

# Enhanced Thinking Skills, Rational Emotive Behaviour Therapy And Social Skills: Exploring Their Effect On Adolescents' Interpersonal Relationship

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## ABSTRACT

Personal and social interactions play a critical role in our day-to-day activities in terms of acceptance of others and offering emotional support either positively or negatively. Thus, this study examined the effect of enhanced thinking skills, rational emotive therapy and social skills training in improving adolescents' interpersonal relationship. A pre-test, post-test, randomized experimental design was employed in the study. Two hundred and sixteen participants were sampled. Three validated instruments were employed to elicit responses from the participants. Analysis of data was done using factorial analysis of variances including MANCOVA, ANCOVA, and mean plots. Results revealed that treatments had significant effect on participants' interpersonal relationship; level of self-efficacy had effect on interpersonal relationship of participants; gender had no significant effect on interpersonal relationship of participants. The study concluded that ETS, REBT and SST were veritable and effective tools in fostering adolescents' level of interpersonal relationship. The implication of this is that deliberate and concerted efforts should be made by organizing training programmes of similar contents in schools.

**Key Words:** Adolescents; enhanced thinking, interpersonal relationship, self-efficacy, social skills

## I. Introduction

The transition from childhood to adulthood is a period of physical and psychosocial growth. Adolescents undergo great changes in the physical, intellectual, emotional and social area of their lives. In helping the adolescents build viable intra and interpersonal relationship, rational emotion/belief, enhanced thinking skill, and social skill have been identified as important components of the motivational drive to form and maintain quality, positive and caring relationship. The social interactions and their resultant negotiations always lead to intrapersonal tensions

that can, under the right conditions, manifest into interpersonal violence. Thus, the acceptance of the use of violence and violent behaviors do not themselves occur within a vacuum. Rather, they manifest themselves in relation to differences in beliefs and motivations, physical abuse, temperament, and victimization that can arise from and within the many interpersonal and intrapersonal relationship interactions that make up an adolescent social world (Pulk, 2008). Interactions that are primarily negative in context may have serious long-term consequences.

As individual grows, personal and social interactions play a critical role in our day-to-day

activities in terms of acceptance of others, conflict resolution, listening to others, ability to build trust, self-disclosure, and offering emotional support either positively or negatively. All these are embedded in interpersonal relationship which also evokes certain affective responses within individuals (Akindele-Oscar et al., 2019). Social interactions are an integral part of individuals' daily lives (Adenuga & Ayodele, 2010), which brings control mutuality, trust, relational satisfaction and relational commitment (Akindele-Oscar & Adesoye, 2019; Azeez, 2007; Watson, Clark, McLintyre & Hamaker, 1992). The results of earlier work of Egbochuku, Obodo and Obadan (2008) found REBT based on its tenets as therapeutic tool that can alter anxiety associated with text or examinations; Nwosu (2011) found it to be an enhancer of interpersonal encounters, and relational problem solver.

Interpersonal relationship holds unique importance for understanding individuals' mental health and well-being (Adebusuyi & Ayodele, 2018, Folkman & Moskowitz, 2004). Research studies demonstrated that over the transition from childhood to adolescence, individuals experience an increase in negative emotions, a reduction in positive emotions, and greater emotional liability (Irons & Gilbert, 2005; Lee & Hankin, 2009). Empirical data have also pinpointed links between adolescents' frequency of negative emotions and their externalizing and internalizing behavior problems (Goossens, 2006).

Khan and Moin (2016) in their study on effect of intrapersonal and interpersonal awareness dimensions of emotional intelligence on stress management of adolescents reported that intrapersonal and interpersonal awareness dimensions in individual's life are positively correlated to the extent at which individual can cope with life situations. They equally concluded that intrapersonal and interpersonal awareness should be inculcated in the youths and be encouraged to practice it for the betterment of their future.

