

Effect of Rational Emotive Behaviours Therapy on Anti-social Behaviours and Self-esteem of Motor Vehicle Mechanic Work Students of Technical College in Northern, Nigeria

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Key words: Rational emotive behaviours therapy, anti-social behaviours, self-esteem, motor vehicle mechanic work

Abstract: The study was adopted a correlation research design. The study was to determine the effect of rational emotive behaviors therapy on anti-social behaviours and self-esteem of motor vehicle mechanic work students of technical college in Northern, Nigeria. Technical colleges accredited by National Board for Technical Education (NBTE) that offer motor vehicle mechanic work. Population for the study is 233 students (NTC II). The entire population of motor vehicle mechanic work students was studied due to the manageable size of the population. Therefore, no sampling was made. Rational Emotive Behaviours Therapy on Anti-Social Behaviours, Academic Performance and Self-Esteem Questionnaire (REBTABAPSEQ) was used for data collection. To ascertain the appropriateness of the instrument, five experts validated the instrument, two from the Department of Industrial Technical Education, University of Nigeria, Nsukka and one expert from the Department of Measurement and Evaluation, Federal University of Technology Minna, one from Psychology Department and one from Education Psychology, University of Nigeria, Nsukka. To establish the reliability of the instrument, a preliminary study will be conducted on 50 of Motor Vehicle Mechanic Work students of Government Technical College in Bukuru, Plateau state which is outside the study area, have similar features to the studied college and are NBTE accredited. The instrument was administered by six research assistants. The data collected was analyzed using Point-Bi-Serial Correlation. The null hypotheses were tested using multiple regressions and ANOVA. Recommendation: the results of this study showed that REBT were effective in reducing anti-social behaviour and it's also the Government should try to encourage the training of more counselors to teach courses relating to anti-social behaviours at Technical colleges in order to reduce the problem of examination malpractice that the motor vehicle mechanic students are experiencing today.

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Page No.: 1-7

Volume: 17, Issue 1, 2022

ISSN: 1816-949x

Journal of Engineering and Applied Sciences

Copy Right: Medwell Publications

INTRODUCTION

Motor Vehicle Mechanic Work (MVMW) is one of the trade subject offered at the Technical College level in Nigeria whose main objective is to equip students with the necessary basic knowledge, skills and relative attitude to self-reliance. According to Doyin MVM is a vocational education program, which is aimed at preparing one for a specific occupation. Vocational programs are generally designed to prepare individuals for a gainful self employment as semi-skilled or skilled worker or technicians or sub-professional levels or for enrolment in advanced technical education program^[1]. Motor vehicle mechanics work at Technical College level consists of three components/subjects that needed rational emotional balances group as follows: Service station mechanics work, Engine maintenance and refurbishing and Auto electricity. The program of MVM work in Nigeria Technical Colleges is designed to produce competent motor vehicle craftsmen for Nigeria Technical and industrial development^[2]. Therefore, teachers teaching MVMW at Technical College level must acquire the right skills to impart to the learners in order for them to acquire self esteem and the right skills for gainful employment. According to Abdulkadir and Olaitan^[3] who stated that teachers teaching MVM work should equip the technical students not only with necessary theoretical knowledge and practical skills but also with socially and emotional behaviors that will enable them develop rational sense to secure paid employment, be able to set up their workshops and be self-employed and even employ others. Rational is the sense that based on the fact or the emotional abilities to behave and thinks logically. Rational refers to a decision-making process that is based on making choices that result in the optimal level of benefit or utility for an individual behaviour. stated that rational behaviour implies that individuals rationally take actions that benefit them versus actions that are harmful to them, neutral or as a therapy. Rational is a form of therapy that involves facing the rationality of some individuals' negative feelings. Therefore, therapy is a nonmedical or surgical therapy that relies on honesty from the therapist to help a person recognize and challenge irrational thoughts and act differently as a result at behavioural changing emotion.

Emotive Behaviours is characterized by the therapist's communication (often highly dramatic) to the patient of the distortions in his/her thinking. According to the improvement and change of name was done to emphasize the fact that, it has always been cognitive, emotive and behavioural. Emotive Behaviours is a method of solving emotional problems as a technique whereby the clients are helped to maximize their self actualizing tendencies and encouraging them to assume responsibility for their own lives to become sensibly, self-interested and self directing as a therapy not with use of drugs. Behaviour Therapy is an approach of therapy that

employs a wide variety of cognitive, behavioural and emotive technique. stated that the Emotive Behaviour is essence to rational thinking that lead to more effective living but meaningful cognitive change is unlikely unless clients are prepared to replace faulty thinking and behave differently to emotive behaviors.

