

Effects of Self-Management Technique on Academic Self-Concept of Under-Achievers in Secondary Schools

Dr. (Mrs) Florence Abiola Olorunfemi-Olabisi¹

Dr. Moyosola Jude Akomolafe^{2*}

^{1,2} Department of Guidance and Counselling, Faculty of Education, Adekunle Ajasin University, P.M.B 001,
Akungba-Akoko, Ondo State, Nigeria

*Email of the corresponding Author: *moyojude@yahoo.com*

Abstract

The study investigated the effects of self-management technique in the enhancement of academic self-concept of secondary school students. Quasi Experimental research design was employed for the study. Academic Self-Concept Scale (ASCA) was used to identify students with low level of self-concept. Forty (40) students with low self-concept were identified and grouped into experimental and control groups. The experimental group was subjected to six weeks of Self- Management Training. The results showed that self-management technique significantly enhanced the academic self-concept of under achievers in secondary schools. It was recommended that counselling psychologists and teachers in secondary schools should adopt self-management technique in improving academic self-concept of under achievers in schools.

Keywords: Self-management technique, academic self-concept, under achievers.

1. Introduction

Self-concept has become an area of interest in the studies of personality. It is the most important component of man as an individual. Rogers (1970) defined self-concept as an organised pattern of perceived characteristics along with the value attached to those attributes. The 'self' is one of the basic characteristic feature of human recognition which is developed by observations and impression of oneself. This signifies the awareness of oneself or self-perception otherwise known as self-concept which makes each individual to react and respond to situations in characterised and distinctive ways.

Educationists and psychologists agreed that self-concept has a pervasive influence on a child's total development most especially learning. It has thus been postulated that a person can have either positive or negative self-concept. A person is said to have positive self-concept if the individual feels good about himself/herself or negative self-concept if he/she does not feel good about himself/herself.

Research studies have found strong relationship between the self-concept of learners and their academic performance (Adediran, 1985; Aremu, 1998; Tamunomena, 1996). Salami (1987), Okatahi and Adeyanju (1998) and Katura (1995) identified negative self-concept as one of the most important factors responsible for poor academic performance among students. The impact of low self-concept on a learner is enormous as he or she performs poorly academically (Centre for Cognitive Therapy, 2007). The implication of this study is that low self-concept is likely to result in poor academic performance. The question asked is "how could low self-concept be improved in order to achieve good academic performance among students? Kanfer (1975) distinguished psychological intervention of self-control as mainly educational and serving the purpose of helping learners to overcome the problems experienced. This treatment technique aimed at changing attitudes, behaviour and cognitive processing.

Studies have revealed the use of self-management technique in treating some psychological problems of learners (Bamisille, 2005; Katura, 1995; Kanfer and Carolyn, 1982). The need, therefore, to assist learners with low-self-concept cannot be over-emphasized. Self-management technique is counselling therapy that has been used to modify behavioural problems.

Self-management Techniques is a cognitive therapy which emphasises cognitive restructuring. The technique was based on the Social Cognitive Theory developed by Bandura (1986) which provided a theoretical basis for the development of model of self-regulated learning in which personal contextual and behavioural factors interact in such a way that gives students an opportunity to control their learning. Bandura (1986) describes self-management learning as an active and constructive process whereby learner set goals for their learning, plan actions, monitor, regulate and control their cognition, and behaviour. According to Zimmerman (2000), the skills

offered by the therapy can greatly assist the individuals in getting engaged in productive studying and learning which can lead to the learners' better performance.

Based on the above needs, this study investigated the effects of self-management technique in enhancing academic self-concept of learners.

2. Statement of the Problem

The self-concept of an individual, his attitudes and perception of himself are intimately related to how he learns and behaves. Poor academic self-concept, which implies a lack of confidence in learning, is related to poor study habit, inferiority complex, poor assimilation, inability to comprehend and so on. These are some of the factors responsible for poor academic performance and achievement among students.

Thus, to improve academic self-concept among students, this study examined the effectiveness of self-management technique in enhancing academic self-concept of students in secondary schools.

3. Purpose of the Study

The main purpose of this study was to determine the effectiveness of self-management technique in improving academic self-concept of underachievers in secondary schools in Ondo State, Nigeria.

