability was determined using the Pearson product moment of correlation and r-coefficient of 0.88 obtained. The mean X statistics was used to answer the research questions while the Z-test statistics was used to analyzed the hypotheses at 0.05 level of significance. The findings revealed that: HO1, HO2 were all accepted. Students in senior public secondary school in Rivers state have educational guidance and Counselling needs of developing effective and appropriate study habit, to pass exams with high grade. Based on the findings, it was recommended among others

that attention should be given to students in order to meet their guidance and Counselling needs while in school<sup>135, 143</sup>.

A study focused on the effect of guidance and counselling services on students → career choice in selected secondary schools of Jos metropolis. A descriptive research design of the survey type was used. Two hypotheses were formulated to guide the study, while, stratified random sampling technique was adopted in selecting one hundred (100) senior secondary students each from two (2) secondary schools within Jos metropolis as sample size for the study. A validated questionnaire vetted by experts in measurement and evaluation was used as an instrument for data collection. Data were gathered using a researcher designed instrument tagged Effect of Guidance and Counselling Services on Students Career Choice Questionnaire (EGCSSCCQ). Data obtained from the field were presented through the use of frequency tables and simple percentages while the chi-square ( $\chi^2$ ) was used to test the formulated hypotheses for the study at 0.05 level of significance. The findings of the study indicated that there was no significant difference on the basis guidance and counselling services offered to students and on the influence of career choice provided to students. Based on these findings, it was recommended that more guidance and counselling center should be set-up with more professional counsellors employed in the schools and also Government should support guidance and counselling practically by providing funds<sup>136</sup>. A study examined the practices and challenges of guidance and counselling services in southwest Ethiopia secondary schools with the intention of understanding the state of secondary school guidance and counselling and forward improvement options to student service. The study employed a descriptive survey design that involves quantitative and qualitative research methods. The study participants were 392 students and 108 teachers who

were selected from the secondary schools of southwest Ethiopia by systematic random sampling. Moreover, 8 counsellors, 8 principals, and 8 educational bureau officers were selected by a means of availability sampling. The data for the study were collected by the administration of questionnaires and the use of oral interviews. The quantitative data were analyzed using the frequency of student visits to guidance and counseling office and mean perception score on practices of guidance and counselling. The qualitative data were analyzed using the thematic analysis method with a focus on the major challenges of guidance and counselling services in the sampled schools. The result of the study showed that the majority of secondary school students never visit guidance and counselling offices. The mean perception score of students and teachers towards the usefulness of the service was positive though the provision was either very much limited or most of the time unavailable. The services of guidance and counselling are also influenced by several challenges such as the lack of professionally trained counsellors and the required facilities. The researchers conclude the implication of guidance and counseling service and the associated challenges to considerably influence secondary school student learning and personal well-being<sup>137</sup>. Again, a study intended to examine the effectiveness of Guidance and Counselling practices on students' career development in Secondary Schools in Temeke Municipality using embedded research design. It was undertaken in Temeke Municipality, Dares Salaam Region, Tanzania. The target population was heads of secondary schools, teachers, students, and ward educational officers. The sample size used comprised of 15 teachers, equivalent to 10% of the 150 teachers in the selected secondary schools, three school heads, and 120 students as 10% of 1,200 students from Forms III and IV.

Probability and non-probability sampling tactics were employed in the selection of respondents from the targeted population. Observation method, documentary review, interview guide and questionnaires were used to collect primary data while secondary data were obtained in the documents. Data were analyzed both quantitatively and qualitatively. The findings revealed the existing lack of specialized personnel in the field of career guidance and counseling. Instead, teachers are randomly picked to hold that position; a teacher seen to be morally upright and religious is appointed and tries to do the best possible to support these students. Through the study, there was glaring evidence that the tight school timetable does not give room for students to consult their teachers particularly the time table for extra-curricular activities. It has been established, according to the survey, that guidance and counselling practices face limited teaching and learning materials, counseling offices, negative perception from students and limited support from the government. The findings also show that students experience little support from parents and teachers. Schools in the sample lacked special counseling rooms and even confidentiality from teachers. It is, thus, recommended that special in-service training and seminars should be provided to teachers expected to be school guidance-counselor and there should be financial support from parents, government and the community at large<sup>138</sup>.

Another study focused on developing and examining a civic education textbook model based on living values education in order to foster the development of junior high school students characters. The study employed a Research and Development approach with an explorative method being used at model development stage and experiment method at model testing stage. Research subjects were teachers of Civics Education and junior high school students in Bandung, West Java, Indonesia. Data

were gathered through observation, interview, focus group discussion, and attitude scale. Qualitative data analysis includes interactive analysis and quantitative data analysis uses a paired sample T-test. Findings indicated that at a conceptual level, a living values education-based textbook is the integration of living values and the principles of living values education into textbooks by taking into account the principles of scientific learning, core competencies and basic competencies in accordance with the national curriculum, and the principles of textbook writing (content feasibility, presentation, language and readability, and graphics).

The use of living values education-based Civic Education textbook significantly impacts the development of junior high school students character<sup>139</sup>. A study aimed at describing how the learning management in civic education can be achieved more effectively, efficiently, and productively. The study used a qualitative method. Data was collected by interviews with 14 civic education teachers, 10 senior high school students, and two senior high school principals in Jakarta. Interviews were conducted for 120 minutes 3 times before and after the learning process took place. To present display data in qualitative research with narrative-evoking texts. The results of this study indicate that to be able to build civic disposition, civic education teachers should apply learning plans, learning implementations, and learning evaluations. Therefore, students can be responsive and proactive to the material taught. Civic disposition helped students understanding the material of human rights and the obligations of citizens in the life of the nation and state. To improve students in civic disposition building, teachers must start learning by using management. Based on theoretical practice, the teacher can improve learning innovation to build civic disposition with learning media and good learning strategies. On the other side, students able to show the attitude of civic disposition in the community<sup>140,141</sup>.

A study examined the different domains of learning and the academic performance of the respondents along the area of cognitive learning, affective learning, and psychomotor learning and to identify the extent of the domains of learning and the academic performance of the students in terms of skills in learning, attitude toward studies, and academic achievements. The correlation quantitative descriptive approach and method of design is used because it aims systematically and accurately describes the population of the study. The study comprised Twenty-Two (22) respondents. Purposive sampling technique is utilized in the study. It reveals that students have the ability to carry out lesson through execution and implementation in cognitive learning, students have the active attention and proper motivation to learn, willing to respond, feel satisfied and have the attitude of worth , beliefs, acceptance, preference and commitment of values in the affective learning, and students can relate to body movement, visuals, auditory, touch or coordination and the ability to take information from the environment in the psychomotor learning. The extent of the domain of learning in the academic performance shows that students can acquire skills and knowledge for various situations in skills of learning, students can participate in various activities inside the classroom in the attitude towards their studies, and students focus on the lessons and provide better output in the learning process in their academic performance. On the other hand, there is no significant relationship on the different domains of learning and the extent of the different domains of learning in the academic performance of the students<sup>142</sup>.

#### **2.4 Summary of Review of Literatures.**

This study has extensively review related literatures both theoretically and empirically. The study is anchored on:

Theory of Psychological resilience

## Cognitive Development Theory

### Classical conditioning theory

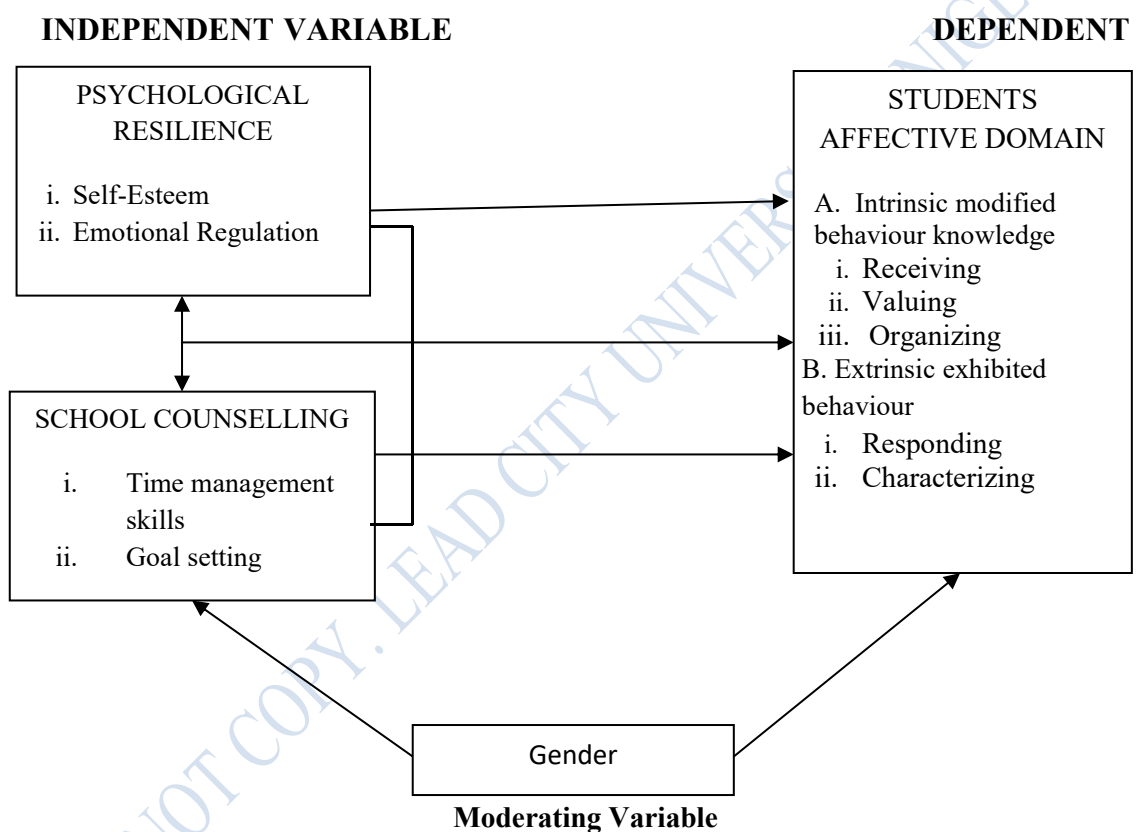
Furthermore, empirically, many studies had been carried out on the psychological resilience and school counselling, but there is an observed paucity of literature on psychological resilience and school counselling as determinants of student's affective domain towards civic education among public senior schools in Southwest Nigeria. Therefore, this study seeks to fill this identified gap. Likewise, to contribute to knowledge in this area at the end of the research work.

From the foregoing, the researcher observe that psychological resilience tends to influence students' mental stability, intellectual capacity and cognitive development, causing undesirable feelings such as depression, anxiety, stress and so on, which tends to affect their affective domain and ability to cope in school leading to poor overall development. Furthermore, the researcher have been able to review related literature on Psychological resilience, and school counselling as determinants of students affective domain towards Civic education among senior secondary school students in Southwest Nigeria.

The chapter reviewed literature on the theoretical framework of the study, it also discussed the concept of civic education in Nigeria, concept of civic education in secondary school, Secondary school education in Nigeria, Affective domain, Category of affective domain, concept of resilience and Psychologically Resilience, model of resilience, building resilience in students, counselling and School Counselling, key components of psychological resilience likewise the empirical framework of the study which includes, Psychological resilience and students affective domain, school counselling and students child affective domain.

## 2.5 Conceptual Model

The conceptual model designed in this study is to illustrate the influence of psychological resilience and school counselling and student's affective domain towards Civic education in senior secondary schools in Southwest Nigeria. It was well established and stressed in most of the literature review that home factors, psychological resilience and school counselling influenced student's affective domain. Thus, the model showed the hypothesized influence of home factors, psychological resilience and school counselling and students' affective domain.



