

Correlates of Quality of Life Among Out of School Students in Maiduguri, Borno State

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Abstract: For several decades now, the quality of life among out-of-school youth has been described as one of the factors that is worrisome to parents, government and other stakeholders. There is a growing recognition of the economic benefits of investing in the healthy development of adolescents and youths' quality of life, and the economic costs of not doing so. This study investigated the correlates of quality of life among out of school students in Maiduguri Borno state. The descriptive survey design of correlational type was used. The researcher adopted a simple random sampling method. This technique was employed in the selection of two hundred out-of-school youths from Maiduguri, Borno State. The variables were measured with appropriate instruments which include: Subjective Happiness ($\alpha=0.75$), Emotional Intelligence ($\alpha=0.84$), Access to Recreational Facilities ($\alpha=0.84$) and Quality of life ($\alpha=0.85$) scales. Three research questions were formulated and answered. Data obtained were analysed using Pearson product moment correlation (PPMC) and Multiple Regression Analysis at 0.05 level of significance. There was significant relationship between subjective happiness and quality of life ($r = 0.405^{**}; P < 0.05$); emotional intelligence and quality of life ($r = 0.398^{**}; p < 0.05$); and recreational activities and quality of life ($r = 0.393^{**}; p < 0.05$). The three independent variables jointly accounted for 44.2% ($Adj.R^2 = .442$) variance in the prediction of the quality of life among out-of-school youths in Maiduguri, Borno State. The independent variables made relative contribution to quality of life in the following order: subjective happiness (Beta = .339, $t = 7.674$, $P < 0.05$), followed by emotional intelligence (Beta = .105, $t = 3.533$, $P < 0.05$), while access to recreational facilities (Beta = .051, $t = 4.659$, $P < 0.05$). Based on the findings, it was concluded that both personal and environmental factors enhance the quality of life among out-of-school youths in Maiduguri, Borno State. It was recommended that there is need for the establishment of youth-friendly centers supported by local governments, organisations and communities where out-of-school youths could access the dynamism of proposed future education which could enhance their quality of life.

Keywords: Subjective Happiness, Emotional Intelligence, Access to recreational facilities, Quality of Life, Out-of-School Youths, Maiduguri, Borno State

INTRODUCTION

In Nigeria, the quality of youths' lives is important for multiple reasons. Youths constitutes Nigeria's only hope for a greater future. According to population projections by the United Nations for 2020, about 43 percent of the Nigerian population comprised children 0-14 years, 19 percent age 15-24 years and about 62 percent are below age 25 years. By contrast, less than 5 percent is aged 60 years and above. This makes Nigeria a youthful population with a median age of about 18 years, which is lower than African and world estimates of 20 and 29 respectively (World Bank Population growth, 2020). Thus adolescents and youths make up a large segment of the population. In addition, large numbers of youths in Nigeria represent great economic potential, known as demographic dividends and are expected to move the country forward. However, this can happen when the youths have good and satisfactory quality of life.

The UNCRC declares that children and youths at a minimum should have good quality of life which includes the rights and freedoms of all human beings, including adequate nutrition, health care, and education, as well as freedom from abuse, violence, and exploitation. It also extends right to "the development of their personality, talents and mental and physical ability to their fullest potential" (Kumar and Thankam, 2015). From a philosophical perspective, QoL is increasingly considered as well-being, referring to the prudential value of life emphasizing a person's biographical and personal characteristics. Quality of life, the degree to which an individual is healthy, comfortable, and able to participate in or enjoy life events. The term quality of life is inherently ambiguous, as it can refer both to the experience an individual has of his or her own life and to the living conditions in which individuals find themselves. Hence, quality of life is highly subjective. Whereas one person may define quality of life according to wealth or satisfaction with life, another person may define it in terms of capabilities (e.g., having the ability to live a good life in terms of emotional and physical well-being). A disabled person may report a high quality of life, whereas a healthy person who recently lost a job may report a low quality of life. Within the arena of health care, quality of life is viewed as multidimensional, encompassing emotional, physical, material, and social well-being.