4. Hypotheses

The following null hypotheses were formulated for the study.

1. There is no significant difference in the mean scores of academic self-concept of students in the treatment and control groups before treatment.
2. There is no significant different in the mean score of academic self-concept of students in the treatment and control groups.

5. Method

5.1. Research Design

The research design adopted for the study was quasi experimental which employed a pre-test-post-test method using two groups: the experimental group that was subjected to self-management training and the control group.

5.2. Sample and Sampling Technique

The sample of the study comprised forty students randomly selected from two secondary schools. The purposive sampling technique was used for the selections. Twenty students with low self-concept were selected from each school. The Academic Self-Concept Scale by Bakare and Akinboye (1976) was used to identify the students. These students were randomised into experimental and control groups.

5.3. Instrument

Academic Self-Concept Scale (ASCS): The scale was developed by Bakare and Akinboye (1976). It has thirty items (30) items designed to elicit information from subjects on how they perceived themselves in relation to their academic performance. Each item's value is coded as 1 = Not Sure; 2 = Least Sure; 3 = Sure; 4 = Very Sure. The instrument demonstrated high internal consistency with Cronbach alpha of 0.70 for this study. To demonstrate its reliability in Ondo State, Nigeria, test-retest reliability was used. The coefficient of 0.81 was obtained by the researchers. Thus, the instrument is reliable.

5.4. Treatment

5.4.1. *Pre-treatment Phase*: The forty students used for the study were subjected to a pre-test using the academic Self-Concept Inventory by Akinboye (1976). Data collected were used to identifying the correct sample for the study. It also served as a pre-test.

5.4.2. Treatment Phase

The treatment session lasted six weeks of two sessions per week making a total of twelve sessions for the treatments. Self-Management therapy developed by Kanfer and Karolygn (1982) was used to treat the experimental group.

5.4.3. The Post-Test Phase

At the end of the treatment session, all the participants in the experimental and control groups were re-assessed using the same instrument that was used for the pre-test to determine their academic self-concept level.

5.5. Data Analysis

Data collected for the study were analysed using t-test to determine the possible post-treatment difference in the academic self-concept among subjects exposed to experimental and the control groups.

6. Results

Hypothesis One: There is no significant difference in the mean scores of academic self-concept of students in the control and experimental groups before treatment.

Table 1 revealed that t-cal of 0.42 is lesser than t-crit of 2.10 at 0.05 level of significance. Thus the null hypothesis which stated that there is no significant difference in the pre-test mean scores of academic self-

concept of subject in the control and experimental groups was not rejected. This indicated that the sample for the study was homogenous.

Hypothesis 2: There is no significant difference in the mean scores of academic self-concept of students exposed to treatment and the control group .

Table 2 shows that t-calculated was 1.97 while the t-critical was 1.73 at 0.05 level of significance. Since the t-calculated is greater than t-critical, the null hypotheses which stated that there is no significant difference in the academic self-concept of treatment and control group was rejected. This revealed that there was a significant difference in the academic self-concept of students that were exposed to self-management therapy and their counterparts in the control group.

7. Discussion

The effectiveness of self-management technique in enhancing academic self-concept is in consonance with other studies. For example, Cole and Webber (2002), observed that self-management techniques have consistently produced improved academic performance and classroom behaviour. Furthermore, the studies of Onyewadume (1996) and Fadun (2005) affirmed that students with learning disabilities can learn through the therapeutic intervention of self-management components to regulate their own behaviours and to decrease reliance on other external agents. Therefore, it is not surprising that the group treated using self-management technique responded better when compared with the control group. The effectiveness of the treatment could be due to the fact that the consequences of inferiority complex hitherto experienced by subjects arising from false beliefs based on their assumptions were effectively taken care of. In the same vein it is possible that the use of self-management in this study had contributed to reducing inferiority, fear, anxiety and other inappropriate behaviour hindering learning. The fact that there was a significant difference in the experimental and control group is an indication that the technique of self-management used in this study was effective and could be used in modifying learning behaviour. It seems logical that poor Self-Concept which implies a lack of confidence in facing and mastering study materials would be related to deficiency in one of the most important areas of accomplishment for the learners' performance in school.