**Figure 2.1: Conceptual Model for the hypothesized influence of psychological resilience and school counselling and student affective domain towards Civic Education (Source: researcher - O.O. Odewale, 2021)**

The conceptual model suggested that the first independent variable which is psychological resilience is conceptualized as consisting of two sources: self-esteem, and emotional regulation, and the second independent variable which is school

counselling is conceptualized as consisting of time management skills, study habit routine and goal-Setting While students affective domain which is the dependent variable is conceptualized as consisting of two dimension: Intrinsic (modified knowledge as a result of receiving, valuing and organising) and extrinsic (exhibited behaviour which are assessed with responding and characterizing respectively.

The model predicted that psychological resilience (self-esteem, emotional regulation) and school counseling (time management, study habit routine, and goal-setting) influence students→affective domain towards Civic education in Southwest senior secondary schools.

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## **Chapter Three**

### **Methodology**

This chapter presents the methodology for this study under the following sub-headings: research design, population of the study, sample and sampling technique, instrument for data collection, validation of instrument, reliability of instrument, administration of the instrument and method of data analysis.

#### **3.1 Research design**

The present study adopted a descriptive survey research design since the study sought to find out psychological resilience and school counselling as determinants of student's affective domain towards Civic education in public senior secondary schools in Southwest Nigeria without manipulating any of the variables (dependent and independent).

The design is appropriate because it enabled the researcher to describe Psychological Resilience and School Counselling as Determinants of Students Affective Domain towards Civic Education among Public Senior Secondary Schools Students in Southwest Nigeria. Based on this, no variable were manipulated such as independent variables were studied in terms of the retrospective influences they has on the dependent variable.

#### **3.2. Population of the Study**

The population used for the study comprised of all respondents who were students from mixed public senior secondary schools, between the ages of 13-18years in senior secondary school two (sss2) in Southwest Nigeria, which comprises of six states which are Ogun, Osun, Lagos, Ondo, Oyo and Ekiti. Senatorial districts

statistics with the number of public senior secondary school, number of public senior secondary school students are represented in table 3.1 below.

**Table 3.1: Population of the Study.** (N=1792 for schools and 748467 for students)

S/N	South West States	Senatorial District	Number of Public Senior Secondary Schools in each district	Number of Public Senior Secondary School Students in each district
1	Osun	Osun Central	57	28232
		Osun East	40	22569
		Osun West	49	25969
		<b>Sub-Total</b>	<b>146</b>	<b>76770</b>
2	Ogun	Ogun East	85	35165
		Ogun Central	115	71955
		Ogun West	104	57289
		<b>Sub-Total</b>	<b>304</b>	<b>164409</b>
3	Oyo	Oyo Central	177	40250
		Oyo North	222	52463
		Oyo South	164	67986
		<b>Sub-Total</b>	<b>563</b>	<b>160699</b>
4	Ekiti	Ekiti Central	79	14557
		Ekiti South	63	16852
		Ekiti North	45	11175
		<b>Sub-Total</b>	<b>187</b>	<b>42584</b>
5	Ondo	Ondo North	62	20563
		Ondo Central	89	27555
		Ondo South	119	32966
		<b>Sub-Total</b>	<b>270</b>	<b>81084</b>
6	Lagos	Lagos Central	99	49365
		Lagos East	101	76035
		Lagos West	122	97521
		<b>Sub-Total</b>	<b>322</b>	<b>222921</b>
<b>Grand Total</b>			<b>1792</b>	<b>748467</b>

Field survey 2022

### 3.3. Sample Size and Sampling Techniques.

Systematic random sampling technique and Yamane Taro sampling size determination were used to select the sample size for the study. First, the systematic random sampling technique was used to select 3 states out of the total number of (6) states in SouthWest Nigeria. Systematic sampling is a type of probability sampling method in which sample members from a larger population are selected according to

a random starting point but with a fixed, periodic interval. This interval, called the sampling interval, is calculated by dividing the population size by the desired sample size<sup>1</sup>. In this method, the investigator selected 3 states to be included in the sample based on a systematic rule, using an interval of 2. The interval of 2 was calculated by dividing the population size of 6 states by the desired sample size of 3. The 3 states were selected starting from the the first state on the list. Based on the systematic random sampling technique, the selected states are shown in table 3.2:

**Table 3.2: Sample State of the Study using systematic random sampling Technique ( n = 3)**

S/N	South West States	Senatorial District	Number of Public Senior Secondary Schools in each district	Number of Public Senior Secondary School Students in each district
1	Osun	Osun Central	57	28232
		Osun East	40	22569
		Osun West	49	25969
		<b>Sub-Total</b>	<b>146</b>	<b>76770</b>
2	Oyo	Oyo Central	177	40250
		Oyo North	222	52463
		Oyo South	164	67986
		<b>Sub-Total</b>	<b>563</b>	<b>160699</b>
3	Ondo	Ondo North	62	20563
		Ondo Central	89	27555
		Ondo South	119	32966
		<b>Sub-Total</b>	<b>270</b>	<b>81084</b>
		<b>Grand Total</b>	<b>979</b>	<b>318553</b>

**Source:** Researcher's Calculation based on Systematic Random Sampling Technique.

According to table 3.2, the 3 selected states consisted of 979 public senior secondary schools, and 318,553 Public senior secondary School students. Secondly, the Slovin's sample size determination which is also known as Yamane Taro formula was used to arrive at the sample size of public senior secondary Schools, and students for the study. The Yamane Taro (Slovin) formula is presented in equation 1:

$$n = \frac{N}{1 + N(e)^2}$$

1

where,

$n$  is the needed sample size,

$N$  = the population size,

$e$  is the level of significance value of 0.05.

Using the Slovin Yamane) formula, the sample size of public senior secondary Schools, and students are presented in table 3.3 and 3.4.

**Table 3.3: Sample size of Public Senior Secondary Schools ( n = 698)**

S/N	South West State	Senatorial Districts	Number of Public Senior Secondary School	Sample number of Public Senior Secondary School
1	Osun	Osun Central	57	50
		Osun East	40	36
		Osun West	49	44
		<b>Sub-Total</b>	<b>146</b>	<b>130</b>
2	Oyo	Oyo Central	177	123
		Oyo North	222	143
		Oyo South	164	116
		<b>Sub-Total</b>	<b>563</b>	<b>482</b>
3	Ondo	Ondo North	62	54
		Ondo Central	89	40
		Ondo South	119	92
		<b>Sub-Total</b>	<b>270</b>	<b>186</b>
<b>Grand Total</b>			<b>976</b>	<b>698</b>

**Source:** Researcher's Calculation based on "Taro Yamane (Slovin) formula sampling technique"

According to table 3.3, the sample number of public senior secondary Schools is 698.

**Table 3.4: Sample size of Public Senior Secondary School Students(n =3553)**

S/N	South West State	Senatorial Districts	Number of Public Senior Secondary School Students	Sample number of Public Senior Secondary School Students
1	Osun	Osun Central	28232	394
		Osun East	22569	393
		Osun West	25969	394
		<b>Sub-Total</b>	<b>76770</b>	<b>1181</b>
2	Oyo	Oyo Central	40250	396
		Oyo North	52463	397
		Oyo South	67986	398
		<b>Sub-Total</b>	<b>160699</b>	<b>1191</b>
3	Ondo	Ondo North	20563	392
		Ondo Central	27555	394
		Ondo South	32966	395
		<b>Sub-Total</b>	<b>81084</b>	<b>1181</b>
		<b>Grand Total</b>	<b>318553</b>	<b>3553</b>

**Source:** Researcher's Calculation based on "Taro Yamane (Slovin) formula sampling technique"

According to table 3.4, the sample number of public senior secondary School students is 3,553.

### 3.4 Research Instrument.

The main instrument used for this study was a structured questionnaire. A self designed questionnaire adapted after the standardized scales of Connor Davidson resilience scale, school counselling and affective domain scale of Carroll Blooms Taxonomy. The questionnaire was titled "Psychological Resilience, School Counselling and students Affective Domain towards Civic Education Questionnaire. (PRSCSADCEQ) consisted of 38 items and divided into four sections as: section A respondent's demographic, section B Students report on psychological resilience (SROPR), section C Students report on School Counselling (SROSC) while section D is for Students Affective Domain Record in Civic Education" (SADRICE) were used to obtained the needed data for the research.

### **3.4.1 Psychological Resilience, School Counselling and Students Affective Domain towards Civic Education Questionnaire (PRSCSADCEQ).**

This questionnaire was divided into four (4) sections (A B C D) which all consisted of structured items.

Section A was designed for the demographic information of the respondents such as age, gender, religion, and class.

Section B was designed to answer the research question 1 on - What is the relationship between psychological resilience and senior secondary school students affective domain towards Civic education? It consisted of twelve (12) structured items of with six (6) items each related to self-esteem, emotional regulation. The rating scale was based on the following

1 S D= (Strongly Disagree) 2 D=(Disagree) 3 A =(Agree) 4 S A= (Strongly Agree).

Section C was designed to answer the research question 2 on -What is the relationship between school counselling (time management and goal setting) and student's affective domain (intrinsic modifiability of knowledge and Extrinsic exhibition of knowledge)?

It consisted of twelve (12) structured items of which seven (6) items each were related to time management, and goal-setting. The rating scale was based on the four Likert type scale of (4) S A= Strongly Agree (3), A= Agree (2), D= Disagree (1) S D= Strongly Disagree.

Section D was designed to answer the research question 3 on- What is the most exhibited affective domain of senior secondary school students towards civic education in Southwest Nigeria? It consisted of fourteen (14) structured items of

which (7) items each were related to Intrinsic modifiability of knowledge while (7) items were related to extrinsic exhibition of knowledge. The rating scale was based on the four Likert type scale of (4) S A= Strongly Agree (3), A= Agree (2), D= Disagree (1) S D= Strongly Disagree.

### **3.5 Validity of Research instrument**

The scales were validated and their psychometric properties were established. The face content and construct validity were ascertained. They were established through the judgement of experts in psychometrics, test and measurement with inputs from the researcher's supervisor. It was ensured that items on the instruments were suitable to elicit needed information from respondents. The researcher instruments were subjected to proper validation with the assistance of the supervisor in order to ensure that the instruments sub-scales actually measure what they are expected to measure.

### **3.6 Reliability of the instrument**

The reliability of the instruments was determined with the use of Cronbach's Alpha in SPSS v. 23 software. Reliability of the instrument refers to the level of consistency, stability and accuracy of the instrument in measuring what it is expected to measure. To test for the reliability, test-retest method was used. The questionnaires were field tested on 10% respondents in different locations, and the data were analyzed to established the reliability of the instrument. These respondents would not be used for the final study.

### **3.7 Procedure for Administration of the Instrument and Data Collection**

Letter of introduction from the department of guidance and counselling to each of the selected schools→ principals were obtained by the researcher to the field of research. Respondents consent were taken from the participants to be used for the

study. The researcher administered the questionnaires to the respondents alongside with research assistants within a specific time frame. The research assistants were properly guided on the method of administration and they were sent to the selected public secondary schools under the selected senatorial districts of the southwest in Nigeria which was the area of study. However, instructions on how the questionnaires were to be filled, were made known, and also the respondents were notified that their responses and feedback were for research purposes and the researcher would treat it confidentially. Therefore, questionnaires were administered in some minutes and retrieved back for scoring. Scores obtained from the data were analyzed to determine the influence of the independent variables on the dependent variables.

### **3.8 Method of Data Analysis**

Data collected from the respondents with the aid of questionnaire were analyzed with the use of Statistical package for the Social Sciences (SPSS). This was done through the use of descriptive statistical measure such as the demographic characteristics of the respondents used for the study were analysed using simple percentage and frequency counts and were represented on charts, the research questions were analysed using Pearson moment correlation, descriptive statistics and zero-order correlation, while research hypotheses were tested using inferential statistics such as multiple regression analysis, intermediate sample t-test, were used to test the hypotheses at 0.05 alpha level of significance.