The quality of youths life is important both as an investment in the future of the society because youths constitute an important group of the society and deserves to experience well-being presently. Quality of life (QoL) is the general well-being of individuals and the society. This construct is associated with a wide range of contexts; it is often addressed as a multi-dimensional construct that includes physical, psychological, social relationships, and environmental aspects of the individual's life which are being affected by the level of education ones has attained (Paleri, Kumar and Thankam, 2015). Quality of life has its effects on youths' - physical (movement, physical activities and ability to succeed in work and family responsibilities), social (social activities, being beneficial, body image, anxiety and depression) and psychological (life satisfaction, social support need and role function) for general well-being (Timperi, Ergas, Rehkopf, Roh, Kwan & Kushi, 2013). Quality of life (QoL) is the individual perception of daily life and an assessment of individual well-being and societies. The term quality of life (QoL) according to the World Health Organization (WHO) (2018), is defined as the individual perception of life, values, objectives, standards and interests in the framework of culture.

QoL among out-of-school youths is associated to have low awareness of promoting healthy behaviours during this developmental period into adulthood, causing later life as unbearable. In addition, low adherence to the adjustment to QoL is connected with decreased QoL among youths. The term "out-of-school youth" is defined by several groups of young people who have dropped out of school, those who never attended school, or those who participate in non-formal school programmes (Ibtesam, 2016).

Besides, these youths are a diverse group who may have completed elementary school (but lack basic skills to progress to high school or vocational training), dropped out or never started school. Also, those who leave school are unable to acquire the basic educational foundation and life skills. Youths who are out-of-school have several life challenges; in particular, health care for this age group tends not to be receiving priority attention in Nigeria such that many youths are affected about matters concerning their health and survival (Oduunlami, 2019). There is a high level of ignorance among these groups of youths who has a genuine problem of young people in society and how they think about the essence of quality of life (UNICEF, 2018).

Similarly, youths with unsatisfactory lifestyles may engage in many dangerous activities which transcend to adulthood when it is difficult to change during the maturity stages of their life to adulthood according to Lindqvist, Schmitt and Santalahti, (2017). UNICEF (2018) equally reported that, 22.3% of adolescents in Nigeria, 42.2% are left under inadequate care. The majority of Nigerian parents of these adolescents / youths are poor with 71% of the population living on less than one dollar a day and 92% on less than two dollars a day which affected their quality of life in society. It was further stated that these are the main reasons given by both genders for not going to school were "lack of self-interest", "high cost of education", and "difficulty in finding a job" (UNICEF, 2019).

In Nigeria, for instance, out-of-school youth (15–24 years) constituted 54.2 percent of the total youth population in 2015 according to Buttross and Kastner, (2015). This implies that a considerable proportion of the youths are either not reached or are inadequately served by this body of knowledge. As of 2019, Nigeria has over 10.9 million youths been out of school, out of which 38% are females and the rest 62% are males (Javadi-Pashaki, and Darvishpour, 2019).

Similarly, a high-quality life is also a life of freedom from tyranny and good health with a fundamental purpose of humanity. Youth with a high quality of life are expected to experience fewer physical and psychological problems because a greater proportion of their needs are met continuously (Gilman and Huebner, 2016). The significance of quality of life encompasses an individual's well-being and health, social participation and satisfaction with functional daily living and any youth(s) who is not radiating in this cycle are subjected to the challenges highlighted in this study. This effect of poor quality of life among the youths in Nigeria has created a lot of concern to the parents, society, government and other stakeholders. Upon this fact, some notable factors could empower the quality of life of out of school youths and these include subjective happiness, neuroticism, emotional intelligence, social support, educational status and access to recreational facilities among others.

Subjective happiness is defined as personals cognitive and affective evaluations of his or her life (Dzokoto and Ahadi, 2019). In other words, it could be well-defined as the ability to understand people's evaluations of their quality of life including cognitive judgments and affective reactions. Subjective happiness is influenced by both internal factors and external factors. Primarily, out-of-school youths are said to have high subjective happiness if they are satisfied with their living conditions and experience frequent positive emotions and infrequent negative emotions (Simboo and Singh, 2020). Subjective happiness is composed of several major components, including global life satisfaction, contentment with specific life domains, the presence of frequent positive affect (pleasant moods and emotions), and a relative absence of negative affect (unpleasant moods and emotions) (Buker, 2019).

Besides, the internal factors like personality and outlook towards one's life while external factors are found in the society one's life and involve social relationships could enhance the quality of life of out-of-school youth (Naseem and Munaf, 2017). The concept of subjective happiness falls within the 'hedonic' perspective which means that well-being is basically about maximising pleasure and avoiding or minimising pain. It differs from the 'demonic' perspective which is where one lives following one's 'true self' (Useche and Serge, 2016). This view places focus on meaning in life and self-realization, and the extent to which out-of-school youth fully integrates this into his or her life would go a long way in determining the quality of life of out-of-school youth.