7. Recommendations

Based on the findings of this study, it is recommended that school administrators should establish effective counselling services in all schools. These would enhance positive attitudinal change in students towards learning with the aim of fostering improved academic performance. Moreover, counselling psychologists and teachers in secondary schools should self-management techniques in improving academic self-concept of under achievers in schools.

References

- Adediran, S.A. (1985), Self-concept and academic performance of Nigerian Adolescents. *Journal of Teachers Education*, 2(2) 27-42.
- Adeyemi, C.A., Adegbile, J.A. & Otesile, A.O. (2003), Influence of Self-concept on the academic performance of secondary school students in English Language. *Nigerian Journal of Educational Research*. 1(12) 12-24.
- Akinboye, J.O. (1976), *Adolescent Personal Data Inventory (APDI)*. Ibadan: Maritime Printers.
- Aremu, O.A. (1998), Effects of Two Group Counselling approaches on the Self- concept of selected Junior Secondary III Students. *Journal of Guidance and Counselling*, 6(2), 1-10.
- Bandura, A (1986), *Social Foundation of thought and Action. A Social Cognitive Theory*. Englewood Cliffs. New Jersey: Prentice Hall
- Coleman, M.C. & Webber, J. (2002), *Educational and Behaviour disorders*. Boston: Sheldon Press.
- Fadun, P.O. (2005), An evaluative study of reinforcement, repetition and self- monitoring on academic performance motivation. *Ph.D Thesis*, University of Ibadan.
- Kanfer, E.H. (1975), *Helping people change*. New York: Fergamon Press Inc.
- Kanfer, E.H. and Karolyn, P. (1982). *Self-management and behaviour change. Theory to Practice*. Elmsford, N.Y: Pergamon Press.
- Katura, E.G. (1995). Effect of Assertiveness Training and Cognitive Restructuring on students low self-concept of academic performance. *Zaria Journal of Educational studies*, 1(2). 94-98.
- Okatahi, A.O. & Adeyanju, G. A. (1989), Locus of Control and Self-Concept as factor of academic performance. *Zaria Journal of Educational Studies*, 1(2). 94-98.
- Onyewadume, M.A. (1996), Effects of Rational Restructuring and Problems-Solving Techniques in reduction of academic frustration. *Nigeria Journal of Clinical and Counselling Psychology*, 2(1), 54-61.
- Roger, C.R. (1959), *Therapy, Personality and Interpersonal Relationship: A Study of Human Psychology*. New York. McGraw-Hill.
- Salami, S.O. (1987), Effects of mastery learning and counselling on learning outcome in Chemistry. *Ph.D Thesis*, University of Ilorin, Ilorin

Tamunomena, J. (1996), *Self-Concept and academic performance of students in selected secondary schools is Port-Harcourt: A psycho-counselling Perspectives*. Owerri: Chinis Printers.
 Zimmerman, B.J. (2000), *Attaining Self-Regulation: A Social-Cognitive Perspective*. San Diego: Academic Press.

Table 1: t-test comparison of Pre-Test Mean Scores of Students Assigned to Experimental and Control Groups

Group	N	X	SD	DF	t-cal	t-crit	P
Experimental Group	20	27.37	7.41	38	0.42	2.10	NS
Control Group	20	28.45	6.85				

Table 2: t-test comparison of Post-Test Mean Scores of Students Assigned to Experimental and Control Groups

Group	No	X	SD	DF	t-cal	t-cri	P
Experimental Group	20	52.00	7.83	38	1.97	1.73	Sig*
Control Group	20	29.20	10.60				

* P < 0.05

This academic article was published by The International Institute for Science, Technology and Education (IISTE). The IISTE is a pioneer in the Open Access Publishing service based in the U.S. and Europe. The aim of the institute is Accelerating Global Knowledge Sharing.

More information about the publisher can be found in the IISTE's homepage:

<http://www.iiste.org>

CALL FOR PAPERS

The IISTE is currently hosting more than 30 peer-reviewed academic journals and collaborating with academic institutions around the world. There's no deadline for submission. **Prospective authors of IISTE journals can find the submission instruction on the following page:** <http://www.iiste.org/Journals/>

The IISTE editorial team promises to review and publish all the qualified submissions in a **fast** manner. All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Printed version of the journals is also available upon request of readers and authors.

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