### Endnote

<sup>1</sup> T.Yamane: Statistics, *An Introductory Analysis*. 2nd Ed., New York: Harper and Row (1967).

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## **Chapter Four**

### **Results and Discussion of Findings**

This chapter presents the results based on the statistical analysis of the data collected from the questionnaires distributed during the field work, discussions of the findings based on the research questions raised and the hypotheses formulated in the study. The demographic characteristics of the students used for the study are analysed using simple percentage and frequency counts and are represented on charts. Pearson moment correlation, descriptive statistics and zero-order correlation were used to analyse the Research questions, while multiple regression analysis, intermediate t-test were used to test the hypotheses at 0.05 alpha level. This chapter consisted of the following subheadings.

#### **4.1 Questionnaire Distribution Rate and Response**

#### **4.2 Presentation of Data.**

##### **4.2.1 Demographic Data Presentation**

##### **4.2.2 Answer to Research Questions**

##### **4.2.3 Test of Hypotheses**

#### **4.3. Discussion of Findings**

**Table4.1: Questionnaires Distribution Rate and Response**

Questionnaires	Number Distributed	Number Retrieved	Number Valid	Response Rate
Psychological Resilience, School Counselling and Students Affective Domain towards Civic Education Questionnaire	3,553	2,500	1,800	50.66%

**Source: Field Survey 2022**

According to table 4.1, a self-designed questionnaire titled "Psychological Resilience, School Counselling and students Affective Domain towards Civic Education Questionnaire. (PRSCSADCEQ) divided into four sections as: section A respondent's demographic, Section B Students report on psychological resilience (SROPR), section C Students report on School Counselling (SROSC) and section D Students Affective Domain Record in Civic Education" (SADRICE). Section B and C consisted of twelve (12) structured items each, while D consisted of 14 structured items making a total of 38 items. The questionnaires was distributed to the sampled students in the selected public senior secondary schools across the selected states in Southwest Nigeria. These questionnaires was administered by both the researcher and research assistants. The questionnaires was produced in 3,553 copies, of which 2,500 copies were retrieved. These retrieved copies were carefully sorted out and only 1,800 copies were found to be rightly filled by the respondents and was therefore used for the study. 1,800 valid copies out of a total of 3,553 distributed copies resulted to a response rate of 50.66%.

## 4.2 Presentation of Data

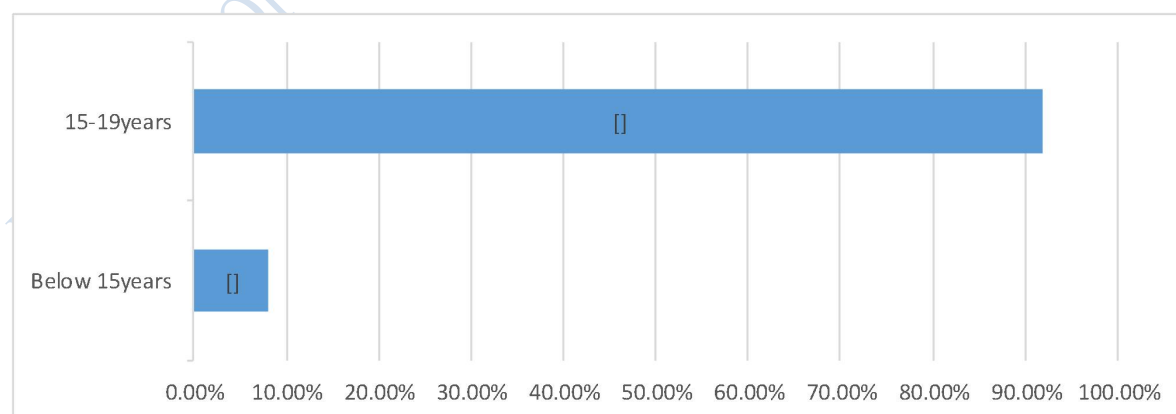
### 4.2.1 Demographic Data Analysis

**Table 4.2: Frequency Distribution of Demographic Data obtained from PRSCSADCEQ (n = 1,800)**

Age of students	Frequency (F)	Percentage (%)
Below 15 years	145	8.1
15-19 years	1655	91.9
<b>Total</b>	<b>1800</b>	<b>100.0</b>

Source: Fieldwork Survey, 2022

**Table 4.2.** Indicates the frequency distribution of demographic data of the students according to their ages as obtained from Psychological Resilience and School Counselling Questionnaire (**PRSCSADCEQ**). The table shows the response made by the students on the questionnaire. 145 (8.1%) of the respondents were below 15years, while 1655 (91.9%) which forms the major fraction of the students are within the age bracket of 15-19years. This implies that majority of the respondents are in the age bracket of 15-19years.



**Fig 4.2.1.** Bar-chart showing percentage distribution of respondents by age.

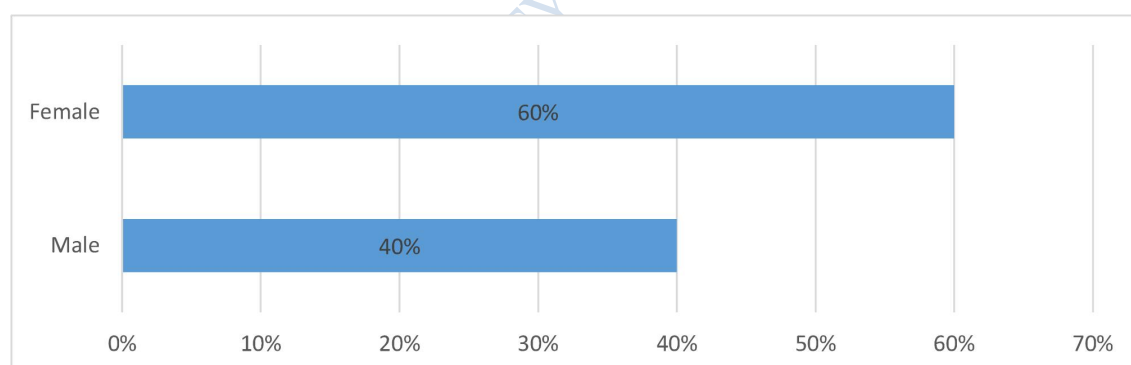
The bar chart above describes the percentage distribution of the respondents by age, showing that 90% of the respondents are categorized as ages 15-19years while, only 8% are below 15 years of age.

**Table4.2.2: Frequency Distribution of Respondents by gender**

Gender of students	Frequency (F)	Percentage (%)
Male	720	40.0
Female	1080	60.0
<b>Total</b>	<b>1800</b>	<b>100.0</b>

**Source:** Fieldwork Survey, 2022

**Table 4.2.2** shows the frequency distribution of demographic data of the students according to their gender as obtained from Psychological Resilience and School Counselling Questionnaire (**PRSCSADCEQ**). The table reveals that 720 (40%) of the respondents are male, while 1080 (60%) are female. However, this implies that most of the respondents are female.



**Fig4.2.3.** Bar-chart showing percentage distribution of respondents by gender

**Source:** Fieldwork Survey, 2022

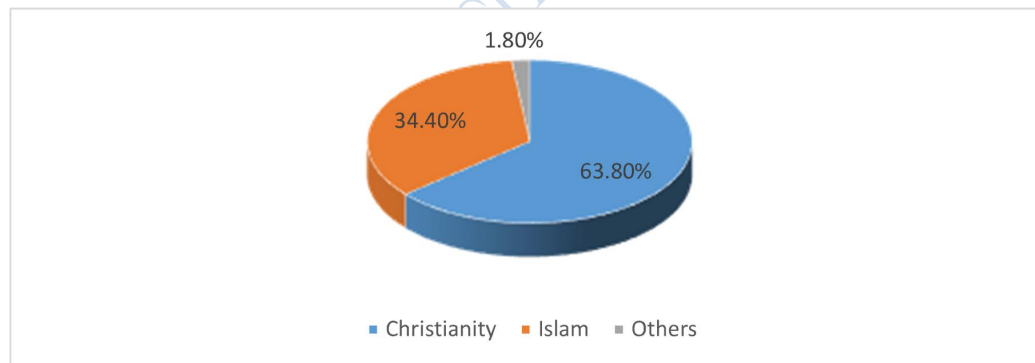
The bar chart above describes the percentage distribution of the respondents by age, showing that 60% of the respondents female, while, 40% are male.

**Table 4.2.4: Frequency Distribution of Respondents by Religion**

Religion of the students	Frequency (F)	Percentage (%)
Christianity	1148	63.8
Islam	620	34.4
Others	32	1.8
<b>Total</b>	<b>1800</b>	<b>100.0</b>

**Source:** Fieldwork Survey, 2022

Table 4.2.4 show the frequency distribution of demographic data of the students according to their religion as obtained from Psychological Resilience and School Counselling Questionnaire (PRSCSADCEQ). The table shows that 1,148 (63.8%) of the respondents are practicing Christianity religion, 620 (34.4%) are practicing Islamic religion while 32 (1.8%) are practicing other religion. However this implies that the major fraction of the respondents are practicing Christianity religion, this is followed by the respondents fraction practising Islamic Islamic religion, and followed by the least fraction of the respondents practising other religion.



**Fig 4.2.5.** Pie-chart showing percentage distribution of respondents by religion

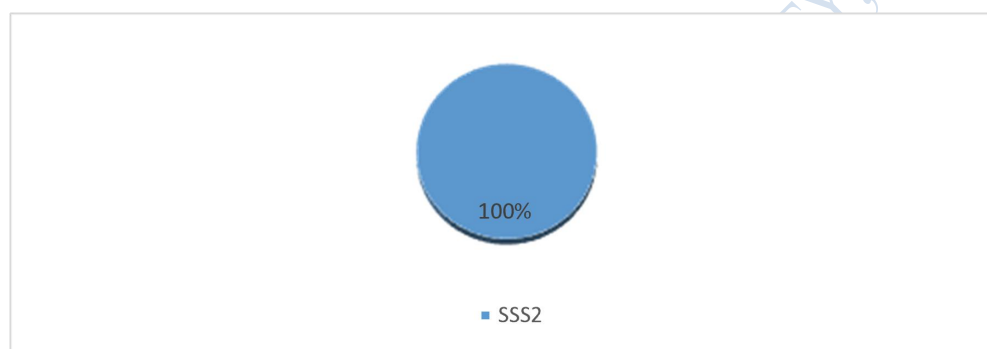
**Source:** Fieldwork Survey, 2022

The pie chart above describes the percentage distribution of the respondents by religion, showing that 1,148 (63.8%) of the respondents are practicing Christianity religion, 620 (34.4%) are practicing Islamic religion while 32 (1.8%) are practicing other religion.

**Table 4.2.6: Frequency Distribution of Respondents by Class**

Class of students	Frequency	Percentage
SSS2	1800	100.0
<b>Total</b>	<b>1800</b>	<b>100.0</b>

Table 4.2.6 indicates the frequency distribution of demographic data of the students according to their class as obtained from Psychological Resilience and School Counselling Questionnaire (PRSCSADCEQ). The table shows the responses made by the students on the questionnaire. This indicates that 1800 (100%) of the respondents are in SSS2 class



**Fig 4.2.7** Pie-chart showing percentage distribution of respondents by class

**Source:** Fieldwork Survey, 2022

The pie chart above describes the percentage distribution of the respondents by class, showing that 1,800(100%) of the respondents are SSS2 students.

#### 4.2.2 Answers to Research Questions

**Research Question one:** What is the relationship between psychological resilience (Self-Esteem, Emotional Regulation) and public senior secondary school students → affective domain (Intrinsic modifiability of knowledge and Extrinsic exhibition of knowledge in application) towards Civic education in southwest Nigeria?

