**UNIJERPS**
Unizik Journal of Educational Research and Policy Studies VOL.19 (3);
***January-June, 2025*** https://unijerps.org
***2023 Impact Factor:*** **6.834;** 2022 ***Impact Factor***: 5.156; ***2021 Impact Factor: 5.641;***
***2020 Impact Factor: 5.355.*** *Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363*

# EFFECT OF COGNITIVE RESTRUCTURING TECHNIQUE (CRT) ON SOCIAL WITHDRAWAL BEHAVIOUR OF ADOLESCENTS BASED ON PERSONALITY TYPE

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## ABSTRACT

*The study investigated the Effect of Cognitive Restructuring Technique (CRT) on Social Withdrawal Behaviour of Adolescents based on Personality Type. Two specific purposes with two research questions and two hypotheses guided the study. The study adopted quasi-experimental research design. Infinite population was adopted for the study. The sample size for the study was 56 senior secondary I and II (SS I and SS II) adolescents from four co-educational public secondary schools obtained through multistage sampling technique. The sample size of 56 adolescents was drawn from those who possess the characteristic of social withdrawal. The study sample was randomly assigned into two groups. The first one was experimental group which comprised 30 adolescents (males: 16 and females: 14) from two secondary schools that received treatment. The second group was the control group that consisted of 26 adolescents, (males: 8 and females: 18) from the other two secondary schools that were not exposed to treatment. The instrument for the data collection was adapted Social Withdrawal Identification Scale (SWIS) by Oladipo, Erhabor and Idemedia (2014). The reliability of the instrument was determined through Cronbach Alpha statistic which yielded the coefficient index of 0.89. The findings of the study revealed the positive effects of the treatment (CRT) on the drastic reduction observed in the social withdrawal behaviour of adolescents based on the studied personality types but favoured more of introversion personality type. The result of the study also showed that the personality types who were exposed to the treatment experienced reduction in their social withdrawal behaviour more than*

*those that were not exposed to CRT package. Based on the findings of the study, the researchers recommended that School counsellors should be properly train through workshop on how to employ Cognitive Restructuring Techniques (CRT) in adjusting social withdrawal behaviour among adolescents irrespective of their personality types using the treatment Package of this study and adolescents should avail themselves for counselling irrespective of their personality types. This will help them to make necessary changes that will sharpen their cognition to function effectively in a given situation.*

**Keywords:** Adolescents, Social Withdrawal Behavior, Personality Traits and Cognitive Restructuring Technique (CRT)

**Introduction**

The word adolescence comes from the Latin word 'adolescere' which means to grow into adulthood. It is a glorified period, making some observers to refer to it as the cult of the youth. This period is seen as a care free age of physical attractiveness, love, fun, vitality and activity. It means the end of childhood and the beginning of adulthood (Nnachi, 2021). Adolescence is a developmental stage and those that occupy the stage are referred to as Adolescents. These individuals are youths that have finished their childhood stage and are ready to move into their adulthood stage.

Adolescence starts at the age of twelve and above (Omebe & Mgboro, 2017), it starts at the time the individual is about to enter or has just entered a secondary school. The period continues till the age of twenty or twenty-one. In some countries the duration may be less or more depending on the culture and the socio-economic status. In Nigeria, adolescence is assumed to end by the age of eighteen, during which the individual is permitted to vote in a political election as well as participating in other social activities (Nnachi, 2021). Salahudeen, and Olayiwola (2020) stated that the critical developmental period of adolescents is marked by several physical psychological and social changes. The period of adolescence is a time of experimentation, exploration, curiosity, identity search and exhibiting of some personality traits.

In the words of Oni (2020: 47), "personality traits are enduring individual personality characteristics that tend to lead to certain behaviours and are fundamental building blocks of each individual behaviour and responses to issues and situations". Personality traits according to Okoiye (2018), are determinants for individual interactions during age and in different cultures. Personality is seen as a dynamic and organised set of characteristics possessed by an individual that uniquely influences his or her cognitions, emotions, motivation, and behaviour (Odoemelam & Otta, 2012). Personality is a product of socialization and a psycho-social construct comprising the content characteristics of human behaviour and individuals. Personality is the dynamic organisation within the individual of close psychophysical systems that determine his characteristics behaviour and thoughts. (Allport in Mcleod, 2023). It is also the characteristics of blends or characteristics that make a person unique (Weinbers & Gould cited in Mcleod, 2023).