To be able to cope with modern day challenges of surviving in a complex world characterized with violent behaviours, our adolescents which are the hope of tomorrow must be empowered with enhanced techniques that will make them relevant and be able to subdue hindrances that may prevent them from

translating their dreams to realities. According to Ogunyemi (2005) the most valuable resource of any country is in its inherent intellectual assets. Thus, the youngsters in our schools must be aware of alternative techniques that can be used to solve problems more effectively, to make decisions more rapidly and for them to explore opportunities more creatively. This study made use of three of such enhanced techniques, which are Rational Emotive Behaviour Therapy (REBT), Thinking Skills (TS) and Social skills (SS).

Rational Emotive Behaviour Therapy (REBT) is the creation of Albert Ellis. REBT is based on the concept that emotions and behaviours result from cognitive processors; and that it is possible for human beings to modify such processors to achieve different ways of feelings and behaviours. REBT is a treatment that has been used with recorded success among adolescents (Ladipo, 2000; Egbochukwu 1998; Osiki, 1999; Ellis, 1977). Several studies have suggested that REBT based on its tenets can alter the anxiety and fear associated with speech, examination, feeling of indulgencies, low self-esteem and interpersonal encounters (Ayodele 2011; Froggatt, 2005; Ladipo, 2000). Despite ample literature on the efficacy of REBT in behaviour modification, there is still dearth of evidence on its application to adolescents' socio-personal relationship. Also, the available literatures are over a decade.

In today's information age, thinking skills are viewed as crucial for individual to cope with a rapidly changing world. Enhanced thinking is the practice of processing information in the most skillful, accurate and rigorous manner possible, in such a way that it leads to the most reliable, logical and trustworthy conclusions, upon which one can make responsible decisions about one's life, behaviour, and actions with full knowledge of assumptions and consequences of those decisions (Schafersman, 1991). Enhanced Thinking Skill (EST) has been notably used in school improvement research in enhancing academic achievement and accelerating the learning gains of the students (Cotton, 2001; Barba & Merchant, 1990). Also, there are studies and evaluation supporting the effectiveness of ETS in the workforce (Paul & Elder, 2002; Facione, Facione, & Giancarlo, 2000). Yet there

is still no proper determination of its use in solving relational problems especially among adolescents.

Social skills are the interpersonal behaviours that contribute to the effectiveness of the individual as a part of a large group of individuals. Social skills training has been used with success in the treatment of people with general social problems and those with psychiatric problems. It has been used to treat successfully patients with depression, disruptive behaviour and those with social problems like shyness, communication problems (Ayodele, 2011; Aremu, 1998; Fashina, 1990). Social skill training is based on the idea that skills are learned and therefore can be taught. It is therefore hoped that inclusion of social skill training in this study will help in enhancing the adolescents' interpersonal relationship.

From the aforementioned, it is evident that Rational Emotive Behaviour Therapy (REBT); Enhanced Thinking Skills (ETS) and Social Skills Training (SST) had been used variously in treating so many problems differently but not in homogenous whole in treating relational problems.

## 2. Method

Pre-Treatment	Treatment	Post-Treatment
Familiarization visit to the three selected schools and administration of pretest to measure the participants' interpersonal relationship and the self-efficacy level	Eight weeks of interventions using self-management to which the participants were exposed to trainings on REBT, ETS, and SST.	This is the evaluation stage. Administration of posttest to measure the participants' interpersonal relationship and the self-efficacy level.