**Table 4.3: PPMC summary showing the relationship between psychological resilience (Self-Esteem, and Emotional Regulation) and senior secondary school students affective domain (Intrinsic modifiability of Knowledge and Extrinsic Exhibition of knowledge in application) towards Civic Education in Southwest Nigeria.**

Variables	N	Mean	Standard deviation	Df	R	Sig	r <sup>2</sup>
Students affective domain record in civic education	1800	46.9022	6.18246	1798	0.180**	0.000	0.032
Psychological resilience	1800	34.6328	3.95108				

**Source: Field survey, 2022**

**Table 4.3** reveals that a positive significant relationship exist between psychological resilience (Self-Esteem and Emotional regulation) and students affective domain (Intrinsic modifiability of knowledge and Extrinsic Exhibition of knowledge in application) towards civic education in southwest Nigeria;  $r(1798) = 0.180$ ,  $r^2 = 0.032$ ,  $p < 0.01$ . The table further reveals that increase in psychological resilience would lead to an increase in students → affective domain record in civic education. ( $r^2 = 0.032$ ) reveals that psychological resilience explained 3.2% increase in students → affective domain towards civic education in southwest Nigeria.

**Research Question two:** What is the relationship between school counselling (Time management and Goal setting) and public senior school students affective domain (Intrinsic modifiability of knowledge and Extrinsic exhibition of knowledge in application) towards civic education?

**Table 4.4: Pearson Product Moment Correlation summary showing the relationship between School Counselling (Time management and Goal setting) and public senior secondary school Students Affective Domain (Intrinsic modifiability of knowledge and Extrinsic exhibition of knowledge in application) towards civic education**

Variables	N	Mean	Standard deviation	df	r	Sig	r <sup>2</sup>
Students→ affective domain record in civic education School counselling	1800	46.9022	6.18246	1798	0.471**	0.000	0.222
	1800	41.3767	4.61507				

**Source:** Fieldwork Survey, 2022

**Table 4.4** reveals that a positive significant relationship exist between school counselling (Time management and goal-setting) and public senior secondary school students→ affective domain (Intrinsic modifiability of knowledge and Extrinsic Exhibition of knowledge in application) towards civic education in southwest Nigeria;  $r(1798) = 0.471$ ,  $r^2 = 0.222$ ,  $p < 0.01$ . The table further reveals that increase in school counselling would lead to an increase in student→ affective domain record in civic education. Effect size ( $r^2 = 0.222$ ) reveals that school counselling explained 22.2% increase in students→ affective domain towards civic education in southwest Nigeria.

**Research Question three:** What is the most exhibited affective domain of secondary school students (Intrinsic modifiability of knowledge and Extrinsic Exhibition of knowledge in application) towards civic education in Southwest Nigeria?

**Table 4.5: Students Affective Domain Record Towards Civic Education Scale**

SN		SA	A	D	SD	Mean	St.Dv	Decision
<b>Intrinsic (Modifiability of Knowledge)</b>								
1	Civic education is an interesting subject to me	938 (52.1%)	747 (41.5%)	83 (4.6%)	32 (1.8%)	3.4394	.66743	Agreed
2	I listen attentively to the teaching of my civic education teacher	870 (48.3%)	827 (45.9%)	73 (4.1%)	30 (1.7%)	3.4094	.65050	Agreed
3	I like Civic education	798 (44.3%)	827 (45.9%)	134 (7.4%)	41 (2.3%)	3.3233	.71037	Agreed
4	I enjoy learning Civic education	773 (42.9%)	865 (48.1%)	121 (6.7%)	41 (2.3%)	3.3167	.69841	Agreed
5	Civic education is not a boring subject to me	790 (43.9%)	786 (43.7%)	161 (8.9%)	63 (3.5%)	3.2794	.76849	Agreed
6	I perform well in civic education	808 (44.9%)	795 (44.2%)	118 (6.6%)	79 (4.4%)	3.2956	.77652	Agreed
<b>Extrinsic (Exhibition of Knowledge in Application)</b>								
7	I find Civic education applicable to other subjects	709 (39.4%)	828 (46.0%)	192 (10.7%)	71 (3.9%)	3.2083	.78439	Agreed
8	I complete my homework in Civic education subject daily	778 (43.2%)	799 (44.4%)	164 (9.1%)	59 (3.3%)	3.2756	.76081	Agreed
9	Civic education helps to increase decision making aspect of me	838 (46.6%)	803 (44.6%)	116 (6.4%)	43 (2.4%)	3.3533	.70781	Agreed
10	Civic education is useful in aspect of my life	840 (46.7%)	800 (44.4%)	106 (5.9%)	54 (3.0%)	3.3478	.72450	Agreed
11	I make myself prepared for civic education subject	742 (41.2%)	844 (46.9%)	152 (8.4%)	62 (3.4%)	3.2589	.75348	Agreed
12	It is important to learn civic education	817 (45.4%)	839 (46.6%)	85 (4.7%)	59 (3.3%)	3.3411	.71844	Agreed
13	I apply the knowledge and values I acquire in Civic education to my life	845 (46.9%)	800 (44.4%)	114 (6.3%)	41 (2.3%)	3.3606	.70297	Agreed
14	I believe imbibing values acquire in civic education makes me a better citizen	835 (46.4%)	790 (43.9%)	97 (5.4%)	78 (4.3%)	3.3233	.76609	Agreed
	<b>Grand mean</b>					3.32		

**Source:** Field survey, 2022

**Key:** SA strongly agree (4), A = Agree (3), D = Disagree (2), SD Strongly Disagree (1), STD Dev = Standard Deviation.

**Table4.5:** shows the students affective domain record in civic education scale. The four Likert scale type of strongly agree to strongly disagree was used as the rating scale. Fourteen items were used to ascertain the intrinsic (modifiability of knowledge) and extrinsic exhibition of knowledge in application). Based on the means: majority of the respondents agreed that Civic education is an interesting subject to them (3.44), majority of the respondents agreed; that they listen attentively to the teaching of their Civic education teacher (3.41), also, majority agreed that they apply the knowledge and values acquired in Civic education to their life (3.36). Again, majority agreed that Civic education helps in improving their decision making aspect (3.35), and also majority agreed that they think Civic education is useful in their aspect of life (3.35), that they think it is important to learn civic education (3.34), that they think they like Civic education (3.32), that they believe imbibing values acquired in Civic education makes them a better citizen (3.32), that they enjoy learning Civic education (3.32), that they think they perform well in Civic education (3.30), that Civic education is not a boring subject to them(3.28), that they complete their homework in Civic education subject daily(3.28), that they make themselves prepared for Civic education subject (3.26), that they find Civic education applicable to other subjects (3.21) .

Furthermore, by implication based on the grand mean, majority of the students (respondents) perceived level of affective domain towards civic education in Southwest Nigeria is high because of the following; they find civic education interesting, they listen attentively to the teaching of their civic education teacher, they apply the knowledge and values acquired in Civic education to their life, civic education helps in improving their decision making aspect, they think Civic education is useful in their aspect of life, they think it is important to learn civic

education, they think they like Civic education, they believe imbibing values acquired in Civic education makes them a better citizen and they enjoy learning Civic education.

**Research Question four:** What are the Composite influences of psychological resilience (Self-Esteem and Emotional regulation) and school counselling (Time management and Goal-setting) on students→affective domain (Intrinsic modifiability of knowledge and Extrinsic Exhibition of knowledge in application) towards Civic education in Southwest Nigeria?

**Table 4.6: Zero-order correlation summary showing the Composite influences of Psychological Resilience, (Self- Esteem and Emotional regulation), School Counselling (Time management and Goal setting) And Students Affective Domain (intrinsic modifiability of knowledge and Extrinsic exhibition of Knowledge in application) towards Civic Education in Southwest Nigeria.**

<b>Variables</b>	<b>Mean</b>	<b>St.dv</b>	<b>1</b>	<b>2</b>	<b>3</b>
Students affective domain towards Civic education	46.9022	6.18246	1		
Psychological resilience	34.6328	3.95108	.180**	1	
School counselling	41.3767	4.61507	.471**	.300**	1

**Source: Field survey, 2022**

Table 4.6 reveals the composite influences of psychological resilience, (Self- Esteem and Emotional regulation), School Counselling (Time management and Goal-Setting) and Students affective domain (Intrinsic modifiability of knowledge and Extrinsic exhibition of knowledge in application) towards Civic education. Students→affective domain towards Civic education positively correlated with psychological resilience ( $r=0.180$ ,  $p<0.01$ ), and school counselling ( $r=0.471$ ,  $p<0.01$ ). This implies that

increase in psychological resilience and school counselling will lead to an increase in student's affective domain towards Civic education in southwest Nigeria.

#### 4.2.3. Test of Hypotheses

**Hypothesis one:** There is no significant relative influence of psychological resilience (Self-esteem and Emotional regulation) and School Counselling (Time management and goal-setting) on students' affective domain (Intrinsic modifiability of Knowledge and Extrinsic Exhibition of Knowledge) towards civic education in southwest Nigeria.

**Table 4.7: Relative contribution of psychological resilience (Self-esteem and Emotional Regulation) and school counselling (Time management and goal setting) on students' affective domain (Intrinsic modifiability of knowledge and Extrinsic exhibition of knowledge in application) towards civic education in Southwest Nigeria.**

Model	Unstandardized coefficients		Standardized coefficients		t	Sig
	Beta	Standard error	Beta			
Constant	19.192	1.419			13.523	.000
Psychological resilience	.066	.034	.042		1.945	.052
School counselling	.614	.029	.458		21.044	.000

**Source:** Field survey, 2022.

**Table 4.7:** reveals that both of the two factors (psychological resilience (Self-esteem and Emotional regulation) and school counselling (Time management and Goal setting) are significant predictors of students' affective domain (Intrinsic modifiability of knowledge and Extrinsic exhibition of knowledge in application) towards civic education in Southwest Nigeria. The most potent predictor of students' affective domain towards civic education is school counselling (Time management

and Goal-setting) ( $\beta = 0.458$ ,  $t = 21.044$ ,  $p < 0.01$ ) and then, psychological resilience (Self-esteem and Emotional regulation) ( $\beta = 0.042$ ,  $t = 1.945$ ,  $p < 0.05$ ). This implies that, increase in school counselling will explain 45.8% increase in students affective domain towards civic education, while an increase in psychological resilience will result to an increase in students affective domain towards civic education by 4.2%. Thus, the null hypothesis is rejected.

**Hypothesis two:** There is no significant composite influence of psychological Resilience (Self-Esteem, Emotional regulation) and school counselling (Time management, Goal setting) on students affective domain ( Intrinsic modifiability of knowledge) and Extrinsic exhibition of knowledge in application) towards civic education in Southwest Nigeria.

**Table 4.8:**

**Multiple Regression analysis and Summary for joint contribution of psychological resilience (Self-Esteem, Emotional regulation) and school counselling (Time management, Goal setting) on students → affective domain ( Intrinsic modifiability of knowledge) and Extrinsic exhibition of knowledge in application) towards civic education in Southwest Nigeria.**

Anova					
R= 0.473 R <sup>2</sup> = 0.224 5.45041			Adjusted R <sup>2</sup> = 0.223 Standard error=		
Model	Sum of Squares	Df	Mean Square	F	Significance value
Regression	15379.345	2	7689.673	258.851	.000 <sup>b</sup>
Residual	53383.446	1797	29.707		
Total	68762.791	1799			

**Source:** Field survey, 2022.

**Dependent Variable:** Students Affective Domain

**Predictor Variable:** Psychological Resilience sources (Self-Esteem, Emotional regulation,) and School Counselling sources (Time management, Goal Setting)

The table reveals the joint contribution of psychological resilience (Self-Esteem, Emotional regulation) and school counselling (Time management, Goal Setting) on students→ affective domain (Intrinsic modifiability of knowledge) and Extrinsic exhibition of knowledge in application) towards civic education in southwest Nigeria. The R coefficient recorded 0.473,  $R^2=0.224$ , when factor variables are combined, they explain 22.3% variance in Students affective domain towards Civic education in Southwest Nigeria. 77.7% unexplained variance is as a result of variance outside the study. Therefore, there is a significant joint contribution of psychological resilience and school counselling on students affective domain towards civic education in southwest Nigeria.;  $F(2, 1797) = 258.851, P<0.01$ . Thus, the null hypothesis is rejected.