Research has demonstrated that happy individuals tend to have larger social rewards, better work outcomes, greater coping abilities, better immune systems, to be more cooperative, pro-social, and charitable and to live longer than individuals who are not happy (Sheldon and Schkade 2015). Due to the positive outcomes that are associated with subjective happiness, it is pertinent to understand the factors that contribute to the well-being of out-of-school youths. Likewise, one of the most consistent predictors of

subjective happiness is the quality of social relationships (Diener and Seligman 2017). Youths who are out-of-school and who have satisfying relationships report feeling happy more frequently and sadness less frequently, and report being more satisfied with their lives than those who do not have satisfying relationships (Javadi-Pashaki and Darvishpour, 2018). In their findings, also revealed that out-of-school youth who are not happy tend to venture into some acts like pilfering as a result of low self-esteem, this could consequently reduce the quality of their life (Tuna, Yıldırım and Çakmak, 2017).

Emotional intelligence is another factor that could influence the quality of life of out of school youths. Emotional intelligence refers to the ability to understand, use, and manage one's emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict (Stewart, 2018). Emotional intelligence is also recognised as the ability of an individual to guide his or her feelings, rationalise among those feelings as well as incorporate such feelings into thinking and actions. Emotions, feelings and values are very important for youth who are out of school well-being. Emotional Intelligence (EI) is about using intelligence to control one's emotions (Manhas and Manisha, 2018). This requires being aware of our feelings and the feelings of others to perfectly manage our behaviour and relationships with others more effectively. EI is an area of cognitive ability involving traits and social skills that facilitate interpersonal behaviour. It is the ability to sense, understand and effectively apply the power and acumen of emotions as the sources of human energy, information, connection and influence (Copper and Sawaf, 2017).

Furthermore, it is believed that youths with a high level of emotional intelligence will have a higher level of quality life as they will be able to understand their feelings and those around them. This would make them pursue their career outside the school wall or decides to go back to school. Findings conducted by Sakunthala (2018) reveal that library personnel could be high or low in intelligence. This implies that a higher and moderate level of emotional intelligence could result in good team communication, being able to empathize, intrinsically motivated, self-managed, refined social skills and better well-being which may heighten the quality of life. Meanwhile, low emotional intelligence could make youths have the thought of engaging in the aberrant act and giving up on their life challenges so easy, (Hendrix, 2016).

Importantly, the emotions and feelings of youth could equally help to give their best potential in their life endeavour. The emotional intelligence of youths who failed to plan their lives could think negatively may not likely to concentrate for a long time in setting goals that have more difficulty in reaching their capacity than others as this would reduce their quality of life (Abdullah-Sani, 2013). Tagoe (2016) stated that emotional intelligence built on personal engagement needs to be linked to constant innovation. This runs counter to traditional organisational research, which is more focused on making youths work effectively as a team rather than delivering rapid, adaptive change mechanisms which could reduce the tendency of having lost hope in one's life.

Similarly, youths who are emotionally intelligent and socially able can bring together a team of youths with differing personalities and backgrounds to achieve a good quality of life. Moreso, Emotional intelligence helps youths who are out-of-school to understand and manage emotions, therefore, helping youths to take control of their emotion and enhance their quality of life (Lee and Chelladurai, 2017). The absence of one or more of these reduces the emotional intelligence, competence of the youths who are out of school and can cause damage to both personal and social functioning which could consequently reduce their quality of life (Swanson and Zobisch, 2018).

Another factor that could influence the quality of life of out of school youth is access to recreational facilities. Access to recreational facilities refers to the availability and use of recreational facilities for the effective healthy functioning of youths. Access to recreation facilities is beneficial to building youth self-esteem, self-image and gain inner confidence through positive social interaction which helps in the increment of their mental health and consequently boosts their quality of life (Wang, Wu and Wu, 2016). Recreational activities are defined as time spent replenishing energy/resting and partaking in voluntary activities, activities are done after compulsory duties and activities, such as work (Sevin and Küçük, 2018). Recreation participation also promotes a healthy lifestyle and healthy living. Given the emerging importance of the health-related issues in leisure and recreation, concerns have been raised to further understand the aforementioned relationships (Payne, Ainsworth and Godbey, 2018).