## 3 Results

**Table 1:** Analysis of Covariance of the Main and Interaction Effect of Enhanced Thinking Skills, Rational Emotive Behaviour Therapy and Social Skills, Gender and Self-efficacy on participants' level of interpersonal relationship

Source	Type III Sum of Squares	df	Mean square	F	Sig.
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The pre-test, post-test quasi experimental design was adopted in this study. Participants for the study consists of 120 secondary students from three co-educational schools with an uneven distribution of males and females. Their age ranged between 14 and 19 years with a mean age of 16.8 years. They were randomly assigned to REBT, ETS and SST groups. The instruments used were adapted from Snell (1997) titled Multidimensional Relationship Questionnaire (MRQ), and Jerusalem and Schwarzer (1993) titled The General Self-Efficacy Scale (GSE). MRQ was designed to measure interpersonal relationship among secondary school students while GSE was to the self-efficacy level. The participant responded the checklist instrument administered before and after 8 weeks of treatment. Ethical clearance was sought before carrying out this study because it hinges on ethical issues that require utmost confidentiality and the need to protect the public image of the human participants. The study was carried out in three phases, namely: pre-treatment, treatment, and post-treatment phase (see the table below). The data collected was analyzed using Analysis of covariance (ANCOVA) and t-test statistics to test the hypothesis at 0.05 significant level.

Corrected Model	2456.907(a)	12	246.409	2.182	.037
Intercept	30811.007	1	30811.007	272.826	.001
Pre-interpersonal relationship	38.444	1	38.494	.340	.411
Group	1836.098	2	918.049	8.129**	.003
Gender	288.102	1	288.102	2.551	.055
Self-efficacy	487.918	1	487.918	4.320**	.028
Group X gender	107.731	2	53.866	.477	.777
Group X self-efficacy	1012.574	2	506.287	4.483**	.005
Gender X self-efficacy	303.118	1	303.118	2.684	.131
Group X gender X self-efficacy	889.720	2	444.860	3.939**	.041
Error	23941.707	212	112.933		
Total	62173.326	216			
Corrected Total	19906.703	215			

**a R Square = .081 (Adjusted R Square = .058)**

Results in Table 1 indicated that there was a significant effect of treatment on participants' level of interpersonal relationship ( $F_{(2,212)} = 8.129$ ;  $p < .05$ ). However there was no significant main effect of gender ( $F_{(1,212)} = 2.551$ ;  $p = .055$ ), while a significant main effects of self-efficacy level was observed ( $F_{(1,212)} = 4.320$ ;  $p = .028$ ) on participants' level of interpersonal relationship. The results also revealed no significant two-way

interaction effects of treatment and gender ( $F_{(1,212)} = .477$ ;  $p = .777$ ); gender and self-efficacy level ( $F_{(2,212)} = 2.684$ ;  $p = .131$ ). A significant two-way interaction effects of treatment and self-efficacy level was observed ( $F_{(1,212)} = 4.483$ ;  $p = .005$ ). Also, the results showed that a three-way interaction effect of treatment, gender and self-efficacy ( $F_{(2,212)} = 3.939$ ;  $p = .041$ ) on participants' level of interpersonal relationship.

**Table 2:** Descriptive Statistics of Interpersonal Relationship Scores of Participants' in Enhanced Thinking Skills, Rational Emotive Behaviour Therapy and Social Skills Groups

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
ETS	34.100(a)	2.108	32.761	37.219
REBT	36.616(a)	2.096	33.546	39.749
SST	32.194(a)	2.009	29.001	34.805

**a. covariates appearing in the model are evaluated at the following values: pre-test interpersonal relationship = 27.286.**

Results revealed that participants exposed to enhanced thinking skills (ETS) had a mean score of 34.100 and a standard error of 2.108; for participants under rational emotive behaviour therapy, the mean score was 36.616 and the standard error was 2.096. However, a mean score

of 32.194 and a standard error 2.009 were revealed for participants under the social skills training. To determine if significant difference exists in the mean scores of treatment, the analysis of covariance was undertaken as indicated in Table 3 below.