**Hypothesis3:** There is no significant difference in the students→affective domain record in civic education among public secondary school students in southwest Nigeria based on gender

**Table 4.9:** Intermediate sample t-test showing the relationship that exists between gender and students' affective domain record in civic education among public secondary school students in southwest Nigeria.

Variable	Gender	N	Mean	Standard deviation	df	t	Sig	$\eta^2$
Students' affective domain record in civic education	Male	720	46.7986	6.41385	1798	-0.580	0.562	0.0002
	Female	1080	46.9713	6.02529				

**Source:** Field survey, 2022

Table 4.9 reveals that there is no significant difference in the students→affective domain record in civic education in southwest Nigeria based on gender;  $t(1798) = -0.580, p>0.05, \eta^2=0.0002$ . Thus, the null hypotheses is accepted.

### 4.3 Discussion of Findings

This study was carried out to investigate Psychological Resilience and School Counselling as determinants of Students Affective domain towards Civic Education among public senior secondary schools students in Southwest Nigeria. Five (5) research objectives were raised for the study. These objectives comprised of four (4) research questions and three (3) hypotheses. This section discusses the result obtained from the study and compares them with previous empirical studies.

A self-designed questionnaire adapted after standardized scales titled. "Psychological Resilience and School Counselling Questionnaire" (**PRSCSADCEQ**).

consisting of 38 items was distributed to the sampled students. The demographic details obtained from " Psychological Resilience and School Counselling Questionnaire" (**PRSCSADCEQ**) indicated that 1655 ( 91.9%) which forms the major fraction of the students are within the age bracket of 15-19years. This is followed by 145 (8.1%) of the respondents who are below 15 years. These results show that most of the students are young Adolescents and still within their secondary school ages. These specific findings partially disagree with the work of some researchers whose study on Self-Esteem and Resilience in Students of Teaching<sup>1</sup> Evidence from Granada Andalusia, Spain showed that majority of the students, were within 17-25 years, the findings also shows that 337 were male, 1195 were female, this portrays a high female ratio to male ratio among students. This result however agrees with the findings of a study that reported female respondents to be 55 (55%) and male to be 45 (45%) in Ogun state public secondary schools.<sup>2</sup>

Research question one on- What is the most relationship between psychological resilience (Self-Esteem, Emotional Regulation) and public senior secondary school students → affective domain (Intrinsic modifiability of knowledge and Extrinsic exhibition of knowledge in application) towards Civic education in southwest Nigeria? Revealed that there exist a positive significant relationship between psychological resilience (Self-Esteem and Emotional regulation) and students → affective domain (Intrinsic modifiability of knowledge and Extrinsic Exhibition of knowledge in application) towards civic education in southwest Nigeria;  $r(1798) = 0.180$ ,  $r^2 = 0.032$ ,  $p < 0.01$ . Revealed increase in psychological resilience leading to an increase in students → affective domain record in civic education. ( $r^2 = 0.032$ ) revealed that psychological resilience explained 3.2% increase in student → affective domain towards civic education in southwest Nigeria.

However, this study agreed with a study conducted by some researchers how external and internal protective factors of resilience is combined in predicting resilience among secondary school students in Kiambu County, Kenya. The study showed a significant strong positive relationship between the external and internal protective factors ( $r(388) = .55$ ,  $p < .05$ ). In addition, internal protective factors had a higher positive and significant predictive value on resilience ( $b = 0.42$ ,  $p < .05$ ) than external protective factors ( $b = 0.29$ ,  $p < .05$ ). The results indicated that internal and external protective factors jointly explained a significant amount of variance in students → resilience. Intercorrelations among the Domains of the External and Internal Protective Factors. A key implication of the findings is that interventions focusing on enhancing internal protective factors while strengthening external factors are more likely to have a better impact in promoting students → resilience therefore leading to an increase in student → affective domain towards learning.<sup>3</sup>

Research question two on- What is the relationship between school counselling (Time management and Goal setting) and public senior secondary school students affective domain (Intrinsic modifiability of knowledge and Extrinsic exhibition of knowledge in application)? revealed that there exist a positive significant relationship between school counselling (Time management and goal-setting) and students affective domain (Intrinsic modifiability of knowledge and Extrinsic Exhibition of knowledge in application) towards civic education in southwest Nigeria;  $r(1798) = 0.471$ ,  $r^2 = 0.222$ ,  $p < 0.01$ . Furthermore, it was revealed that increase in school counselling would lead to an increase in students → affective domain record in civic education. ( $r^2 = 0.222$ ) reveals that school counselling explained 22.2% increase in students → affective domain towards civic education in southwest Nigeria.

Again, this study agreed with a study conducted by some researchers on the influence of guidance and counseling services on students → emotional adjustment in secondary schools in Kogi State of Nigeria. The study adopted causal comparative design to determine if there existed differences in students → perceptions on the role of guidance and counseling towards emotional adjustment in secondary schools. The study targeted students from six secondary schools in Adavi Local Government Area of Kogi State. The population of the study comprises of all the senior secondary school students of public schools in Adavi Local Government Area in Kogi State of Nigeria. Stratified random sampling was used to obtain the sample size of 367, out of which 184 were boys and 183 girls. Data was collected through the use of structured questionnaire. Mean and Standard deviation was used in answering the research question while ANOVA was used in testing the hypothesis. Findings from the study showed that there existed a significant statistical difference among the mean responses of students from the three secondary schools in Adavi Local

Government Area on their perceptions of the influence of guidance and counseling services on their emotional adjustment. The study concluded that there is a significant relationship between guidance and counseling services and students' emotional needs (affective) in secondary schools. The study recommended among others, that all schools should have a functional guidance and counseling department with trained counselors to assist students who have emotional challenges as it will help rebuilding strong trust and relationship between the teacher and students, and likewise improve the student's affective domain.<sup>4</sup>

Research question 3 on- What is the most exhibited affective domain (Intrinsic modifiability of knowledge and Extrinsic Exhibition of knowledge in application) of secondary school students towards civic education in Southwest Nigeria? revealed that majority of the respondents agreed that Civic education is an interesting subject to them (3.44), majority of the respondents agreed; that they listen attentively to the teaching of their Civic education teacher (3.41), also, majority agreed that they apply the knowledge and values acquired in Civic education to their life (3.36). Again, majority agreed that Civic education helps in improving their decision making aspect (3.35), and also majority agreed that they think Civic education is useful in their aspect of life (3.35), that they think it is important to learn civic education (3.34), that they think they like Civic education(3.32), that they believe imbibing values acquired in Civic education makes them a better citizen (3.32), that they enjoy learning Civic education(3.32), that they think they perform well in Civic education(3.30), that Civic education is not a boring subject to them(3.28), that they complete their homework in Civic education subject daily(3.28), that they make themselves prepared for Civic education subject(3.26), that they find Civic education applicable to other subjects(3.21) .

Furthermore, by implication based on the grand mean, it was also revealed that majority of the students (respondents) perceived level of affective domain towards civic education in Southwest Nigeria is high because of the following; they find civic education interesting, they listen attentively to the teaching of their civic education teacher, they apply the knowledge and values acquired in Civic education to their life, civic education helps in improving their decision making aspect, they think Civic education is useful in their aspect of life, they think it is important to learn civic education, they think they like Civic education, they believe imbibing values acquired in Civic education makes them a better citizen and they enjoy learning Civic education.

A study adopted a descriptive survey to assess the differences in students' civic disposition in Ghana and Nigeria. A multistage sampling procedure was used to select 920 students from four educational circuits in Central Region, Ghana and four Local Government Education Authorities in Lagos and Ogun State in South-West, Nigeria.

The data were analyzed using simple percentages, mean scores and independent t-tests at 0.05 level of significance. The main conclusion drawn from this study is that the difference in the level of student's affective domain towards civic education and awareness is due to the quality of secondary education and that civic disposition increases the likelihood of a person engaging in civic activities. It was further recommended that government at all levels should encourage publication of relevant textbooks and research findings on senior secondary school students especially in value-laden subjects like civic education.<sup>5</sup>

Research question 4 on- What are the composite influences of psychological resilience (Self-Esteem and Emotional regulation) and school counselling (Time

management and Goal-setting) on students→affective domain (Intrinsic modifiability of knowledge and Extrinsic Exhibition of knowledge in application) towards Civic education in Southwest Nigeria? revealed the composite influences of psychological resilience, (Self- Esteem and Emotional regulation), School Counselling (Time management and Goal-Setting) and Students affective domain (Intrinsic modifiability of knowledge and Extrinsic exhibition of knowledge in application) towards Civic education. Students→ affective domain towards Civic education positively correlated with psychological resilience ( $r=0.180$ ,  $p<0.01$ ), and school counselling ( $r=0.471$ ,  $p<0.01$ ). This implies that increase in psychological resilience and school counselling will lead to an increase in students→ affective domain towards Civic education in southwest Nigeria. This study further agreed with a study which examined psychological resilience level, its determinants and its relationship with school counselling among school-going adolescents of Patna, Bihar, India. Methods: Adopting cross-sectional design resilience levels was examined among the study participants. Data of in total 468 enrolled participants were analyzed using SPSS 22.0. Results: The mean resilience score was observed to be  $62.4 \pm 8.8$ . In multiple linear regression analysis using backward method; increasing age (unstandardized beta [ $\beta$ ]: 0.564, standard error [SE]: 0.271, P: 0.038), male gender ( $\beta$ : 2.753, SE: 0.775, P < 0.001), high per capita monthly family income ( $\geq 18$  USD [median]) ( $\beta$ : 1.829, SE: 0.743, P: 0.014), academic satisfaction ( $\beta$ : 2.003, SE: 0.962, P: 0.038), no history of abuse (physical or mental) in the past 30 days ( $\beta$ : 2.752, SE: 1.220, P: 0.025) and increasing self-esteem score (measured by Rosenberg Self-Esteem Scale) ( $\beta$ : 0.808, SE: 0.098, P: < 0.001) were found to be positive determinants of the total resilience level. The findings concluded that psychological Resilience was found to be positively correlated with school counselling and

students affective domain (spearman rho correlation co-efficient [ $\rho$ ]: 0.363,  $P < 0.001$ ).<sup>6</sup>

Hypothesis one on- there is no significant relative influence of psychological resilience (Self-esteem and Emotional regulation) and School Counselling (Time management and goal-setting) on students→affective domain (Intrinsic modifiability of Knowledge and Extrinsic Exhibition of Knowledge) towards civic education in southwest Nigeria, revealed that both of the two factors (psychological resilience (Self-esteem and Emotional regulation) and school counselling (Time management and Goal setting) are significant predictors of students→affective domain (Intrinsic modifiability of knowledge and Extrinsic exhibition of knowledge in application) towards civic education in Southwest Nigeria.