The researchers observe that various scholars employed different ways to classify the personality trait. One of such classification is the Big Five Factor Model by Costa and Mccrae, 2013. These include: Openness to new experience versus closed-mindedness, Conscientiousness versus Irresponsibility, Extraversion versus Introversion, Agreeableness versus antagonism, and Neuroticism versus emotional stability (Begum, Manjunatha, Abdul, Nadiya, & Santhosh, Cited in Mcleod 2023). Mcleod (2023) assumes that behaviour is determined by relatively stable traits, the fundamental traits of one's personality predispose adolescents to act in certain dimension not minding the situation. This implies that traits operate on regular bases irrespective of the situations at any other time, but may differ among different adolescents. In his own view, Eysenck cited in Mcleod (2023) categorizes personality traits into three namely, Extraversion/introversion, Neuroticism/stability and psychoticism/normality. Under the above three categorization of personality trait, positive and negative trait exist. The positive personality trait include, the extroversion, stability and normality, while the negative personality trait include introversion, neuroticism and psychoticism on which this study will be focused. This negative aspect of personality trait was used as one of the moderator's variable in this study.

Extroverts are sociable and develop strong desire for social activities, changes, motivations and are action-oriented. Adolescents who are extroverts appears willing to be with others, hence encouraging social interaction. On the other hand, introverts are the opposite. They prefer being quiet and reserved in school. Adolescents expressing this form of scale withdraw easily from social setting (Mcleod, 2023). Neuroticism according to Tambuwal (2019) refers to emotional instability and negativity or maladjustment in contrast to emotional stability and positivity or good adjustments. Moreover, Neuroticism referred to the likelihood of experiencing negative emotions; sadness, hopelessness and anger. These characteristics of neuroticism are also traceable to low self-esteem, irrational beliefs and pessimistic attitude. This type of personality can impede the maximum functioning of an in-school adolescent (Costa & McCrae, 2013). Adolescents who are high in neuroticism will be much more unstable, procrastinate, tend to overreact to stimuli and maybe worry about them, develop anger or fear. These characteristics may lead to social withdrawal easily. In another development, psychoticism trait dimension is characterized by lack of empathy, being cruel, experiencing increased loneliness, aggressive and troublesome. This may not give room for adolescents to associate with others, like normality who is interested especially in drawing or coming nearer to others (Mcleod, 2023).

Personality traits seem to have an important role in choosing opportunities for connection. Trofimova (2016) affirms that personality trait levels may predict relationship quality especially among adolescents. Each adolescent may have specific attitude and desire towards various aspect of life based on their personality traits. Personality traits in this study refer to an attribute of an individual that illustrate

the way the individual feel, and react to circumstances regularly. Although, there are various key factors of personality traits as identified in this study and there are numerous other specialized personality traits within the field. But this present study is only interested in the following types of personality traits: introversion, neuroticism and psychoticism.

Presently, the researchers observe that some adolescents especially in Ebonyi State seem to admire companies of others while others appear to disengage themselves from group interaction. They seem to absent themselves and fail to get involved in such activities like discussion in class, field trips, and group assignment with their colleagues. In the pursuit of their goals, they seem not to seek opinion of others or share their experiences with others. Consequently, they seem to suffer from feelings of failure, unhappiness, worry, loneliness, lack the desire and confidence to interact publicly. Perhaps, they also experience problem of adjusting to the expectation of the class. This may give room for expression of personality disposition that could be harmful to self, group and society. Such disposition could be dissatisfaction, poor attendance to classes or game activities, poor relationship in the school and lack of collaborative work. Some adolescents involve in some risk-taking behaviour like abuse of drugs, sexual activities and social withdrawal. As noted by Stenseng, Tingstand, Wichstrom and Skalicka (2022) social withdrawal is rooted in various causes ranging from a volitional drive for solitude to pacifying social inhibition. Other factors that contribute to social withdrawal are low self-esteem, shame, sadness, vulnerability, anger and personality traits (Dexter, 2022).

Adms cited in Ncheke, *et al* (2020) affirms that social withdrawal is the act of withdrawing from society in general. In such developmental disorder, there is usually not much interaction with other classmates.