Emotive behaviour refers to the degree to which individuals are able to control their emotions. Emotive behaviour includes discovery of one's self-worth and the detection of potential weak areas that needs to improve self-orientation. Self-oriented perspective focused on the promotion of wellbeing and mental health which allows the individuals to work on their self-satisfaction and self-worth by controlling their emotional responses to various situations of the environment, in which individual live through the development of positive attitude. Therefore, the principles of prevention, promotion and intervention which emphasize implementing best mental health promotion practices and ultimately high self-worth that control individual behaviors in motor vehicle mechanic work are Rational Emotive Behaviour Therapy^[4].

Emotive behaviour control is the ultimate practice that generates solutions to the underlying behavioural problems faced by individuals as an intervention. Interventions in individuals are unable to resolve mental problems and fulfill the needs of self-satisfaction and confidences until individual adopt a significant behaviour which has impact on an individual's self-esteem and values. Emotive behavior leads towards consistency in perceiving high self-value and capacity to perform and targeted towards solutions of the existing issues like low self-esteem and academic performance in metal health. Emotive behaviour is an approach based on mental health-driven practices to explore and control the existing potentials and strengths among individuals for the enhancement of self-esteem and social behaviour (Eweniyi; Adeoye; Raheem; and Anwanane^[5]). Social behavior is defined as interactions among individuals, normally within the same species, that are usually beneficial to collective or individuals.

Social behavior is behavior among two or more organisms within the same species and encompasses any behavior in which one member affects the other. This is due to an interaction among those members. Social behavior can be seen as similar to an exchange of goods, with the expectation that when you give, you will receive the same. Nuer, further explain the social behavior can be affected by both the qualities of the individual and the environmental (situational) factors. Therefore, social behavior arises as a result of an interaction between the two the organism and its environment. This means that, in regards to humans, social behavior can be determined by both the individual characteristics of the person and the situation they are in Fortin^[6].

Antisocial behaviour refers to actions that violate social norms in ways that reflect disregard for others or that reflect the violation of others' rights. Antisocial

behavior is usually understood to be behavior that violates social norms and harms the rights of others^[7]. Anti-social behaviors, according to Salim^[8] refer to actions that harm or lack consideration for the well-being of others. Antisocial behavior is expressed as behaviors resulting from an individual's inability to respect the rights of others^[6]. According to Farringsston^[9] antisocial behavior in childhood are categorized to behavioral disorders, impulsiveness, stealing, vandalism, physical and psychological aggression, bullying, running away from home and truant. In this study, antisocial behaviors refer to a set of behaviors which is against any established rules or any social behaviours as it relates to MVMW students. Self-esteem is based on individual opinions and beliefs about themselves, which sometimes feel really difficult to change. Self-esteem is a central construct in clinical, developmental, personality and social psychology. Abdel-Khalek^[10] one of the pioneers in this domain, stated that self-esteem refers to an individual overall positive evaluation to the self. In a similar vein, stated that self-esteem refers to individual's perception or subjective appraisal of one's own self-worth, one's feelings of self-respect and self-confidence and the extent to which the individual holds positive or negative views about self. Abdel-Khalek^[11] stated that the self-esteem is related to personal beliefs about skills, abilities, and social relationships. Self-esteem defines a global barometer of self-evaluation involving cognitive appraisals about general self-worth and affective experiences of the self that are linked to these global appraisals^[12]. Wang and Ollendick stated that self-esteem involves an evaluation of oneself followed by an emotional reaction towards oneself. The evaluative and affective elements are present in all extant definitions and theories of self-esteem.

Unfortunately, MVMW students lack trained and motivation that can contribute effectively to the development of the country. Anti-social Behaviour turns out to be their problems which increase their problems. The Anti-social Behaviour has affected academic performance and self esteem of MVMW students. Also, chief examiners reports based on the review of the National Business and Technical Examination Board (NABTEB) and Joint Admission and Matriculation Examination Board (JAMB) results for five years 2015-2020, lamented the overall poor results in Technical Colleges. It's against this background that the researcher wants to evaluate the effectiveness of Rational Emotive Behavior Therapy on Motor Vehicle Mechanic Work students of technical colleges in North East, Nigeria. Also, the researcher consider the importance of adjustment in the treatment and prevention of delinquency and mental disorders in adolescents as well as the emphasis of Ellis's Rational Emotive Behavior Therapy on Anti-Social Behaviors and Self-Esteem of Motor Vehicle Mechanic Work Students of Technical College.