The most potent predictor of students→affective domain towards civic education is school counselling (Time management and Goal-setting) ( $\beta = 0.458$ ,  $t = 21.044$ ,  $p < 0.01$ ) and then, psychological resilience (Self-esteem and Emotional regulation) ( $\beta = 0.042$ ,  $t = 1.945$ ,  $p < 0.05$ ). A study noted that increase in school counselling will lead to increase in students→affective domain towards civic education, while an increase in psychological resilience will result to an increase in students→affective domain towards civic education.<sup>7</sup>

Hypothesis two on- there is no significant composite influence of psychological Resilience (Self-Esteem, Emotional regulation) and school counselling (Time management, Goal setting) on students→affective domain (Intrinsic modifiability of knowledge) and Extrinsic exhibition of knowledge in application) towards civic education in Southwest Nigeria. Revealed a multiple regression analysis and Summary for joint contribution of psychological resilience (Self-Esteem, Emotional regulation) and school counselling (Time management, Goal setting) on students→

affective domain (Intrinsic modifiability of knowledge) and Extrinsic exhibition of knowledge in application) towards civic education in Southwest Nigeria. It also indicated the joint contribution of psychological resilience (Self-Esteem, Emotional regulation) and school counselling (Time management, Goal Setting) on students → affective domain (Intrinsic modifiability of knowledge) and Extrinsic exhibition of knowledge in application) towards civic education in southwest Nigeria. The R coefficient recorded 0.473,  $R^2=0.224$ , when factor variables are combined, they explain 22.3% variance in Students affective domain towards Civic education in Southwest Nigeria. 77.7% unexplained variance is as a result of variance outside the study. Therefore, there is a significant joint contribution of psychological resilience and school counselling on students → affective domain towards civic education in southwest Nigeria.;  $F(2, 1797) = 258.851, P < 0.01$ . The findings is also in connection with a study in River's state, Nigeria which reported a significant joint contribution of psychological resilience and school counselling on students → affective domain towards civic education in southwest Nigeria<sup>8</sup>

Hypothesis three on- there is no significant difference in the students → affective domain record in civic education among public secondary school students in southwest Nigeria based on gender reveals that there is no significant difference in the students' affective domain record in civic education in southwest Nigeria based on gender;  $t(1798) = -0.580, p > 0.05, \eta^2 = 0.0002$ . Thus, the null hypotheses is accepted.

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## **Chapter Five**

### **Conclusion**

This chapter reports the summary of findings, conclusions, recommendations, contribution to knowledge and suggested areas for further research.

#### **5.1 Summary of Findings**

This study was carried out to investigate Psychological Resilience, and School Counselling as Determinants of Students Affective Domain towards Civic Education in Public Senior Secondary Schools in SouthWest Nigeria. The population for the study consisted of all students from mixed public senior secondary schools (748467 students) at Southwest part of Nigeria, between the ages of 13-18years in senior secondary school two (sss2) in Southwest Nigeria. The questionnaires was produced in 3,553 copies, of which 2,500 copies were retrieved. These copies were carefully sorted out and only 1,800 copies were found to be rightly filled by the respondents and was therefore used for the study. Five (5) objectives were raised for the study. These objectives comprised of four (4) research questions and three (3) hypotheses. The descriptive survey type of research design was adopted to carry out the study. Systematic random sampling technique and Taro Yamane (Slovin) sample size determination formula were used to sample a number of 3553 public secondary school students in South West Nigeria. However, only about 1800 public secondary school students were later used for the study as a result of the number of questionnaires that were retrieved from the field. This questionnaire was researcher's designed and adapted after standardized scales titled "Psychological Resilience and School Counselling as determinants of students Affective Domain towards Civic Education Questionnaire. (PRSCSADCEQ) divided into four sections as: respondents demographic, Students report on psychological resilience (SROPR),

Students report on School Counselling Questionnaire. (SROSC) And Students Affective Domain Record in Civic Education" (SADRICE) consisting of structured items under each section respectively which were distributed to the sampled students respectively with a total number of 38 items. Data were analyzed using descriptive statistics such as simple percentage and frequency counts for the demographic data, mean, standard deviation and inferential statistics such as the multiple regression analysis. The findings of the study revealed that 145 (8.1%) of the students are below 15 years of age, and 1655 (91.9%) are 18 years and above. 720 (40%) of the respondents are male, while 1080 (60%) are female. 1,148 (63.8%) of the respondents are practicing Christianity religion, 620 (34.4%) are practicing Islamic religion while 32 (1.8%) are practicing other religion.

Findings from research question one indicated the relationship that exist between psychological resilience (Self-Esteem and Emotional regulation) and public senior secondary school students → affective domain (Intrinsic modifiability of knowledge and Extrinsic Exhibition of knowledge in application) towards civic education in southwest Nigeria;  $r(1798) = 0.180$ ,  $r^2 = 0.032$ ,  $p < 0.01$ , and also showed an increase in psychological resilience leading to an increase in students → affective domain record in civic education. ( $r^2 = 0.032$ ) revealed that psychological resilience explained 3.2% increase in students → affective domain towards civic education in southwest Nigeria.

However, this study agreed with a study conducted by some researchers how external and internal protective factors of resilience is combined in predicting resilience among secondary school students in Kiambu County, Kenya. The study showed a significant strong positive relationship between the external and internal protective factors ( $r(388) = .55$ ,  $p < .05$ ). In addition, internal protective factors had a

higher positive and significant predictive value on resilience ( $b = 0.42, p < .05$ ) than external protective factors ( $b = 0.29, p < .05$ ). The results indicated that internal and external protective factors jointly explained a significant amount of variance in students → resilience. Inter-correlations among the Domains of the External and Internal Protective Factors. A key implication of the findings is that interventions focusing on enhancing internal protective factors while strengthening external factors are more likely to have a better impact in promoting students → resilience therefore leading to an increase in student → affective domain towards learning.<sup>3</sup>

Findings from research question two revealed the relationship that exist between school counselling (Time management and goal-setting) and public senior secondary school students → affective domain (Intrinsic modifiability of knowledge and Extrinsic Exhibition of knowledge in application) towards civic education in southwest Nigeria;  $r(1798) = 0.471, r^2 = 0.222, p < 0.01$ . Furthermore, it was revealed that increase in school counselling would lead to an increase in students → affective domain record in civic education. ( $r^2 = 0.222$ ) reveals that school counselling explained 22.2% increase in students → affective domain towards civic education in southwest Nigeria.

Findings from research question three showed that majority of the respondents agreed that Civic education is an interesting subject to them (3.44), majority of the respondents agreed; that they listen attentively to the teaching of their Civic education teacher (3.41), also, majority agreed that they apply the knowledge and values acquired in Civic education to their life (3.36). Again, majority agreed that Civic education helps in improving their decision making aspect (3.35), and also majority agreed that they think Civic education is useful in their aspect of life (3.35),

that they think it is important to learn civic education (3.34), that they think they like Civic education(3.32), that they believe imbibing values acquired in Civic education makes them a better citizen (3.32), that they enjoy learning Civic education(3.32), that they think they perform well in Civic education(3.30), that Civic education is not a boring subject to them(3.28), that they complete their homework in Civic education subject daily(3.28), that they make themselves prepared for Civic education subject(3.26), that they find Civic education applicable to other subjects(3.21)

Furthermore, by implication based on the grand mean, it was also revealed that majority of the students (respondents) perceived level of affective domain towards civic education in Southwest Nigeria is high because of the following; they find civic education interesting, they listen attentively to the teaching of their civic education teacher, they apply the knowledge and values acquired in Civic education to their life, civic education helps in improving their decision making aspect, they think Civic education is useful in their aspect of life , they think it is important to learn civic education, they think they like Civic education, they believe imbibing values acquired in Civic education makes them a better citizen and they enjoy learning Civic education.

While, research question four showed the composite influence of psychological resilience, (Self- Esteem and Emotional regulation), School Counselling (Time management and Goal-Setting) and Students affective domain (Intrinsic modifiability of knowledge and Extrinsic exhibition of knowledge in application) towards Civic education. Students→ affective domain towards Civic education positively correlated with psychological resilience ( $r=0.180$ ,  $p<0.01$ ), and school counselling ( $r=0.471$ ,  $p<0.01$ ). This implies that increase in psychological resilience

and school counselling will lead to an increase in students→ affective domain towards Civic education in southwest Nigeria.

Lastly, hypothesis one showed that both of the two factors (psychological resilience (Self-esteem and Emotional regulation) and school counselling (Time management and Goal setting) are significant predictors of students→ affective domain (Intrinsic modifiability of knowledge and Extrinsic exhibition of knowledge in application) towards civic education in Southwest Nigeria.

The most potent predictor of students→ affective domain towards civic education is school counselling (Time management and Goal-setting) ( $\beta = 0.458$ ,  $t = 21.044$ ,  $p < 0.01$ ) and then, psychological resilience (Self-esteem and Emotional regulation) ( $\beta = 0.042$ ,  $t = 1.945$ ,  $p < 0.05$ ). While hypothesis two Indicated a multiple regression analysis and Summary for joint contribution of psychological resilience (Self-Esteem, Emotional regulation) and school counselling (Time management, Goal setting) on students→ affective domain (Intrinsic modifiability of knowledge) and Extrinsic exhibition of knowledge in application) towards civic education in Southwest Nigeria. It also indicated the joint contribution of psychological resilience (Self-Esteem, Emotional regulation) and school counselling (Time management, Goal Setting) on students→ affective domain (Intrinsic modifiability of knowledge) and Extrinsic exhibition of knowledge in application) towards civic education in southwest Nigeria. The R coefficient recorded 0.473,  $R^2 = 0.224$ , when factor variables are combined, they explain 22.3% variance in Students affective domain towards Civic education in Southwest Nigeria. 77.7% unexplained variance is as a result of variance outside the study. Therefore, there is a significant joint contribution of psychological resilience and school counselling on students→

affective domain towards civic education in southwest Nigeria;  $F(2, 1797) = 258.851, P < 0.01$ .

Hypothesis three, based on gender reveals that there is no significant difference in the students' affective domain record in civic education in southwest Nigeria.  $t(1798) = -0.580, p > 0.05, \eta^2 = 0.0002$ . Thus, the null hypothesis is accepted.

## **5.2 Conclusion**

The following conclusions are drawn on the basis of the findings of this study

With respect to the findings of the study, most of the students are young Adolescents, male and female in public senior secondary schools. It was concluded that Psychological resilience and school counselling were significantly effective in assisting students with Psychological, mental and emotional needs in secondary schools. Both psychological resilience (Self-esteem and Emotional regulation) and school counselling (Time management and Goal setting) are significant predictors of students' affective domain (Intrinsic modifiability of knowledge and Extrinsic exhibition of knowledge in application) towards civic education in Southwest Nigeria. There is an indication of a positive significant relationship between psychological resilience (Self-Esteem and Emotional regulation) and students' affective domain (Intrinsic modifiability of knowledge and Extrinsic Exhibition of knowledge in application) towards civic education in southwest Nigeria.

## **5.3 Recommendations**

The following recommendations are made on the basis of the findings of this study:

1. The results and findings of this study should go beyond being additional data for educational understanding but a new chapter in research endeavor. There is need for all hand to be on deck as far as the parents, school, stakeholders, and government

are concerned in relation to the Psychological resilience and School Counselling and Affective domain of students.

2. School counselor should be regularly and intermediately be offered in-service training as well as seminars and workshops in order to up-date them with the innovative means and practices on guidance and counseling service

3. Researches should be conducted on how to make the implementation of guidance and counseling services for students in the school setting an effective and efficient one.

4. Students should try as much as possible to build their self- confidence, and beliefs in term of their psychological resilience and school counselling. They should use any psychological resilience and school counselling sources (especially Self-Esteem, Emotional regulation, time management, and goal-setting) that works best for them.

5 The school counselors should regularly make follow-ups to examine students progress after they have received the guidance and counseling services. This will evaluate the services offered by the schools and therefore lead to the necessary modifications resulting to improvement of the services

#### **5.4 Contribution to knowledge.**

This study has contributed to knowledge in the following areas:

##### **1 Empirical Contribution to knowledge**

First, prior studies such as examination of psychological resilience levels of high school students<sup>1</sup>social support, resilience and subjective well-being in college students<sup>2</sup> psychological resilience and positivity as predictors of self-efficacy,<sup>3</sup> the effectiveness of a counselling program in developing psychological resilience to handle stress among female adolescents from broken families<sup>4</sup>are examples of

previous empirical studies that focused on psychological resilience and school counselling. However, they did not consider the joint influence of psychological resilience and school counselling on students→ affective domain towards Civic education. However, the empirical findings have shown that psychological resilience and educational counselling influences public secondary school students→ affective domain towards civic education. This study has therefore contributed to filling this existing gap in empirical knowledge.