Three main forms of observed social withdrawal have been identified in literature Namely: Solitary-passive, Solitary-active and Reticence withdrawal, (Oladipo, Erhabor & Idemudia, 2014). The common denominator among these different types of solitude is that they occur when the individual is among peers. First, Solitary-passive behavior involves object exploration and constructive activity while playing at a distance from others. Such behaviours appear to indicate a lack of motivation to either approach or avoid others, and seem not to be associated with psychological maladjustment in early childhood (Rubin, Coplan, Fox, & Calkins, 2014). Second, solitary-active behavior involves repeated sensorimotor actions with or without objects, and solitary dramatizing. Althoug infrequent, this behabiour has been associated with impulsivity and aggression. Third, reticence withdrawal is characterized by the frequent production of on-looking and unoccupied behaviours. While reticent individuals may desire peer interaction, thoughts of social approach elicit anxiety and/or fear and cause the avoidance of interaction. Reticence has been related to overt indicators of anxiety, poor performance on cooperative group tasks, and in inability to regulate negative emotions (Coplan 2014, Oladipo, Erhabor & Idemudia, 2014).

The evidence suggesting that a high number of adolescents are withdrawn regardless of the problem associated with it abounds in literature, (Okojie, Egbo & Adah, 2017). Adali cited in Ncheke *et al* (2020) note that adolescents who withdraw from social activities at early stage of their secondary school experience frustration, inferiority complex, low self-confidence, anxiety and panic attacks. Social withdrawal of adolescents is a negative and unrealistic behaviour, this implies that if the in-school adolescent receives treatment using the principles of cognitive restructuring like identifying automatic thoughts, challenge cognitive distortions, recognise emotional reactions among others, then they will refrain from self-defeating thoughts, that is, social withdrawal, and replace them with positive constructive self-talk. A study by Abodike and Nwankwo (2020) showed that CRT is an effective counselling technique for modifying some undesirable behaviour hinged on internalized wrong beliefs like social withdrawal, lying, procrastinations negative thoughts and beliefs that leads to undesirable behaviour which impinges on wholes one personality development. According to Yakubu (2020) when clients have disputed their irrational beliefs, they are then in a position to develop an effective philosophy. This philosophy following the ABC models of Albert Ellis theory help adolescents to develop rational thought to replace inappropriate irrational thoughts. This new effective philosophy can bring about more productive behaviour, minimize feeling of social withdrawal behaviour especially among adolescents.

In addition, Nduko-Ozo (2014) points that our belief system, philosophy of life, attitude, thoughts and perception may affect our behaviour. The cognitive restructuring technique according to Nduka-Ozo (2014) is a process aimed at assisting an in-school adolescent or a client to internalize a rational philosophy of life just as he originally learned and internalized the irrational view of his parents and community. The counsellor can confront the destructive thoughts of different personalities who refuse making oral presentation in assembly ground while in school; or those that run away from debate or quiz competitions, or choose to disappear when getting in crowd of likely friends. The counsellor can evaluate such irrational thoughts and guide the different personality types on the positive pattern of thoughts using CRT package. It is based on the above background that the researchers explored the effect of Cognitive Restructuring Technique (CRT) on social withdrawal behaviour of adolescents based on personality type.

**Purpose of the Study**

The main purpose of the study is to investigate the effect of Cognitive Restructuring Technique (CRT) on social withdrawal behaviour of adolescents based on personality type in public secondary schools.

The specific purposes are to:

1. identify the mean rating of social withdrawal behaviour of the adolescents based on personality types treated with CRT.
2. ascertain the interaction effects of method (CRT) and personality types on social withdrawal behaviour of adolescents.

**Research Questions**

The researchers posed the following questions to guide the study:

1. What is the mean rating of social withdrawal behaviour of the adolescents based on personality types treated with CRT?
2. What is the interaction effect of method (CRT) and personality types on social withdrawal behaviour of adolescents?

**Hypotheses**

To guide the study, the following null hypotheses were formulated and tested at 0.05 level of significance.

1. There is no significant difference in social withdrawal behaviour of adolescents based on personality types treated with Cognitive Restructuring Technique (CRT).
2. There is no significant difference in the interaction effects of method (CRT) and personality types on social withdrawal behaviour of adolescents.

**Literature Review**

Introversion as a personality trait refers to the individual difference in the inclinations towards the inner and outer world (Jung, cited in Schmeck & Lockhart, 2012). Introversion and extroversion are viewed as opposite and introversion can also be defined as low extroversion. While extroverts like to be sociable with other people, introverts are comfortable with their inner world of thoughts, feelings and prefer solitude (Helegoe, 2015) like every other social animal, introverts need social relationships, however, they are selective when it comes to building social contacts, they require more time alone to balance out their energy after social situations because they can get over stimulated. Introverts generally do better in quiet environments, enjoy spending time alone and show more reservation than enthusiasm in social settings (Schmeck & Lockhart, 2012).