RESULTS AND DISCUSSIONS

Motor Vehicle Mechanic work programme enable learners to test, diagnose, service and repair any fault relating to conventional motor vehicle main assembly units and system to the manufacturers specification. And also the programme of Motor Vehicle Mechanic work equip the Technical students with necessary theoretical knowledge and practical skills that will enable them develop rational sense to secure paid employment, be able to set up their workshops and be self-employed and even employ others.

In spite of the huge investment by the successive Nigeria government on Technical Colleges programme aimed at improving the image and social behaviors of Technical College students the students in Motor Vehicle Mechanic Work in North East Technical College has never been encouraging due to spread of ill drug used by students. Consequently, most of the student could not pass the NABTEB examination and are not gainfully employed after graduation which leads them into negative and antisocial behaviors in the environment. The prevalent high rate of unemployment among Technical College auto mechanics graduates, no doubt, defeats the very fundamental objective of acquisition of skills for self-esteem emphasized in the National Policy on Education. Some researchers have attributed the poor student's performance in Technical trades such as auto mechanics which involve workshop practice to antisocial behaviors. This is rest on the premise that by virtue of antisocial behaviors and poor self-esteem students tends to be less interested in learning Technical trades and therefore performs poorly in the trades. In addition, Federal Ministry of Education (FME) (2000) has observed that poor quality of teaching accounts for poor student's performance in the main trades such as auto mechanics technology in the technical colleges.

National Business and Technical Examination Board (NABTEB) observed that poor or inappropriate teaching methods employed by teachers to teach MVMW students is one of the probable cause of high failure of students. Obviously, the adoption of students only teacher-centre instructions of teaching by the teacher results into ineffective use of varieties of instructional methods such as rational emotive behaviors therapy techniques which are capable of supporting instruction with voice, image and animation to naturally increase students commitment and involvement in learning and also lead to improved interest, performance, antisocial behaviors of technical students. This study therefore sorts to investigate the effects of REBT on Anti-Social Behaviours and Self-Esteem of Motor Vehicle Mechanic Work Students of Technical College in North East Nigeria.

Purpose of the study: The major purpose of this study is to determine the Effect of Rational Emotive Behaviors Therapy on Anti-Social Behaviours and Self-Esteem of Motor Vehicle Mechanic Work Students of Technical College in Northern, Nigeria. Specifically, the study will determine the effect of:

- Rational emotive behaviors therapy on anti-social behaviors of motor vehicle mechanic work students of Technical College in Northern, Nigeria
- Rational emotive behaviors therapy on self-esteem of motor vehicle mechanic work students of Technical College in Northern, Nigeria
- rational emotive behaviors therapy on anti-social behaviors and self-esteem of motor vehicle mechanic work students of Technical College in Northern, Nigeria

Research questions: The following research questions will guide the study:

- What are the Effects of rational emotive behaviors therapy on anti-social behaviors of motor vehicle mechanic work students of Technical College in Northern, Nigeria?
- What are the effects of rational emotive behaviors therapy on self-esteem of motor vehicle mechanic work students of Technical College in Northern, Nigeria?
- What are the rational emotive behaviors therapy on anti-social behaviors and self-esteem of motor vehicle mechanic work students of Technical College in Northern, Nigeria?

Hypotheses: The following null hypotheses formulated to guide the study will be tested at 0.05 level of significance.

- There is no significant difference between the mean response scores of those students treated with Rational Emotive Behaviors Therapy and those without intervention on Anti-Social Behaviors of Motor Vehicle Mechanic Work Students of Technical College in Northern, Nigeria
- There is no significant difference between the mean response scores of those students treated with Rational Emotive Behaviors Therapy and those without intervention on self-esteem of Motor Vehicle Mechanic Work Students of Technical College in Northern, Nigeria
- There is no significant difference between the mean response scores of those students treated with Rational Emotive Behaviors Therapy and those without intervention on Anti-Social Behaviors and self-esteem of Motor Vehicle Mechanic Work Students of Technical College in Northern, Nigeria