However, the benefits that are most salient in people's recreation participation, such as improving one's health, physical development, mental growth, among others, could contribute to people's life satisfaction and enhance the quality of life (Norman, Nutter, Ryan and Patrick, 2018). Having access to recreation facilities has a lot of benefits as it is well known that recreation not only brings physical and mental benefits to out of school youth but also increase social interactions, refresh the senses and provides wise and effective time utilisation and cumulatively boost the quality of life (Manning, 2017). The recreation benefits, such as enhancing people's physical health and psychological health are of great importance to youths most especially those of them who are out of school as it could enrich their quality of life (Penedo and Dahn, 2016).

Recreational activities provide better ways to lower tense feelings, reduce anxiety, and manage the stress regardless the stress is from emotional, work-induced, economic or physical causes (Wankel and Berger, 2019). Recreation activities improve youth who are out of school health condition and further provide a natural way to stay healthy in life and improve the quality of life. Access to recreational facilities also rejuvenates school youth's senses and makes people feel refreshed and pleasant. Recreation helps people to develop positive relationships among members of social groups most especially among youth. People who share common interests in recreation activities may also share cheerful feelings and promote positive social interactions, which could consequently heighten their quality of life (Li and Wang, 2018).

Having access to recreational facilities would provide an important approach to refill people's energy and prepare for everyday business and life challenges. It is expedient to note that there is a dearth of studies combining the quality of life among out of school youths. It is against this background that the researcher is interested in investigating the influence of subjective happiness, emotional intelligence and access to recreational facilities on the quality of life among out of school youths in Maiduguri of Borno State.

Statement of the Problem

The development of quality of life among youths is of great concern to all stakeholders including researchers. The reason is not far-fetched. This multidimensional concept includes domains related to physical, mental, emotional, and social functioning which entails that any impairment on any of these components will impact the youth and the entire society. Moreover, the youths and adolescents represent one-sixth of the global population. They have the power to help a country develop and move towards progress. The youths are responsible for bringing social reform within a country. The youth of a country determine the future of a nation. As a result, there is growing recognition of the economic benefits of investing in the healthy development of youths quality of life knowing the enormous implications of poor quality of life in a youth population.

Understanding out-of-school QoL is vital importance to understanding how youth engage with their health and quality of life and this can result in both short-term and long-term population health gains if detected early enough. There has been an increasing awareness of the need to pay special focus on out-of-school youths' health and quality of life. Investing in the quality of life of out-of-school youths could help prevent the estimated 1.4 million deaths that occur globally every year due to road traffic injuries, violence, suicide, HIV and pregnancy-related causes. Youths face many challenges to engage in learning; the most intimidating of them all is not having a role to participate in the process, this could prompt drop out of school as it could affect their emotions and could hinder the good quality of life. Out-of-school youths who have a poor quality of life could engage in unpalatable behaviours such as risky sexual behaviour, pilfering, fighting among others thinking they may have no purpose to fulfill in life again. This study therefore, examined the psychological and environmental factors that predict quality of life and to ensure good life for the out-of-school and other youths.

Purpose of the Study

The broad purpose of this study is to investigate the correlates of quality of life among out-of-school youths in Maiduguri of Borno State. Specifically, the objectives of the study are to:

- i. examine the pattern of relationship among the independent factors (Subjective Happiness, Emotional Intelligence, Access to recreational facilities) and the dependent factor quality of life among out-of-school youths in Maiduguri of Borno State.
- ii. investigate the joint contribution of Subjective Happiness, Emotional Intelligence, Access to recreational facilities on the quality of life among out-of-school youths in Maiduguri of Borno State.
- iii. find out the relative effect of Subjective Happiness, Emotional Intelligence, Access to recreational facilities on the quality of life among out-of-school youths in Maiduguri of Borno State.

METHODOLOGY

Design

The descriptive research design of the correlational type was adopted for this study. Kerlinger (1973) states that ex-post facto research is systematic, empirical research, in which the researcher does not have direct control over independent variables because their manifestations have already occurred, or because they are inherently not manipulable. Inferences about relations among variables are made without direct interaction from concomitant variation of independent and dependent variables. Thus, the main thrust of the study is to investigate the influence of personal and environmental factors (subjective happiness, emotional intelligence and access to recreational facilities on the quality of life among out-of-school youths in Maiduguri of Borno State, Nigeria).