Moreso, Cain (2019) opines that the introverts tend to be sensitive, introspective, and develop concern in the deeper feeling of encounters or transactions. In addition, introverts are empathic, caring and have good listening skill, which may enable them to respond to the needs of others. Cain (2019) also emphasizes that introverts tend to have low social desire and to withdraw from social activity. On the other hand, Costa and McCrae (2013) state that at times introverts function well in social situations, although they might prefer to avoid them due to the overwhelming feeling by too much social engagements (Helegoe, 2015). Tang and Salmela-Aro (2022) identifies two different types of introverts. Type A and type B. The type A introverts are confident, self-sufficient, self-actualizing and can interact with people, especially in small group whereas, Type B introvert are shy, lack communication skills, they are timid, withdrawn easily and have a low self-concept which could be assisted through Cognitive restructuring package.

Cognitive restructuring is a cognitive behaviour therapy that aims at modifying distorted thinking patterns. It is the changing of irrational subconscious thoughts and belief to a rational conscious one. It can be used to change the wrong belief of the introverts that they can only work in small and familiar groups, or feel threatened if they want to share their ideas in front of the whole class. With Cognitive Restructuring, the wrong self-talk of introverts can be changed in three step procedure: 1. leading the individual to gain

awareness of detrimental thoughts habits, 2. learning to challenge them, 3. replacing them with healthy thoughts and beliefs (Abodike & Ebenebe, 2016).

Researchers like Nwankwo (2014) and Abodike (2020) have proved the effectiveness of cognitive restructuring techniques in managing different types of undesirable behaviours, including social withdrawal among adolescents. Further study also found that introverts, when given intended instructions or prompts, can act more extroverted behaviours than usual (Margolis & Lyubomirsky, 2020). In another development, Abodike and Nwankwo (2020) posit that self-instruction is a cognitive behavioural approach to self-control in which introverts are thought to change negative speech to modify their own behaviours. This implies that introverts can be taught and they could learn and use positive statements to control their own self-concept. When introverts are able to manage their timid attitude to be participating actively in social engagement, especially in school, they may begin to socialize with other individuals or in group activities in and outside the school effectively.

Similarly, Abodike and Ebenebe (2016) contend that when subjects were given a specific contextual frame, they will apply it when subsequently presented with the same image even without being cued. Therefore, adolescents with social withdrawal behaviour can be guided to use individually generated appraisals to alter the meaning associated with social withdrawal acts, hence the effectiveness of cognitive restructuring on the introvert.

On their own contribution, Caspi and Shiner cited in Smith, Barstead and Rubin (2016) define neuroticism as the frequent experience of negative emotions such as anger, fear and sadness. According to Smith, Barsteead, and Smith (2016) neuroticism in psychology and development, is a broad personality trait dimension representing the degree to which a person experiences the world as distressing, threatening, and unsafe. Each individual can be positioned somewhere on this personality dimensions between extreme poles: perfect emotional stability versus complete emotional chaos.

To assist the adolescents with neuroticism traits to participate in social activities, such students need a restructured cognition. The cognition according to Egbunike and Nwankwo (2021) refers to thoughts, and how they may be distorted that give provision to develop inaccurate perceptions of what's going on in the world around. For instance, in the school setting some adolescents experience anger or anxiety for no good reason, due to the way they perceive an event. To get the best out of their cognition, they need cognitive restructuring (Dennis, 2010). Dennis continued that cognitive restructuring technique is the use of learning principles to change maladaptive thoughts, beliefs, and feelings that underline emotional and behavioural problems.

Moreover, Psychoticism describes individuals with low level of empathy and altruism and increased aggression (Pavlov, Benson & Hadwin (2016). Psychoticism traits have been associated with the emergence of externalizing behaviours like elevated symptoms of aggression, and

arguing, (Jackson & Kemp, 2012). Psychoticism is a personality trait that involves traits like aggression, impulsivity and anti-social behaviour. The concept of psychoticism was developed by Hans Eysencck, a German psychologist. He specialized in personality and intelligence, as he believed that there was another dimension of personality that needed to be addressed. (Nnachi, 2016). In another development, Eysenck proposed that psychoticism was the third dimension to personality apart from extraversion and neuroticism. He stated that individuals that have high level of psychoticism traits will display recklessness and irresponsible behaviour. He further thought that their behaviour could be contributed to a need for gratification regardless of what the consequences would be. This would explain why those that are high on psychoticism scale seem to make choices that have potentially dangerous consequences (Eysenck, cited in Harris, 2020).