## **2 Conceptual Contribution to knowledge**

First, the conceptual guide used in this study to serve as support or framework, typically for analysis or discussion in the literature review is different from the one used in previous study. Secondly, this study has produced rich insights on useful concepts, constructs, or specific implications beyond how they were used in prior studies. For instance, the study gave a rich insight on the application and implication of the sources of psychological resilience (self-esteem, emotional regulation), and more insights were given on their usage and application to the students.

## **3 Theoretical Contribution to knowledge**

Three theories guided this study. They are - theory of resilience, cognitive development theory and classical conditioning theory. This study contributes to these theories by confirming that the theories are still valid. The study did not contradict the theories but found them to be useful in their application on psychological resilience and educational counselling as determinants of student→ affective domain towards civic education in secondary schools in South West Nigeria. The study also provided a different but rich indirect connection of psychological resilience and school counselling on student→ affective domain towards civic education. This studies also confirmed the validity of these theories

and adds to the existing theory by extending the influence of psychological resilience and school counselling on not only on students but also on their affective domain towards civic education. This extra construct shows that the theories are relevant in the influence of psychological resilience and school counselling on students affective domain towards civic education in secondary schools in South West Nigeria.

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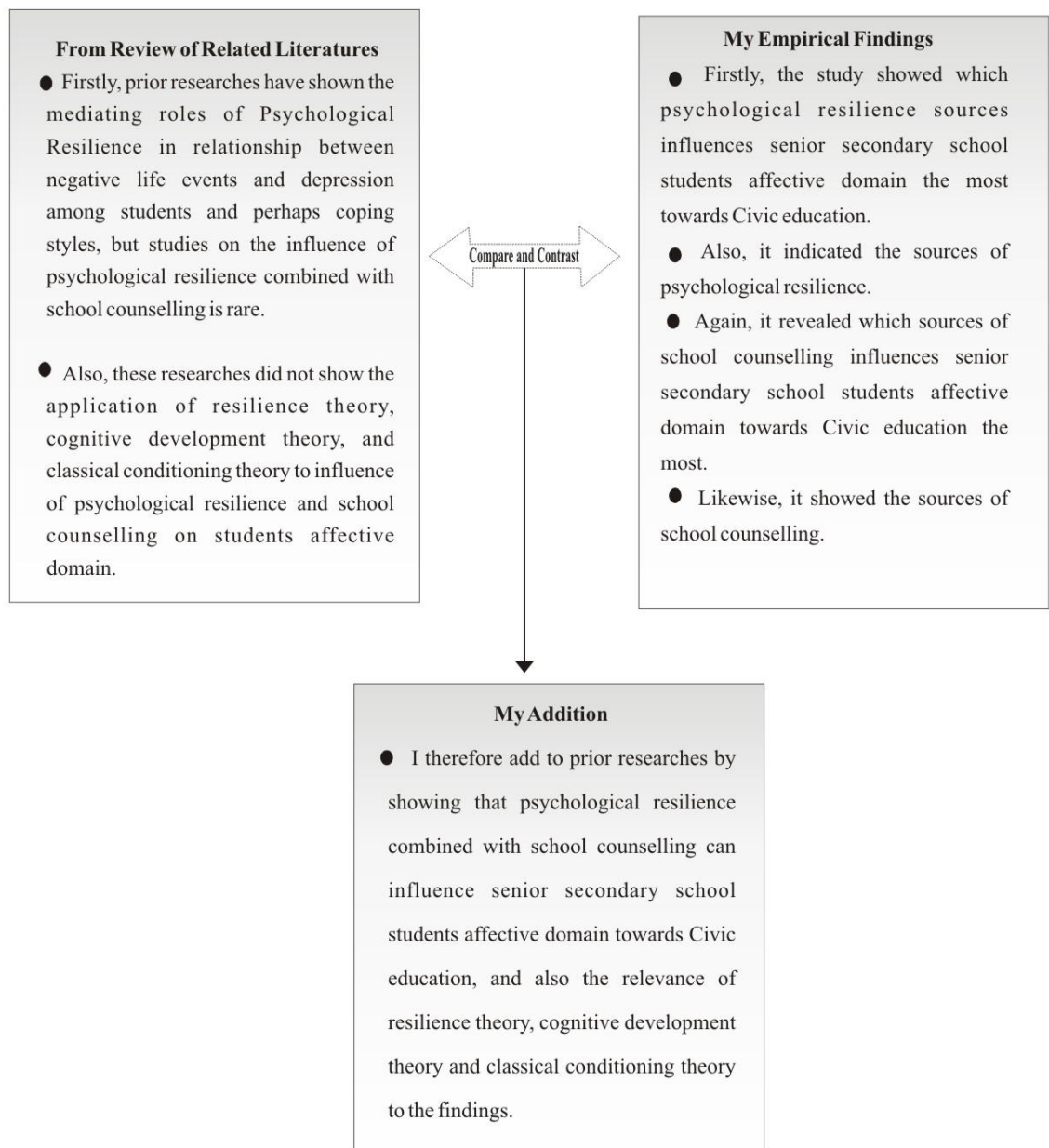


Figure 5.1 Diagrammatic Summary of the contribution to knowledge (Source: O. O. Odewale, 2022)

## 5.5 Suggested Areas for Further Research

### 1) Research Design

This study employed the descriptive design, and perhaps, similar studies that would be carried out on this subject area could make use of other forms of designs that

could be helpful in carrying out the study. Examples of other forms of research design are descriptive survey, correlational, to mention but a few.

## **2) Methodology**

The methodology employed in this study was quantitative method of research. Qualitative method or even mixed methods of research could be employed in future similar studies.

## **3) Instrumentation**

In this study, questionnaires were used as the major instruments for data collection probably because the study employed the quantitative method of research. Instruments such as interview, observation, checklists and so on could be used in future studies. Focus groups could also be employed to provide a fuller understanding of how psychological resilience and school counselling influences students affective domain towards civic education in secondary schools in South West Nigeria.

## **4). Population**

The researcher used male and female students as study population. Either male or female gender could be used in future studies.

## **5) Study Area**

The study area for this study was public senior secondary schools in South West Nigeria. This topic can also be carried out in primary schools or tertiary institutions and replicated in other geo-political zones of the nation in order to provide a generalization of the results obtained in this study.

## **6) Demographics**

This study did not use demographic characteristics such as gender, and age of the respondents as either independent or dependent variable though it analysed it.

Additional studies should be carried out to explore demographic characteristics of the students as controlling variables. These demographic characteristics have the ability to interfere with the outcomes (results) of the study.

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**Appendix I**  
**Questionnaire**

**Lead City University, Faculty of Arts and Education, Department of Guidance and Counselling.**

**Dear Respondent,**

This questionnaire is designed to elicit information on Psychological Resilience and School Counselling (PRSCSADCEQ) and student's affective domain towards Civic Education among public Senior Secondary Schools Students in Southwest Nigeria. Kindly fill the questionnaire with sincerity and correctness. Your response will be used for research purposes only and high level of confidentiality is guaranteed.

Thank You

**Section A: Demographic data of respondent**

1. **Age:** Below 15 years ( ) 15 - 19 years ( )
2. **Sex:** Male ( ) Female ( )
3. **Religion:** Christianity ( ) Islam ( ) Other ( )
4. **Class:** SSS 1 ( ), SSS 2 ( ), SSS 3 ( )
5. **State and Senatorial District:**

### Section B

S/N	Items: Students Report on Psychological Resilience(SROPR)	S A	A	D	SD
<b>Self-Esteem</b>					
	I take appositve attitude towards myself.				
	I certainly feel useless at times.				
	I do not have much to be proud of.				
	I am confident that I could deal efficiently with unpleasant challenges.				
	At times, I think I am not good at all.				
	It is easy for me to stick to my aims and accomplish my goal in life.				
<b>Emotional Regulation</b>					
	I can usually handle whatever comes my way.				
	When I feel sad, I keep to myself				
	I think more of negative thought towards myself as less of positive thought.				
	When I feel sad, I seek out for consolation from other people.				
	Feeling upset often causes me to seek for advise.				
	I am able to dot things as most people of my age.				

**Section C**

S/N	Items: Students Report on School Counselling (SROSC)	SA	A	D	SD
<b>Time Management</b>					
	I arrive school on time and prepared ahead of class.				
	I make a list of things to do each day.				
	I set deadlines for myself for completing my school work.				
	I do my homework alone without the assistance of others.				
	I do task in order of their importance				
	I plan my day ahead before starting it				
<b>Goal-setting</b>					
	My goals state exactly what results I plan to achieve.				
	I challenge myself by setting goals that are just out of my reach.				
	The more challenging my goals, the better I work.				
	My goals are clearly stated.				
	I work better without a specific deadline.				
	Specific goal makes me nervous, so I prefer general goals.				

**Section D**

<b>S/N</b>	<b>Items: Students Affective Domain Record in Civic Education (SADRICE)</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
<b>Intrinsic (Modifiability Of Knowledge)</b>					
	Civic education is an interesting subject to me.				
	I listen attentively to the teaching of my civic education teacher.				
	I like Civic Education				
	I enjoy learning civic education.				
	Civic education is not a boring subject to me.				
	I perform well in civic education				
<b>Extrinsic (Exhibition Of Knowledge In Application)</b>					
	I find Civic education applicable to other subjects.				
	I complete my homework in civic education subject daily.				
	Civic education helps to increase decision making aspect of me.				
	I think civic education is useful in the aspect of my life.				
	I make myself prepared for civic education subject in advance.				
	I think it is important to learn civic education.				

## Appendix II (Raw Results from SPSS)

### AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BELOW 15 YEARS	1655	91.9	91.9	91.9
	15-19 YEARS	145	8.1	8.1	100.0
	Total	1800	100.0	100.0	

### SEX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	720	40.0	40.0	40.0
	FEMALE	1080	60.0	60.0	100.0
	Total	1800	100.0	100.0	

### RELIGION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	CHRISTIANITY	1148	63.8	63.8	63.8
	ISLAM	620	34.4	34.4	98.2
	OTHERS	32	1.8	1.8	100.0
	Total	1800	100.0	100.0	

## CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SSS2	1800	100.0	100.0	100.0

## STATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Osun	477	26.5	26.5	26.5
	Oyo	711	39.5	39.5	66.0
	Ondo	612	34.0	34.0	100.0
	Total	1800	100.0	100.0	

## SENATORIALDISTRICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Osun Central	180	10.0	10.0	10.0
	Osun East	135	7.5	7.5	17.5
	Osun West	162	9.0	9.0	26.5
	Oyo Central	244	13.6	13.6	40.1
	Oyo North	270	15.0	15.0	55.1
	Oyo South	197	10.9	10.9	66.0
	Ondo North	143	7.9	7.9	73.9
	Ondo Central	195	10.8	10.8	84.8

<b>Ondo South</b>	<b>274</b>	<b>15.2</b>	<b>15.2</b>	<b>100.0</b>
<b>Total</b>	<b>1800</b>	<b>100.0</b>	<b>100.0</b>	

### Descriptive Statistics

	Mean	Std. Deviation	N
<b>SADRICE</b>	<b>46.9022</b>	<b>6.18246</b>	<b>1800</b>
<b>SROPR</b>	<b>34.6328</b>	<b>3.95108</b>	<b>1800</b>

### Correlations

		<b>SADRICE</b>	<b>SROPR</b>
<b>SADRICE</b>	<b>Pearson Correlation</b>	<b>1</b>	<b>.180**</b>
	<b>Sig. (2-tailed)</b>		<b>.000</b>
	<b>N</b>	<b>1800</b>	<b>1800</b>
<b>SROPR</b>	<b>Pearson Correlation</b>	<b>.180**</b>	<b>1</b>
	<b>Sig. (2-tailed)</b>	<b>.000</b>	
	<b>N</b>	<b>1800</b>	<b>1800</b>

\*\* . Correlation is significant at the 0.01 level (2-tailed).