The study was adopted a correlational research design. The study was carried out in Northern, Nigerian Technical Colleges accredited by National Board for Technical Education (NBTE) that offer Motor Vehicle Mechanic Work. Population for the study is 233 students (NTC II). The entire population of Motor Vehicle Mechanic Work students was studied due to the manageable size of the population. No sampling. Rational Emotive Behaviours Therapy on Anti-Social Behaviours, Academic Performance and Self-Esteem Questionnaire (REBTABAPSEQ) was used for data collection for need assessment. To ascertain the appropriateness of the instrument, five experts was validate the instrument, two from the Department of Industrial Technical Education, University of Nigeria, Nsukka and one expert from the Department of Measurement and Evaluation, Federal University of Technology Minna, one from Psychology Department and one from Education Psychology, University of Nigeria, Nsukka. To establish the reliability of the instrument, a preliminary study will be conducted on 50 of Motor Vehicle Mechanic Work students of Government Technical College in Bukuru Plateau state which is outside the study area, have similar features to the studied college and are NBTE accredited. The instrument was administered by six research assistants. The data collected was analyzed using Point-Bi-Serial Correlation. The null hypotheses were tested using ANOVA.

RESULTS AND DISCUSSION

Research question one: What are the effects of Rational Emotive Behaviors Therapy on Anti-Social Behaviors of Motor Vehicle Mechanic Work Students of Technical College in Northern, Nigeria?

After shown a weak relationship between Rational Emotive Behaviors Therapy and Anti-Social Behaviors of Motor Vehicle Mechanic Work Students of Technical Colleges with $R =$ value of 0.232. Table 1 depicted that the coefficient of determination R square (R^2) is 0.054. This implied that 23.2% of variance in the predictors anti-social behaviours and Rational Emotive Behaviors Therapy of Motor Vehicle Mechanic Work Students of Technical College in Northern, Nigeria.

A corresponding hypothesis to further and guide this research question one is:

Hypothesis one: There is no significant difference between the mean response scores of those students treated with Rational Emotive Behaviors Therapy and

Table 1: Linear regression summary of the relationship between rational emotive behaviors therapy and anti-social behaviors of motor vehicle mechanic work students of technical college in Northern, Nigeria

Model	R	R ²	Adjusted R ²	Std. error of the estimate
1	0.232 ^a	0.054	0.050	7.25909

^a: Predictors: (Constant), antisocial behaviours

those without intervention on Anti-Social Behaviors of Motor Vehicle Mechanic Work Students of Technical College in Northern, Nigeria

Data presented in Table 2 showed that predictor (Constant), Anti-social behaviours are significant related to Rational Emotive Behaviors Therapy of Motor Vehicle Mechanic Work Students of Technical Colleges in Northern, Nigeria. This is shown by the f-value 13.125, $p = 0.000$ and therefore significant at 0.05 level. Thus, null hypothesis which stated that there is no significant difference between the mean response scores of those students treated with Rational Emotive Behaviors Therapy and those without intervention on Anti-Social Behaviors of Motor Vehicle Mechanic Work Students of Technical College in Northern, Nigeria is rejected.

Additionally, data in 3 indicated that the t-values ($t = 15.382$, $p = 0.000$) is significant at 0.05 level of significance. This indicated further that there is a significant relationship between Rational Emotive Behaviors Therapy (REBTH) and predictors (Constant), Anti-social behaviours of Motor Vehicle Mechanic Work Students of Technical Colleges in Northern, Nigeria. Table 3 showed the predictive influential index (beta value) of .232 which implied that the predictors had very negligible 23.2% contribution to change in Rational Emotive Behaviors Therapy (REBTH) of Technical Colleges in Northern, Nigeria.

Research question two: What are the effects of Rational Emotive Behaviors Therapy on Self-esteem of Motor Vehicle Mechanic Work Students of Technical College in Northern, Nigeria?

After shown a very weak relationship between Rational Emotive Behaviors Therapy and self-esteem of Motor Vehicle Mechanic Work Students of Technical Colleges with $R =$ value of .136. Table 4 depicted that the coefficient of determination R^2 square (R^2) is .018. This

implied that 01.8% of variance in the predictor's self-esteem and Rational Emotive Behaviors Therapy of Motor Vehicle Mechanic Work Students of Technical College in Northern, Nigeria.