Again, Harris (2020) admits that psychoticism occurred on a continuum with those that have it, experiencing symptoms that persist and change over time. Individuals with psychoticism are more likely to take more risk and refuse to conform to social norms. If adolescents are high on psychoticism scale, they may show signs of taking handsets to examination hall and going against the norm. For instance, if Ogbonna, Nwigwe, an SS 1 class prefect frequently participates in risky behaviour during examination, like going into the examination hall with hand phone while writing exam, he is aware that writing exam with phone is prohibited in the school, but choose to do it continually regardless of the possible outcomes and consequences. However, counselor can use the CRT package to assist a psychoticism adolescent. Cognitive restructuring is a technique that could be used to treat many behavioural disorders; it is a psychological strategy to cope with dysfunctional thoughts and substitutes for them self-beneficial thoughts and beliefs. It is often assumed that changing the way one thinks can have a lasting impact on one's emotional responses. The impact of thoughts on emotions has been demonstrated in laboratory studies of cognitive reappraisal that illustrates how reinterpreting a stimulus or events can effectively alter emotional responding, as assessed through subjective reports as well as automatic arousal (Gross, 2014)

Similarly, Cognitive restructuring is similar to cognitive reappraisal in that clients are asked to reinterpret negative stimuli (Egbunike, & Nwankwo, 2021). Therefore, cognitive restructuring technique might enable the adolescents with psychoticism personality traits to acquire new cognition through provision of adequate information and considerable practice offered by the counsellor. These could facilitate the adolescents to think right and get out of lack of impulse control, superstition, shyness, telepathy and loneliness. The clients can transfer the knowledge and skill gotten from the cognition to emulate how to associate, interact and overcome the defective behaviour of social withdrawal. The counsellor might also attempt to teach the client how to reduce the level of social withdrawal, by getting the client to interpret events with greater accuracy.

Application of intervention programme like CRT by a professional counselor help to helped to draw the attention of the participants and enable them keep to tract of the positive thoughts. It also facilitated them to try out such activity in place of the negative ones. The findings are in agreement with that of Nwangwu, Akaneme and Amoke (2015) who found that appropriate application of CRT intervention help different personality types who are socially withdrawn to realize the negative values, beliefs, attitudes, and practices or knowledge they have about socialization. Effective administration of CRT package, gives provision for proper orientation about active engagement in social activities irrespective of personality type. Hence, exposing social withdrawn students to CRT treatment prepare their minds to understand and appreciate involving in social activities.

**Methodology**

This study adopted a quasi-experimental design, involving pre-test, treatment and post-test. One experimental group involved in the study received treatment and the other which is the control group did not receive any treatment, but each group participated in the administration of pre-test and post-test. The subjects were randomly assigned to the experimental group and control group. The population of the study comprises all the SS1 and SS2 adolescents that display social withdrawal behaviour, in all the 224 public secondary schools in Ebonyi State (infinite population). The sample size for the study was 56 participants (30 for experimental group and 26 for control group). The researcher adopted Multi stage procedure in the sampling to select secondary schools and four were selected.

Two secondary schools were assigned to experimental group (30 participants, males: 16, Females 14) and two secondary schools to control group (26 participants; Males 8, Females 18) using simple random balloting without replacement. The Instrument for Data Collection was Social Withdrawal Identification Scale (SWIS) adapted from Oladipo, Erhabor & Idemudia 2014. The Reliability of the Instrument was tested using Cronbach Alpha Technique. The instrument was subjected to a trial testing using 30 students in an equivalent two public secondary schools in Enugu State, not included in the main study sample. The overall co-efficient yielded 0.89.

**Results**

The results are presented in tables in line with research questions and hypothesis that guided the study.

**Research Question 1: What is the mean rating in the social withdrawal behaviour of adolescents based on personality types treated with CRT.**

The mean rating and standard deviation of studied personality types that suffered from social withdrawal behaviour who participated in CRT intervention programmeme, were computed for research question 1.