**Table 3:** Univariate Analysis of Covariance for effect of Enhanced Thinking Skills, Rational Emotive Behaviour Therapy and Social Skills on Participants' level of Interpersonal Relationship

Dependent Variable: post-test interpersonal relationship (*Grand Mean = 36.107*)

	Sum of Square	Df	Mean Square	F	Sig.
Contrast	1836.098	2	918.049	8.129**	.003
Error	23941.707	212	112.933		

**The F tests the effect of group. This test is based on the linearly independent pairwise comparisons among the estimated marginal means.**

Data analysis in Table 3 above revealed a univariate F-ratio of 8.129 that was found to be significant beyond the predicted .05 level. The null hypothesis of no significant difference in the effect of enhanced thinking skills, rational emotive behaviour therapy and social skills on participants' level of interpersonal relationship could not be supported by the findings of this study. Therefore, the earlier stated null hypothesis was rejected. The implication of this

is that enhanced thinking skills, rational emotive behaviour therapy and social skills significantly affect participants' level of interpersonal relationship. Pairwise comparison of the means scores of interpersonal relationship among the three experimental groups was carried out to determine the score and direction of the difference. Results are presented in Table 4 below. The comparison tested for significance at the .05 level.

**Table 4:** Pairwise Comparison of the Differences in interpersonal relationship Scores of Participants in Enhanced Thinking Skills, Rational Emotive Behaviour Therapy and Social Skills

Dependent Variable: post-test interpersonal relationship

(I) Group	(j) Group	Mean Difference (I-J)	Std. Error	Sig. (a)	95% Confidence Interval for Difference(a)	
					Lower Bound	Upper Bound
ETS	REBT	-3.516*	2.281	.049	-3.222	3.606
	SST	1.906	2.290	.011	.949	2.101
REBT	ETS	3.516*	2.281	.049	-3.606	3.222
	SST	4.422**	2.001	.003	4.112	4.968
SST	ETS	1.906	2.290	.011	-.949	2.101
	REBT	-4.442**	2.001	.003	-4.968	4.112

**Based on estimated marginal means**

**\*\* The mean difference is significant at the .05 level**

**\* The mean difference is significant at the .01 level**

**a Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).**

The findings in Table 4 above revealed that a significant difference exist in the level of interpersonal relationship of participants exposed to ETS and those exposed to REBT (MD = 3.516;  $p > .05$ ). However, no significant difference exist in the level of interpersonal relationship between participants exposed to ETS and SST (MD = 1.906;  $p < .05$ ). A significant difference exists in the level of interpersonal relationship between participants exposed to REBT and SST (MD = 4.422;  $p > .05$ ). Whereas the null hypothesis of no significant difference in the level of interpersonal

relationship between participants exposed to ETS and REBT, and between those exposed to REBT and SST were rejected. While the null hypothesis of no significant difference in the level of interpersonal relationship between participants exposed to ETS and SST was accepted by the findings of this study. Implications of the findings are that, whereas ETS and REBT as well as REBT and SST could be as effective in each case, REBT has significant gains in improving participants' interpersonal relationship over and above the effects of ETS and SST.

**Table 5: Descriptive Statistics of Interpersonal Relationship Scores of Male and Female Participants from Low and High Self-efficacy in Enhanced Thinking Skills, Rational Emotive Behaviour Therapy and Social Skills Training Groups**

Dependent Variable: post-test interpersonal relationship

Group	Gender	Self-efficacy	Mean	Std. Error	95% Confidence Interval	
					Lower Bound	Upper Bound
ETS	Male	Low	32.404(a)	2.789	28.664	34.111
		high	34.118(a)	2.412	30.705	36.349
	Female	Low	34.159(a)	2.148	31.444	37.404
		High	33.683(a)	2.430	30.205	35.987
REBT	Male	Low	34.100(a)	2.004	29.113	38.123
		High	34.509(a)	2.702	31.533	37.977
	Female	Low	35.406(a)	2.224	30.239	38.863
		High	36.779(a)	2.664	33.604	38.923
SST	Male	Low	32.988(a)	2.049	28.888	35.716
		High	33.009(a)	2.480	29.419	35.654
	Female	Low	34.107(a)	2.533	31.442	37.707
		High	33.874(a)	2.311	30.234	36.343