## Correlations

### Descriptive Statistics

	Mean	Std. Deviation	N
SADRICE	46.9022	6.18246	1800
SROSC	41.3767	4.61507	1800

### Correlations

		SADRICE	SROSC
SADRICE	Pearson Correlation	1	.471**
	Sig. (2-tailed)		.000
	N	1800	1800
SROSC	Pearson Correlation	.471**	1
	Sig. (2-tailed)	.000	
	N	1800	1800

\*\* . Correlation is significant at the 0.01 level (2-tailed).

### Statistics

		SAD RIC E1	SAD RIC E2	SAD RIC E3	SAD RIC E4	SAD RIC E5	SAD RIC E6	SAD RIC E7	SAD RIC E8	SAD RIC E9	SAD RICE 10	SAD RICE 11	SAD RICE 12	SAD RICE 13	SAD RICE 14
N	Valid	1800	1800	1800	1800	1800	1800	1800	1800	1800	1800	1800	1800	1800	1800
	Mis sin g	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean		3.43 94	3.40 94	3.32 33	3.31 67	3.27 94	3.29 56	3.20 83	3.27 56	3.35 33	3.347 8	3.258 9	3.341 1	3.360 6	3.323 3

<b>Std.</b>	.667	.650	.710	.698	.768	.776	.784	.760	.707	.7245	.7534	.7184	.7029	.7660
<b>Deviati on</b>	43	50	37	41	49	52	39	81	81	0	8	4	7	9

### Frequency Table

#### CIVIC EDUCATION IS AN INTERESTING SUBJECT TO ME

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<b>STRONGLY DISAGREE</b>	32	1.8	1.8	1.8
	<b>DISAGREE</b>	83	4.6	4.6	6.4
	<b>AGREE</b>	747	41.5	41.5	47.9
	<b>STRONGLY AGREE</b>	938	52.1	52.1	100.0
	<b>Total</b>	1800	100.0	100.0	

#### I LISTEN ATTENTIVELY TO THE TEACHING OF MY CIVIC EDUCATION TEACHER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<b>STRONGLY DISAGREE</b>	30	1.7	1.7	1.7
	<b>DISAGREE</b>	73	4.1	4.1	5.7
	<b>AGREE</b>	827	45.9	45.9	51.7
	<b>STRONGLY AGREE</b>	870	48.3	48.3	100.0
	<b>Total</b>	1800	100.0	100.0	

**I I LIKE CIVIC EDUCATION**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<b>STRONGLY DISAGREE</b>	<b>41</b>	<b>2.3</b>	<b>2.3</b>	<b>2.3</b>
	<b>DISAGREE</b>	<b>134</b>	<b>7.4</b>	<b>7.4</b>	<b>9.7</b>
	<b>AGREE</b>	<b>827</b>	<b>45.9</b>	<b>45.9</b>	<b>55.7</b>
	<b>STRONGLY AGREE</b>	<b>798</b>	<b>44.3</b>	<b>44.3</b>	<b>100.0</b>
	<b>Total</b>	<b>1800</b>	<b>100.0</b>	<b>100.0</b>	

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**I ENJOY LEARNING CIVIC EDUCATION**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<b>STRONGLY DISAGREE</b>	41	2.3	2.3	2.3
	<b>DISAGREE</b>	121	6.7	6.7	9.0
	<b>AGREE</b>	865	48.1	48.1	57.1
	<b>STRONGLY AGREE</b>	773	42.9	42.9	100.0
	<b>Total</b>	1800	100.0	100.0	

**CIVIC EDUCATION IS NOT A BORING SUBJECT TO ME**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<b>STRONGLY DISAGREE</b>	63	3.5	3.5	3.5
	<b>DISAGREE</b>	161	8.9	8.9	12.4
	<b>AGREE</b>	786	43.7	43.7	56.1
	<b>STRONGLY AGREE</b>	790	43.9	43.9	100.0
	<b>Total</b>	1800	100.0	100.0	

### I PERFORM WELL IN CIVIC EDUCATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	79	4.4	4.4	4.4
	DISAGREE	118	6.6	6.6	10.9
	AGREE	795	44.2	44.2	55.1
	STRONGLY AGREE	808	44.9	44.9	100.0
	Total	1800	100.0	100.0	

### I FIND CIVIC EDUCATION APPLICABLE TO OTHER SUBJECTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	71	3.9	3.9	3.9
	DISAGREE	192	10.7	10.7	14.6
	AGREE	828	46.0	46.0	60.6
	STRONGLY AGREE	709	39.4	39.4	100.0
	Total	1800	100.0	100.0	

**I COMPLETE MY HOMEWORK IN CIVIC EDUCATION SUBJECT DAILY**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<b>STRONGLY DISAGREE</b>	59	3.3	3.3	3.3
	<b>DISAGREE</b>	164	9.1	9.1	12.4
	<b>AGREE</b>	799	44.4	44.4	56.8
	<b>STRONGLY AGREE</b>	778	43.2	43.2	100.0
	<b>Total</b>	1800	100.0	100.0	

**CIVIC EDUCATION HELPS TO INCREASE DECISION MAKING ASPECT OF ME**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<b>STRONGLY DISAGREE</b>	43	2.4	2.4	2.4
	<b>DISAGREE</b>	116	6.4	6.4	8.8
	<b>AGREE</b>	803	44.6	44.6	53.4
	<b>STRONGLY AGREE</b>	838	46.6	46.6	100.0
	<b>Total</b>	1800	100.0	100.0	

**CIVIC EDUCATION IS USEFUL IN MY ASPECT OF LIFE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<b>STRONGLY DISAGREE</b>	54	3.0	3.0	3.0
	<b>DISAGREE</b>	106	5.9	5.9	8.9
	<b>AGREE</b>	800	44.4	44.4	53.3
	<b>STRONGLY AGREE</b>	840	46.7	46.7	100.0
	<b>Total</b>	1800	100.0	100.0	

**I MAKE MYSELF PREPARED FOR CIVIC EDUCATION SUBJECT**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<b>STRONGLY DISAGREE</b>	62	3.4	3.4	3.4
	<b>DISAGREE</b>	152	8.4	8.4	11.9
	<b>AGREE</b>	844	46.9	46.9	58.8
	<b>STRONGLY AGREE</b>	742	41.2	41.2	100.0
	<b>Total</b>	1800	100.0	100.0	

**IT IS IMPORTANT TO LEARN CIVIC EDUCATION**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<b>STRONGLY DISAGREE</b>	59	3.3	3.3	3.3
	<b>DISAGREE</b>	85	4.7	4.7	8.0
	<b>AGREE</b>	839	46.6	46.6	54.6
	<b>STRONGLY AGREE</b>	817	45.4	45.4	100.0
	<b>Total</b>	1800	100.0	100.0	

**I APPLY THE KNOWLEDGE AND VALUES I ACQUIRE IN CIVIC EDUCATION TO MY LIFE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<b>STRONGLY DISAGREE</b>	41	2.3	2.3	2.3
	<b>DISAGREE</b>	114	6.3	6.3	8.6
	<b>AGREE</b>	800	44.4	44.4	53.1
	<b>STRONGLY AGREE</b>	845	46.9	46.9	100.0
	<b>Total</b>	1800	100.0	100.0	

**I BELIEVE IMBIBING VALUES ACQUIRE IN CIVIC EDUCATION MAKES ME A BETTER CITIZEN**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<b>STRONGLY DISAGREE</b>	78	4.3	4.3	4.3
	<b>DISAGREE</b>	97	5.4	5.4	9.7
	<b>AGREE</b>	790	43.9	43.9	53.6
	<b>STRONGLY AGREE</b>	835	46.4	46.4	100.0
	<b>Total</b>	1800	100.0	100.0	

**Correlations**

**Descriptive Statistics**

	Mean	Std. Deviation	N
<b>SADRICE</b>	46.9022	6.18246	1800
<b>SROPR</b>	34.6328	3.95108	1800
<b>SROSC</b>	41.3767	4.61507	1800

## Correlations

		SADRICE	SROPR	SROSC
SADRICE	Pearson Correlation	1	.180**	.471**
	Sig. (2-tailed)		.000	.000
	N	1800	1800	1800
SROPR	Pearson Correlation	.180**	1	.300**
	Sig. (2-tailed)	.000		.000
	N	1800	1800	1800
SROSC	Pearson Correlation	.471**	.300**	1
	Sig. (2-tailed)	.000	.000	
	N	1800	1800	1800

\*\* . Correlation is significant at the 0.01 level (2-tailed).

## Regression

### Descriptive Statistics

	Mean	Std. Deviation	N
SADRICE	46.9022	6.18246	1800
SROPR	34.6328	3.95108	1800
SROSC	41.3767	4.61507	1800

## Correlations

		SADRICE	SROPR	SROSC
Pearson Correlation	SADRICE	1.000	.180	.471
	SROPR	.180	1.000	.300
	SROSC	.471	.300	1.000
Sig. (1-tailed)	SADRICE	.	.000	.000
	SROPR	.000	.	.000
	SROSC	.000	.000	.
N	SADRICE	1800	1800	1800
	SROPR	1800	1800	1800
	SROSC	1800	1800	1800

## Variables Entered/Removed<sup>a</sup>

Model	Variables Entered	Variables Removed	Method
1	SROSC, SROPR <sup>b</sup>	.	Enter

a. Dependent Variable: SADRICE

b. All requested variables entered.

## Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.473 <sup>a</sup>	.224	.223	5.45041	.224	258.851	2	1797	.000

a. Predictors: (Constant), SROSC, SROPR

## ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15379.345	2	7689.673	258.851	.000 <sup>b</sup>
	Residual	53383.446	1797	29.707		
	Total	68762.791	1799			

a. Dependent Variable: SADRICE

b. Predictors: (Constant), SROSC, SROPR

## Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	19.192	1.419		13.523	.000	16.408	21.975
	SROPR	.066	.034	.042	1.945	.052	-.001	.133
	SROSC	.614	.029	.458	21.044	.000	.557	.671

a. Dependent Variable: SADRICE

## Bio-data

### A Personal Data

- 1. Full Name:** Oluwadamilola Oluwaseun Odewale  
**Home Address:** Number 15, Ayodele Street Oyo London, Oyo State.  
**Email Address:** dammieode@gmail.com
- 2. Date and Place of Birth:** 11th July, 1989, Oyo State
- 3. Nationality:** Nigerian
- 4. Name and Address of Next of Kin:** Mrs Odewale T.R living at Number 15, Ayodele Street Oyo London, Oyo State.

### B. Educational Background

	<b>Institutions Attended</b>	<b>Qualification Obtained</b>	<b>Date</b>
1)	Ekiti State University	Bsc.Ed	2014
2)	Federal University of Technology Akure	PGD	2016
3)	University of Ibadan	MSc.Ed	2018
4)	Lead City University, Oyo State (PhD in Guidance and Counselling in view)		2021/2022

### C. Working Experience

Civil Servant

### D. Awards and Fellowships (If any): Nil

### E. Membership of Academic Professional Bodies: Nil

### F. Publications: Yes

4. Notable scholarly or Professional Accomplishments: Nil

5. Date and Signature:

### **The University Compliance Form**

This is to certify that the thesis by Oluwadamilola Oluwaseun Odewale in the Department of Arts and Social Science Education, Faculty of Arts and Education, Lead City University, Ibadan Oyo State is in full compliance with the approved University Format and Style.

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Name

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Date

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