The summary of the result is presented in Table 1.

**Table 1: Social withdrawal behaviour of adolescents based on personality types treated with CRT,**

| Groups | N | Adjusted mean | Standard deviation |
|---|---|---|---|
| Psychoticism | 9 | 71.66 | 6.63 |
| Introversion | 13 | 72.38 | 13.30 |
| Neuroticism | 8 | 70.50 | 7.76 |

The summary of the result in table 1 prove that pschoticism personality type who participated in CRT intervention over social withdrawal had a mean rating of 71.66 and a standard deviation of 6.63. The introversion personality type that participated in the same programmeme had a mean rating of 72.38 with a standard deviation of 13.30. The neuroticism personality type had a mean rating of 70.50 and a standard deviation of 7.76. This implies that the results in table 4.1 indicated that the adolescents in the three groups of studied personality benefited from the intervention programmeme (CRT) over social withdrawal behaviour. However, the introversion personality type benefited most (72.38) followed by psychoticism (71.66) and neuroticism group (70.50) being the lowest.

**Research Question 2:** What are the interaction effects of Method (CRT) and Personality types on mean rating withdrawal behaviour of adolescents?

**Table 2: Interaction effects of Method (CRT) and Personality types on mean withdrawal behavour of adolescents.**

| Group | Psychoticism | Introversion | Neuroticism |
|---|---|---|---|
| C R T | 71.67 | 72:38 | 70.50 |
| Control **group** | 42.50 | 40.50 | 38.63 |

The summary of the result in table 2 shows that different personality types (psychoticism, introversion and neuroticism) studied who participated in the treatment (CRT) group had adjusted mean of 71.67, 72.38 and 70.50 respectively. While those of them with the same personality types that were not exposed to the treatment scored mean of, 42.50, 40.50 and 38.63 accordingly. This is evidence that the studied personality types in the experimental group perform better than those of them that were not exposed to intervention programme.

**Test of Hypotheses**

$H_{01}$: There is no significant difference in social withdrawal behaviour of adolescents based on personality types treated with Cognitive Restructuring Technique (CRT).

**Table 4.5 (1) Summary of Analysis of Covariate (ANCOVA) of the difference of adolescents with social withdrawal behaviour based on personality types.**

| Source of Variation | Sum of Squares | DF | Mean Square | F | sig of F |
|---|---|---|---|---|---|
| Covariates | 606.848 | 1 | 606.848 | 9.175 | .004 |
| PRETEST | 606.848 | 1 | 606.848 | 9.175 | .004 |
| Main Effects | 13350.682 | 4 | 3337.671 | 50.462 | .000 |
| METHODS | 11811.983 | 1 | 11811.983 | 178.585 | .000 |

| | | | | | |
|---|---|---|---|---|---|
| GENDER | 6.956 | 1 | 6.956 | .105 | .747 |
| TYPE | 45.599 | 2 | 22.800 | .345 | .710 |
| 2-Way Interactions | 111.790 | 5 | 22.358 | .338 | .887 |
| METHODS GENDER | 31.812 | 1 | 31.812 | .481 | .492 |
| METHODS TYPE | 8.602 | 2 | 4.301 | .065 | .937 |
| GENDER TYPE | 74.071 | 2 | 37.035 | .560 | .575 |
| Explained | 14069.320 | 10 | 1406.932 | 21.271 | .000 |
| Residual | 2976.394 | 45 | 66.142 | | |
| Total | 17045.714 | 55 | 309.922 | | |

56 cases were processed; 0 cases (.0 pct) were missing.

The result in table 4.2(1) shows that the probability value of 0.710 is greater than 0.05 level of significance since the p-value is greater than the 0.05 level of significance, the null hypothesis was accepted and concluded that there is no significant difference in the social withdrawal behaviour of adolescents with different personality types treated with Cognitive Restructuring Techniques (CRT).

**$Ho_2$:** There is no significant difference in the interaction effect of Method (CRT) and Personality types on mean rating withdrawal behaviour of adolescents.