A corresponding hypothesis to further and guide this research question two is:

Hypothesis two: There is no significant difference between the mean response scores of those students treated with Rational Emotive Behaviors Therapy and those without intervention on Self-esteem of Motor Vehicle Mechanic Work Students of Technical College in Northern, Nigeria

Data presented in Table 5 showed that predictor (Constant), Self-esteem are significant related to Rational Emotive Behaviors Therapy of Motor Vehicle Mechanic Work Students of Technical Colleges in Northern, Nigeria. This is shown by the f-value 4.354, $p = 0.038$ and therefore significant at 0.05 level. Thus, null hypothesis which stated that there is no significant difference between the mean response scores of those students treated with Rational Emotive Behaviors Therapy and those without intervention on Self-esteem of Motor Vehicle Mechanic Work Students of Technical College in Northern, Nigeria is rejected.

Additionally, data in Table 6 indicated that the t-values ($t = 18.973$, $p = 0.000$) is significant at 0.05 level of significance. This indicated further that there is a

Table 2: One-way ANOVA summary of relationship between rational emotive behaviors therapy and anti-social behaviors of motor vehicle mechanic work students of technical colleges in Northern, Nigeria

Model 1	Sum of squares	df	Mean square	F	Sig.
Regression	691.603	1	691.603	13.125	0.000 ^b
Residual	12172.405	231	52.694		
Total	12864.009	232			

^a: Dependent Variable: REBTH, ^b: Predictors: (Constant), ANTISOCIAL

Table 3: T-test summary of relationship between Rational Emotive Behaviors Therapy (REBTH) and predictors (Constant), anti-social behaviours of motor vehicle mechanic work students of technical colleges in Northern, Nigeria

Model 1	Unstandardized coefficients		Standardized coefficients		Sig.
	B	Std. Error	Beta	t	
Constant	54.700	3.556		15.382	0.000
Antisocial	0.202	0.056	0.232	3.623	0.000

Table 4: Linear regression summary of the relationship between rational emotive behaviors therapy and self-esteem of motor vehicle mechanic work students of technical college in Northern, Nigeria

Model	R	R ²	Adjusted R ²	Std. error of the estimate
1	0.136 ^a	0.018	0.014	7.39312

^a: Predictors: (Constant), SELFESTEEM

Table 5: One-way ANOVA summary of relationship between rational emotive behaviors therapy and self-esteem of motor vehicle mechanic work students of technical colleges in Northern, Nigeria

Model 1	Sum of squares	df	Mean square	F	Sig.
Regression	237.959	1	237.959	4.354	0.038 ^b
Residual	12626.049	231	54.658		
Total	12864.009	232			

^a: Dependent variable: REBTH, ^b: Predictors: (Constant), SELFESTEEM

significant relationship between Rational Emotive Behaviors Therapy (REBTH) and predictors (Constant), Self-esteem of Motor Vehicle Mechanic Work Students of Technical Colleges in Northern, Nigeria. Table 6 showed the predictive influential index (beta value) of 0.136 which implied that the predictors had very negligible 13.6% contribution to change in Rational Emotive Behaviors Therapy (REBTH) of Technical Colleges in Northern, Nigeria.

Research question three: What are the Rational Emotive Behaviors Therapy on Anti-Social Behaviors and self-esteem of Motor Vehicle Mechanic Work Students of Technical College in Northern, Nigeria?

After shown a weak relationship between Rational Emotive Behaviors Therapy, Anti-Social Behaviors and self-esteem of Motor Vehicle Mechanic Work Students of Technical Colleges with R = value of 0.241. Table 7 depicted that the coefficient of determination R square (R^2) is 0.058. This implied that 05.8% of variance in the predictor's Anti-Social Behaviors and Self-esteem and Rational Emotive Behaviors Therapy (REBTH) of Motor Vehicle Mechanic Work Students of Technical College in Northern, Nigeria.

A corresponding hypothesis to further and guide this research question three is:

Hypothesis three: There is no significant difference between the mean response scores of those students treated with Rational Emotive Behaviors Therapy and those without intervention on Anti-Social Behaviors and self-esteem of Motor Vehicle Mechanic Work Students of Technical College in Northern, Nigeria

Data presented in Table 8 showed that predictor (Constant), Anti-Social Behaviors and Self-esteem are significant related to Rational Emotive Behaviors Therapy of Motor Vehicle Mechanic Work Students of Technical Colleges in Northern, Nigeria. This is shown by the f-value 7.118, $P = 0.001$ and therefore significant at 0.05 level. Thus, null hypothesis which stated that there is no significant difference between the mean response scores of those students treated with Rational Emotive Behaviors Therapy and those without intervention on Anti-Social Behaviors and Self-esteem of Motor Vehicle Mechanic Work Students of Technical College in Northern, Nigeria is rejected.