**a. Covariates appearing in the model are evaluated at the following values: pre-test creativity = 27.286**

The results in Table 5 above revealed that different mean scores of interpersonal relationship for male and female participants with low and high self-efficacy levels under ETS, REBT, and SST groups. Under the ETS group, the interpersonal relationship level of male participants with low self-efficacy level indicated a mean of 32.404 with a standard error of 2.789, while the mean score of 34.118 and a standard error of 2.412 were revealed for male participants with high self-efficacy level. For the female participants, the mean score for those with low self-efficacy level was 34.159 and the standard error was 2.148, while those with high self-efficacy level have a mean interpersonal relationship score of 33.683 and a standard error of 2.430.

For participants under REBT group, interpersonal relationship level of male participants with low self-efficacy level indicated a mean score of 34.100 with a standard error of 2.004, while the mean score of 34.509 and a standard error of 2.702 were revealed for male

participants with high self-efficacy level. For the female participants, the mean score of those with low self-efficacy level was 35.406 and the standard error was 2.224, while those with high self-efficacy level have a mean interpersonal relationship score of 36.779 and a standard error of 2.664.

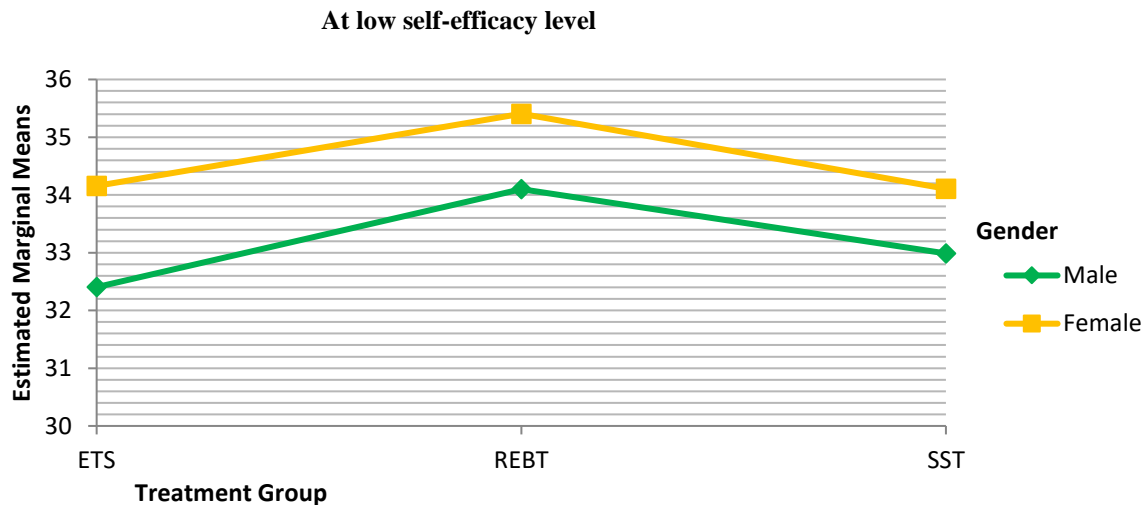
However, for participants under the SST group, the mean score of interpersonal relationship for male participants with low self-efficacy level was 32.988 with a standard error of 2.049, while the mean score of 33.009 and a standard error of 2.448 were revealed for male participants with high self-efficacy level. For the female participants, the mean score for those with low self-efficacy level was 34.107 and the standard error was 2.533, while those with high self-efficacy level have a mean interpersonal relationship score of 33.874 and a standard error of 2.311.

The main results in Table 1 revealed that a significant 3-way interaction effects of gender, treatment and self-efficacy level existed in

participants' interpersonal relationship ( $F_{(2,212)} = 3.939$ ;  $p = .041$ ). The null hypothesis which suggests that there is no significant gender and self-efficacy difference in the effect of Enhanced Thinking Skills, Rational Emotive Behaviour Therapy and Social Skills on participants' level

of interpersonal relationship was rejected by the findings of this study. The findings imply that gender and self-efficacy levels of participants will combine to interact with the treatment to affect participants' interpersonal relationship.