**Table 4.2(2) summary of Analysis of Covariate (ANCOVA) of the difference in the interaction effect of Method (CRT) and Personality types, on mean of social withdrawal behaviour of adolescents.**

| Source of Variation | Sum of Squares | DF | Mean Square | F | sig of F |
|---|---|---|---|---|---|
| Covariates | 606.848 | 1 | 606.848 | 9.175 | .004 |
| PRETEST | 606.848 | 1 | 606.848 | 9.175 | .004 |
| Main Effects | 13350.682 | 4 | 3337.671 | 50.462 | .000 |
| METHODS | 11811.983 | 1 | 11811.983 | 178.585 | .000 |
| GENDER | 6.956 | 1 | 6.956 | .105 | .747 |
| TYPE | 45.599 | 2 | 22.800 | .345 | .710 |
| 2-Way Interactions | 111.790 | 5 | 22.358 | .338 | .887 |
| METHODS GENDER | 31.812 | 1 | 31.812 | .481 | .492 |
| METHODS TYPE | 8.602 | 2 | 4.301 | .065 | .937 |
| GENDER TYPE | 74.071 | 2 | 37.035 | .560 | .575 |
| Explained | 14069.320 | 10 | 1406.932 | 21.271 | .000 |
| Residual | 2976.394 | 45 | 66.142 | | |
| Total | 17045.714 | 55 | 309.922 | | |

56 cases were processed; 0 cases (.0 pct) were missing.

The result presented in table 4.2 (2) showed a probability value of .065 which is greater than the 0.05 level of significance. Therefore, since the P-value is greater than 0.05 level of significance, the researcher upheld the null hypothesis. Hence, the conclusion drawn is that there is no significant interaction effect of Method and Personality behaviour of adolescents.

**Discussion of the Results**

The first finding of this study reveals that there was no significant difference in the social withdrawal behaviour of adolescents

based on personality types treated with CRT. Although, the result in table 4.1 indicates that, a mean gain scored by the introversion personality type was slightly higher than that of psychoticism and neuroticism. This result proved that the CRT had a meaningful effect on the different personality types considered in this study, but more favourable to the introversion personality type, with a slight mean gain. Moreover, the test of hypothesis in table 4.2(1) shows that there is no significant difference in the social withdrawal behaviour of in school adolescents based on personality type. This result suggests that the studied personality type probably had equivalent amount of representation, exposure and experience related to intervention programmeme, that is CRT.

Further study also found that introverts, when given intended instructions or prompts, can act more extroverted behaviours than usual (Margolis & Lyubomirsky, 2020). In another development, Abodike (2020) posits that self-instruction is a cognitive behavioural approach to self-control in which introverts are thought to change negative speech to modify their own behaviours. This implies that introverts can be taught and they could learn and use positive statements to control their own self-concept. When introverts are able to manage their timid attitude to be participating actively in social engagement, especially in school, they may begin to socialize with other individuals or in group activities in and outside the school effectively. In the school setting, some adolescents who experience anger or anxiety due to the way they perceive an event need cognitive restructuring (Dennis, 2010).

The second finding of this study is anchored on the basis that method and personality types had no significant interaction effect on the mean scores of socially withdrawn-adolescents. This is supported by the result in table 4.2 (2) which revealed that all the three categories of personality types studied and were subjected to experimental group perform better than their counterparts that were not expose to the treatment.

The CRT exposure helped the participants to take note of positive activities like, taking part in group discussion, debate programmeme, brainstorming, quiz competitions, press club meeting, gate together, and oral presentations especially at morning assembly. The CRT package helps to draw attention of the participants and enable them keep to tract of the positive thoughts. The findings are in agreement with that of Nwangwu, Akaneme and Amoke (2015) who found that appropriate application of CRT intervention help different personality types who are socially withdrawn to realize the negative values, beliefs, attitudes, and practices or knowledge they have about socialization and replace them with positive thoughts.

**Conclusion**

In conclusion, the study provided clear evidence that social withdrawal behaviour of adolescents irrespective of their personality type could be reduced drastically when exposed to Cognitive Restructuring intervention. This is because the intervention programme (CRT) helps them to handle their irrational thoughts and

negative self-talks. The study also proved that Method (CRT) and Personality types had no significant interaction effect on the mean scores of socially withdrawn adolescents. This means that utilization of CRT package in controlling social withdrawal behaviour is effective irrespective of personality types.

**Recommendations**

The recommendations of the study include:

(1) School counsellors should be properly train through workshop on how to employ Cognitive Restructuring Techniques (CRT) in adjusting social withdrawal behaviour among adolescents irrespective of their personality types using the treatment Package of this study.

(2) Adolescents should avail themselves for counselling irrespective of their personality types. This will help them to make necessary changes that will sharpen their cognition to function effectively in a given situation.

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