Additionally, data in Table 9 indicated that the t-values ($t = 12.672$, $p = 0.000$) is significant at 0.05 level of significance. This indicated further that there is a significant relationship between Rational Emotive Behaviors Therapy (REBTH) and predictors (Constant), Anti-Social Behaviors and Self-esteem of Motor Vehicle Mechanic Work Students of Technical Colleges in

Table 6: T-test summary of relationship between Rational Emotive Behaviors Therapy (REBTH) and predictors (Constant), self-esteem of motor vehicle mechanic work students of technical colleges in Northern, Nigeria

Model 1	Unstandardized coefficients		Standardized coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	60.852	3.207		18.973	0.000
Self-esteem	0.139	0.066	0.136	2.087	0.038

^a: Dependent Variable: REBTH

Table 7: Linear regression summary of the relationship between rational emotive behaviors therapy, Anti-social behaviors and self-esteem of motor vehicle mechanic work students of technical college in Northern, Nigeria

Model	R	R^2	Adjusted R^2	Std. error of the estimate	Change statistics		
					R^2 change	F change	df1
1	0.241 ^a	0.058	0.050	7.25743	0.058	7.118	2

^a: Predictors: (Constant), Antisocial, SELFESTEEM, ^b: Dependent Variable: REBTH

Table 8: One-way ANOVA summary of relationship between rational emotive behaviors therapy, anti-social behaviors and self-esteem of motor vehicle mechanic work students of technical colleges in Northern, Nigeria

Model 1	Sum of squares	Df	Mean square	F	Sig.
Regression	749.825	2	374.913	7.118	0.001 ^b
Residual	12114.183	230	52.670		
Total	12864.009	232			

^a: Dependent variable: REBTH, ^b: Predictors: (Constant), Antisocial, SELFESTEEM

Table 9: T-test summary of relationship between Rational Emotive Behaviors Therapy (REBTH) and predictors (Constant), anti-social behaviors and self-esteem of motor vehicle mechanic work students of technical colleges in Northern, Nigeria

Model 1	Unstandardized coefficients		Standardized coefficients		
	B	Std. Error	Beta	t	Sig.
Constant	52.469	4.141		12.672	0.000
SELFESTEEM	0.072	0.069	0.071	1.051	0.294
ANTISOCIAL	0.183	0.059	0.210	3.117	0.002

^a: Dependent variable: REBTH

Northern, Nigeria. Table 9 showed the predictive influential index (beta value) of 0.071- Self-esteem and 0.210- Anti-Social Behaviors which implied that the predictors had very negligible 07.1 and 21.0% contribution to change in Rational Emotive Behaviors Therapy (REBTH) of Technical Colleges in Northern, Nigeria.

CONCLUSION

The study was carried out to find the extent to which Effect of Rational Emotive Behaviours Therapy on Anti-Social Behaviours and Self-Esteem of Motor Vehicle Mechanic Work Students of Technical College in Northern, Nigeria. Furthermore, the study sought to find out the extent to which the rational emotive behavior therapy could be predicted by the related variables such as anti-social behaviours and self-esteem. Based on the results of this study, the following conclusions were made: The treatments (Rational-Emotive Behaviour, therapies used, were effective in reducing antisocial behaviours of students. Students who did not receive any treatment failed to show any improvement in their behaviours towards antisocial behaviours. The results in this study revealed that Rational-Emotive Behaviour therapy reduced students.

RECOMMENDATION

This study focused on the effect of Effect of Rational Emotive Behaviours Therapy on Anti-Social Behaviours and Self-Esteem of Motor Vehicle Mechanic Work Students of Technical College in Northern, Nigeria.

- The results of this study showed that Rational Emotive Behaviour therapies were effective in reducing anti-social behaviour in motor vehicle mechanic work students
- It is recommended that Government should try to encourage the training of more counselors to teach courses relating to anti-social behaviours at both the Technical colleges and University levels in order to reduce the problem of examination malpractice that the nation is experiencing today
- Furthermore, it is recommended that counsellors, psychologists and other professionals working in Technical college settings could create special programmes for students with anti-social, which would include a special programme or programmes for enhancing self-esteem, academic performance and unwillingness to engage in examination malpractice
- Workshops and seminars in counselling should be organized often, in order to acquaint both the teachers and the students on how to help those students who have anti-social, academic performance and self-esteem in order to improve their performance in schools

- Teachers and students should be exposed to the need and importance of being well adjusted in school while parents and the general public will also be given tasks on the same issue at seminars and at PTA meetings

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