The mean plots (Figures 1 to 6) of the findings are graphically illustrated below.



**Figure 1:** Mean Plot of Interpersonal Relationship Level of Male and Female Participants from low Self-efficacy level showing the Influence of Gender on Treatment Groups

The mean plot in figure 1 above showed that there is interaction between gender, treatment and low self-efficacy level. Female participants with low self-efficacy level in the ETS had higher interpersonal relationship score (34.159) than male participants from the same group (32.404). Also, at the REBT group, female participants from low self-efficacy level had higher interpersonal relationship score (35.406) than the

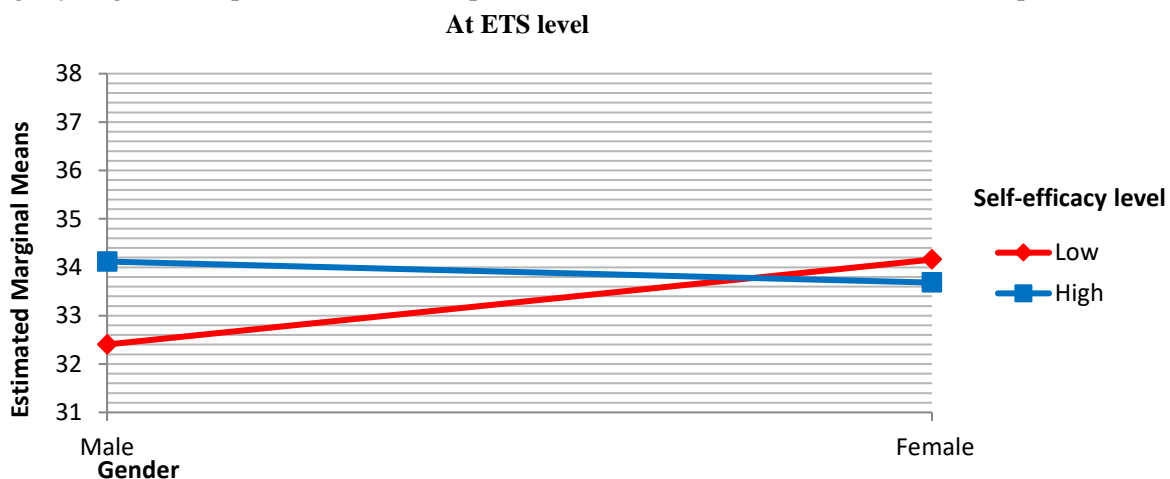
male participants (34.100). Again, at the SST, the female participants with low self-efficacy level had higher interpersonal relationship score (34.107) than the male participants in the same group (32.988). The findings imply that the three treatments will foster interpersonal relationship level of female participants with low self-efficacy level better than their male counterpart.



**Figure 2:** Mean plot interpersonal relationship level of participants with high self-efficacy level showing the influence of gender on treatment groups.

The mean plot in figure 2 indicated that under the ETS groups, male participants with high self-efficacy level had slightly higher interpersonal relationship score (33.683) than the female participants in the same group (34.118). At the REBT group, the female participants with high self-efficacy level however had higher interpersonal relationship scores (36.779) than the male participants under the same group (34.509). Also, the female participants with high self-efficacy level under the SST group had slightly higher interpersonal relationship score

(33.874) than the male participants under the same group (33.009). This implies that while REBT and ETS would foster the interpersonal relationship level of participants with high self-efficacy better than SST; the REBT technique however, would improve the interpersonal relationship of participants with high self-efficacy better than either of the two techniques. Of all the three treatments, REBT technique would improve interpersonal relationship level of female participants with high self-efficacy level better than ETS or SST technique.



