THE INTERACTIVE INFLUENCE OF CLASS ON SELF-EFFICACY, EMOTIONAL INTELLIGENCE AND ACHIEVEMENT MOTIVATION AS PREDICTORS OF IMPULSIVE BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS' IN NIGERIA

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ABSTRACT

This study investigated the interactive influence of class on self-efficacy, emotional intelligence and achievement motivation as predictors of impulsive behaviour among secondary school students in Nigeria. This study employed the descriptive research design of ex-post facto type. Three hundred participants selected through the multi-stage stratified random sampling technique, were used for the study. Four main instruments were used in collecting data, they are: General Self-efficacy Scale (GSES), Emotional Intelligence Scale (EIS), Academic Achievement Motivation Scale (AAMS), and Impulsive Behaviour Scale (IBS). The data collected were analyzed using Pearson Product Moment Correlation Coefficient and Multiple Regression Analysis. The results indicated that all the predictor variables (self-efficacy, emotional intelligence and achievement motivation) significantly combined to predict students' impulsive behaviour based on class (Senior and Junior Classes). Also, results revealed that all the predictor variables were good predictors of students' impulsive behaviour. Also, all the predictor variables accounted for 10.8% variability of the senior students' impulsive behaviour ($R = .223$; $R^2 = .171$; Adj. $R^2 = .108$; $F_{(5,401)} = 9.524$; $p <.05$). The results revealed the strength of causation of the predictor variables on the criterion variable. The most potent predictor of students' impulsive behaviour based on class among the predictor variables of the study is emotional intelligence (JSS: $\beta = .301$; $t = 4.071$; $p < .05$; SSS: $\beta = .174$; $t = 3.019$; $p < .05$). Self-efficacy was the next potent factor (JSS: $\beta= .209$; $t = 2.888$; $p <.05$; SSS: $\beta= .131$; $t = 2.371$; $p <.05$), lastly by achievement motivation (JSS: $\beta= .155$; $t = 1.972$; $p <.05$; SSS: $\beta= .112$; $t = 2.017$; $p <.05$). Based on the findings, it was recommended among others that the psychologist, social workers and those who are interested in the wellbeing of the students should take into consideration the class of a student's before using the independent variables before assisting the impulsive students.

Keywords: Emotional Intelligence, Self-Efficacy, Academic Motivation, class, impulsive behavior.