Population

The population for the study comprised all out-of-school youths in Maiduguri of Borno State, Nigeria. As at the time this study was carried out, out-of-school youths comprised of higher population in the society with a poor quality of life (QoL). The studied population has an increased number of students year in and out without appropriate care by parents and Government of the locale.

Sample and Sampling Techniques

Simple random sampling technique was used to select the participants from out-of-school youths in Maiduguri of Borno State, Nigeria. Simple random sampling technique was used to select four hundred (400) out-of-school youths in Maiduguri of Borno State, Nigeria. This technique was adopted because the target participants have homogeneous characteristics and they have equal chances of being selected for the study. Based on this, a generalization was made on the study population.

Research Instrument

The study implores questionnaires for the data collection. The information retrieved for the study includes the subjective happiness, emotional intelligence, access to recreational facilities and quality of life.

Quality Of Life Scale (QoLS)

Quality of Life Scale (QoLS) was measured on a four-point Likert scale was created originally by American psychologist John Flanagan in the 1970's. The QoLS consists of 23 items that measure seven dimensions: physical function, social function, role limitations, related to physical problems, role limitations related to emotional problems, mental health and general perception of health. A typical examples of the items were: "How satisfied are you with your personal relationships?", "How satisfied are you

with the conditions of your living place?”, “How available to you is the information that you need in your day-to-day life?”, “How much do you need any medical treatment to function in your daily life?” and “How often do you have negative feelings such as blue mood, despair, anxiety, depression?” among others. Prior studies have reported Cronbach’s alpha coefficients for the ARSS from 0.77 to 0.79. The scale however was pilot-tested to align with the cultural context in Nigeria and it yielded a valid value of Cronbach Alpha. $\alpha = 0.86$.

Emotional Intelligent Scale (EIS)

It had 33 item Emotional intelligence scale developed by Goleman, (1995). The EQ-I self-report identifies the level of an individual’s interpersonal functioning based on his or her responses, the EQ-multirater assessment combine external impressions of a client’s emotional functioning with the client’s self-report for a complete picture. The Bar-On EQ-assessment can also be used to follow up and measure progress where formal coaching has been employed as a development strategy. Typical examples of the items were: I know when to speak about my personal problems to others. I expect I will do well on most things I try. among others. It has a reliability coefficient of 0.81 using Cronbach-alpha method.

Access to Recreational Facilities Scale (ARFS)

Access to recreational facilities scale as measured on a four-point Likert scale developed by Hudson, O. (2000). The act of assessing a recreational facility is a game of personal desire. An exclusive activity that people partake, being part of human activity in life, practice diversely, suited by individual interests, and socially depicting society. Thus, recreational activities may be communal, that has been practised in a group, family or community, or individual. It can be active or passive, outdoor or indoor, healthy or dangerous. A typical example of the items were: “The recreation centre is ideally located nearby with large capacity for age cohort activities”, “Accessibility of doorways, pathways leading to or around exercise equipment; availability of accessible equipment”, “The recreation centre has good security outfit that safe-guide all and sundry”, “The facilities in the centre are well planned with modern standard for all age groups” and “Accessibility of elevator entrance, controls, grab bars, audible/visual cues for floor direction and position” among others. Prior studies have reported Cronbach’s alpha coefficients for the ARSS from 0.76 to 0.85. The scale however was pilot-tested to align with the cultural context in Nigeria and it yielded a valid value of Cronbach Alpha. $\alpha = 0.79$.

Subjective Happiness scale (SHS)

The Subjective Happiness Scale assesses subjective happiness, using a four-point Likert scale (Lyubomirsky and Lepper, 1999). The scale rate people how they are generally happy about their life and how happy they are in comparison with their peers. Besides, the respondents were ask to what extent the characterization of being happy or unhappy person could describe themselves. The higher scores on this measure indicate greater subjective happiness an individual possesses. It is utilized in the Italian version adapted by De Stasio. (2017). A typical examples of the items were: “So far, I have gotten the important things I want in life”, “If I could live my life over, I would change almost nothing”, I consider the people I regularly interact with to be my friends”, and “I have been able to learn interesting new skill recently” among others. Prior studies have reported Cronbach’s alpha coefficients for the SHS from 0.79 to 0.94. The scale however was pilot-tested to align with the cultural context in Nigeria and it yielded a valid value of Cronbach Alpha. $\alpha = 0.78$.