**Figure 3:** Mean Plot of interpersonal relationship of participants with low and high self-efficacy level under the ETS treatment group showing the influence of self-efficacy on gender



The mean plot in Figure 3 revealed that in the ETS treatment group, male participants with high self-efficacy level had higher interpersonal relationship scores (34.118) than those with low self-efficacy level (32.404). On the contrary, the

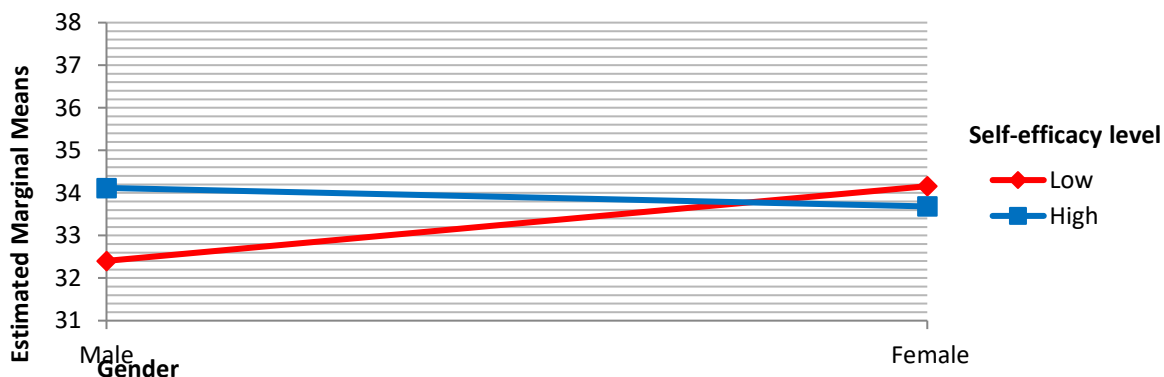
female participants with low self-efficacy level had slightly higher interpersonal relationship scores (34.159) than those with high self-efficacy level (33.683).



**Figure 4:** Mean Plot of interpersonal relationship of participants with low and high self-efficacy level under the SST treatment group showing the influence of self-efficacy level on gender

The mean plot (Figure 4) showed that in the REBT group, male participants with high self-efficacy had higher interpersonal relationship scores (34.509) than those with low self-efficacy

level (34.100). However, the female participants with high self-efficacy level had higher scores (36.779) than those with low self-efficacy level (35.406).



**Figure 5:** Mean Plot of interpersonal relationship of participants with low and high self-efficacy level under the SST treatment group showing the influence of self-efficacy on gender

The mean plot in Figure 5 indicated that under the SST treatment group, the male participants with high self-efficacy level had slight higher interpersonal relationship scores (33.009) than those with low self-efficacy level (32.988). Although the margin was smaller, female participants with low self-efficacy level also had slight higher interpersonal relationship scores (34.107) than those with high self-efficacy level (33.874).

#### 4. Discussion

The outcome of the hypothesis that “there is no significant difference in the effect of Enhanced Thinking Skills, Rational Emotive Behaviour Therapy and Social Skills on participants’ level of interpersonal relationship revealed a significant effect of the three treatment package on participants’ level of interpersonal relationship. This result establishes the mutual importance of the independent variables in exerting influence on the criterion variable. This finding is a further confirmation of the fact that positive and mutual-beneficial relationship requires a set of skills specific to social competence and relational assertiveness.

The finding also corroborates the report that social interactions are an integral part of individuals’ daily lives (Ayodele et al., 2017). This study also lend credence to the findings of Akindele-Oscar et al., (2019); Azeez, (2007); Watson, Clark, McLintyre and Hamaker, (1992) that social interactions bring about control mutuality, trust, relational satisfaction and relational commitment.

There is no doubt in the fact that the positive change revealed in the post-test scores of participants was as a result of the 8 week period of teaching specific skills in the various domains of the three treatments (ETS, REBT, and SST) used for the study. Results which show the pairwise comparison indicating the source and direction of the difference in the treatments’ effect on participants’ level of interpersonal relationship is quite revealing and interesting, because one would have expected SST to be more potent than others. While a significant difference exist in the level of interpersonal relationship of

participants exposed to ETS and those exposed to REBT and those participants exposed to REBT and SST, no significant difference exist in the level of interpersonal relationship between participants exposed to ETS and SST.

In a way, this finding is in the expected direction in the sense that REBT, as expected, enhanced the interpersonal relationship of participants better than either ETS or SST. The reason for this is not far-fetched; REBT technique is a form of Cognitive Behavioural Therapy (CBT) which focuses on how irrational thoughts affect people to the extent of causing detrimental effects and how these thoughts act as barriers to a happy self-fulfilling life. This finding corroborated the results of earlier work that found REBT based on its tenets as therapeutic tool that can alter anxiety associated with text or examinations (Egbochuku et al., 2008), interpersonal encounters (Ayodele, 2015; Nwosu, 2011) and relational problem (Ayodele, 2020).

On the moderating effect of gender and self-efficacy on the three therapeutic packages in fostering adolescents’ inter-personal relationship, results revealed that a significant 3-way interaction effect of gender and self-efficacy on how REBT, ETS and SST affect participants’ level of interpersonal relationship. The result is in consonance with the previous study that found that gender alone has no effect on human accomplishment but acts in conjunction with other variables to influence behaviour (Akindele-Oscar, 2006; Ayodele, 2020, Azeez, 2007; Ogunyemi, 2005).

The results of this hypothesis revealed that female participants with low self-efficacy level in all the three treatment groups (ETS, REBT, and SST) had higher interpersonal relationship score than the male participants from the same low self-efficacy level. Also, at high self-efficacy level, REBT and SST fostered the interpersonal relationship level of female participants better than the male participants, while ETS fostered that of the male better. In all, the study revealed that all the treatment packages favours the female participants better compared to their male counterparts. The finding supported the earlier findings Adebusuyi (2018) that female students surpassed male students in their ability to use some of the self-regulated strategies, such

as, rehearsal, organization, meta-cognition, time management skills, elaboration and effort based on their self-efficacy level. Also, Chyung (2007) stated that female students improved their self-efficacy significantly more and scored significantly higher on the final examination than male students. On the other hand, this finding contradicts the report of Dona et.al. (2002) that found the superiority of males with regard to self-efficacy as compared to females in various cultures.

## 5. Conclusion

The findings of the study had clearly revealed that ETS, REBT and SST were veritable and effective tools in fostering adolescents' level of interpersonal relationship. The implication of this, therefore, is that if deliberate and concerted efforts are made regularly by organizing training programmes of similar contents in schools, it will encourage effective social interactions that are necessary for emotional and behavioral adjustment, and successful functioning in all organizations (home, school, work, and social settings).

As a result of this investigation and review of the literature, several recommendations are encouraged. Understanding how REBT, SST, and ETS influence attitudes, feelings and behaviors can help practitioners provide the best quality of services for those who seek help. Practicing guidance counsellors should take every opportunity to utilize as many strength-based approaches as available when working with individuals who seek professional help.

Qualitative research may be useful in the field of education, in schools and classrooms, to better understand the effects of adolescents' interpersonal and intrapersonal relationship on their experiences, peers, family, and the nation at large. The use of focus groups may be helpful in collecting data on adolescents' thoughts and emotions. Classroom observations would also allow researchers to assess the helpful and unhelpful behaviors of students. Adolescents could also be interviewed as a way to gather their perceptions on their behaviors and emotions.

## 6. Limitations

This study is limited to data collected in three public secondary schools in Sagamu LGA of Ogun State, Nigeria, using senior secondary school students. Also, this is quantitative research and data collected are limited to a particular place.

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