Procedure Procedures for data collection

The questionnaires were administered on the participants within the designated Local Government area authority of the State. Thus, this was made possible with the help of four research assistants by seeking for the respondent’s permission in their various locations within the study area. The respondents were adequately briefed on the need to cooperate with the researcher. Also, the respondents were assured of confidentiality of their responses and the data collection procedures was spread over four weeks for the questionnaires to be administered. Data obtained from the field were properly scored and coded before they were subjected to analysis.

Method of Data Analysis

Descriptive and inferential statistics were used to analyse the data that were collected for the study. Frequency count and simple percentages was used to analyse the demographic information of the respondents. Pearson product moment correlation (PPMC) was used to test the relationship between the independent variables and the dependent while Multiple regression analysis was used to analyse the joint contribution and the relative contribution of the independent variables on the dependent variable at 0.05 level of significance.

RESULTS

Table 1: Zero Order Correlation showing the pattern of relationship that exist with quality of life among out-of-school youths

Variables	1	2	3	4
Quality of life	1.000			
Subjective happiness	.405**	1.000		
Emotional intelligence	.398**	.450**	1.000	
Recreational facilities	.393**	.287**	.060	1.000
N	400	400	400	400
Mean	46.04	45.10	33.80	43.76
Standard Dev.	7.41	7.16	5.78	6.52

****Correlation is significant at the 0.05 level (2-tailed).**

The result obtained from the findings revealed that there was a positive significant relationship between the independent variables (subjective happiness, emotional intelligence and access to recreational facilities) on quality of life in the study. Findings further revealed that; Subjective happiness positively correlated with quality of life among out-of-school youths ($r = 0.405^{**}$, $p < .05$), followed by Emotional intelligence ($r = 0.393^{**}$, $p < .05$) and Access to recreational facilities ($r = 0.362^*$, $p < .05$) respectively in the study. Significantly, the result shown that the independent factors positively predicted an improved quality of life among out-of-school youths in the studied local government area in Borno State.

Table 2: Multiple Regression Analysis showing the combined contribution of independent variables to quality of life among out-of-school youths

R = .596 ^a R ² = .355 Adjusted R ² = .442 Std. Error of the Estimate = 10.00491					
A N O V A					
	Sum of Squares	Df	Mean Square	F	Sig.
Regression	10268.699	3	2567.175	25.647	.000 ^b
Residual	18618.254	396	100.098		
Total	28886.953	399			

a. Dependent variable: Quality of life

Table 4.6 shown that there is a combined contribution of the independent variables (subjective happiness, , emotional intelligence and access to recreational facilities) to quality of life among out-of-school youths in Maiduguri of Borno State. The result yielded a coefficient of multiple linear regressions $R = .596^*$ and multiple R-square = 0.355.

This result suggested that the six predictor factors combined accounted for 44.2% (Adj.R²= .442) variance in the prediction of quality of life among out-of-school youths. The other factors accounting for 55.8% of the remaining variance were beyond the scope of this study. The ANOVA result from the regression analysis shows that there was a significant combined effect of the independent variable to quality of life among out-of-school youths in Maiduguri of Borno State, ($F_{(3,396)} = 25.647$; $P < 0.05$).

Table 4.7: Linear Multiple Regression Analysis showing the relative contribution of independent variables on quality of life among out-of-school youths

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	6.437	3.091		2.082	.000
Subjective happiness	.287	.037	.339	7.674	.000
Emotional intelligence	.019	.005	.105	3.533	.000
Access to recreational facilities	.048	.029	.051	4.659	.008

a. Dependent variable: Quality of life

The result on table 4.7 reveals the relative contributions of each of the six predictors factors (subjective happiness, emotional intelligence and access to recreational facilities) are potent predictors to quality of life among out-of-school youths. The most potent factor was subjective happiness ($\beta = .339$; $t = 7.674$; $P < 0.05$); emotional intelligence ($\beta = .105$; $t = 3.533$; $P < 0.05$) and finally, access to recreational facilities ($\beta = .051$; $t = 4.659$; $P < 0.05$) were significant in the study. However, the result implies that, all the indicators were relatively forecast out-of-school youths quality of life in Maiduguri of Borno State.

Discussion of Findings

Research question one examined the patterns of relationship that exists among the independent variables (subjective happiness, emotional intelligence and access to recreational facilities) on quality of life among out-of-school youths in Maiduguri of Borno State. The result portrayed a positive significant relationship among the independent variables to quality of life among out-of-school youths. This result supported Oshio (2011) found that people care much about their personal income level in China and it is an important indicator of their happiness, while, in comparison, Japan and Korea have the opposite situation. The strong effects of income on Chinese people's happiness are not only displayed by its direct connection with happiness, but also by its intermediating role between other variables, such as education, and happiness (Chen, 2012).

According to Laura study (2006) purposed to determine the relationship between emotional intelligence and interact with the society and concern in the performance and their common impact on personal adjustment where it's considered media to the

results of life in general (such as achieving a target, satisfaction about life). Elizabeth (2008) agreed in terms of the goal, where they studied the relationship between emotional intelligence and health, but Elizabeth added personality and happiness as additional variables and tried to search its relationship with emotional intelligence as they also are considered predictors of the quality of life. A study conducted by Rimmer, (2004) who confirms that fitness and recreational facility owners place a “greater priority on profit than accessibility.” Thus, physical constraints are tangible obstacles but financial backing is needed to adapt and ensure facilities are accessible to both able-bodied and disabled persons. Specifically, Suldo and Huebner (2006) demonstrated that extremely high life satisfaction was associated with adaptive functioning among a group of American high school students. Findings from various studies show mixed results: some studies found a significant but weak relation others found a non-significant relation and some scholars even discovered a negative relation between income and happiness.

Research question two examined the combined contribution of the independent variables (subjective happiness, emotional intelligence and access to recreational facilities) on quality of life among out-of-school youths in Maiduguri of Borno State. This result recommended that the six predictor factors combined accounted for 44.2% ($Adj.R^2 = .442$) variance in the prediction of quality of life among out-of-school youths. This result corroborates Cutrona (1994) reported that subjective happiness and access to recreational facilities was a significant predictor of quality of life. Similarly, emotional intelligence predicted quality of life across a group that was quite heterogeneous in terms of student’s specializations and ability levels.

Research question three examined the relative contribution of the independent variables (subjective happiness, emotional intelligence and access to recreational facilities) on quality of life among out-of-school youths in Maiduguri of Borno State. From the regression analysis shows that the three predictors were potent predictors of quality of life among out-of-school youths. It was reported by Shin and Johnson (2008) who asserted that people’s happiness derives from the cooperative functioning of both their assessment about personal life situations and their social comparisons to their past and others’ situations. Interestingly, it was further established that Gannon (2005) indicated that emotional intelligence and access to recreational facilities can predict some satisfaction dimensions about life. This can be interpreted that emotional intelligence and access to recreational facilities includes a lot of dimensions and abilities that if human owns, they, lead him to succeed in his life greatly besides, his satisfaction about his life.

Conclusion

The philosophy of life influencing personal and environmental factors practically measures the quality of life among out-of-school youths in Maiduguri of Borno State, Nigeria. It was resolved that these factors were positively correlated with quality of life among out-of-school youths in the studied location. Imperatively, there was a significant contributing effect of the independent variables (subjective happiness, emotional intelligence and access to recreational facilities) on quality of life among out-of-school youths. Also, it was confirmed that these six predictor factors combined accounted for 44.2% ($Adj.R^2 = .442$) variance in the prediction of quality of life. And finally, out-of-school youths can carefully attend to the various needs of life in the enhancement of quality of life in the studied area.

Recommendations

The following recommendations are proffered for improving the reach, coverage and quality of life among out of school youths in Borno, Nigeria.

1. There should be information be carried out concerning education and health teachings regarding on their physical activities, daily lifestyle, dietary habit, injury and violence, and other psychosocial factors must be addressed in those responsible institutions to prevent social violence like gambling in the community.
2. There should be a livelihood projects like fruit planting and other job vacancies accessible to them that should be provided and diversional significant activities be implemented in the community in order to divert themselves from having negative accustomed activities and for the benefits to those out of school youth as they are willing to earn money. These would largely contribute them to gain income as their resources and the alternative way of earning money.
3. There is need to transform the mindset of the out-of-school youths to become a person with high self-motivation and with high personal belief and to attain self-help and self-responsibility through self-abundance attained for a productive lifestyle into the future.
4. Efforts should be made to ensure that life skills education is accessible to out-of-school youths in all the states and local governments across the country.
5. There is need for youth-friendly centers supported by local governments, organizations and communities where out of school youths could access the dynamism of proposed future education.

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