

**THE EFFECTS OF SELF-MANAGEMENT TECHNIQUE ON THE LOW SELF-CONCEPT OF
SECONDARY SCHOOL STUDENTS IN AWKA EDUCATION ZONE, ANAMBRA STATE,
NIGERIA**

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Abstract

This study investigated the effects of self-management technique on the low self-concept of secondary school students in Awka Education Zone. Two research questions and two hypotheses guided the study. The study is quasi experimental research and the specific design adopted was non-randomized pre-test post-test control group. The population of the study was made up of 650 (six hundred and fifty) senior secondary 1 and 11 students. A sample of 100 (one hundred students were obtained for the study through purposive sampling technique. A validated instrument – Adolescent Personal Data Inventory, Self-Concept Sub-Scale was used for data collection. Mean scores were used to answer research questions, while the null hypotheses were tested at $P < 0.05$ level of significance using analysis of covariance (ANCOVA). The findings of this study among others are that: self-management technique is effective in enhancing self-concept among secondary school students, and no significant difference exists in the effectiveness of self-management technique in enhancing male and female secondary school students' self-concept. Consequent upon the findings, it was recommended that students' guidance counsellors should use self-management technique in enhancing secondary school students' self-concept.

Introduction

Background to the Study

Low self-concept is a behaviour problem that students exhibit when they have negative perception about themselves. This negative perception could be that the students have feeling of being ugly, unintelligent, inadequate, lacking good qualities and potentials, being poor among others. These feelings make the students not to value, regard themselves and have sense of belonging. Low self-concept causes many behaviour problems like withdrawal, unassertiveness, shyness, poor communication skills, lack of confidence, anxiety, and timidity among others. Hyper vigilance, chaotic relationship, self-sabotaging, reactionary, overly critical of self and others, defensiveness, rigidity among others are characteristics of low self-concept individuals. Irrational/illogical thought, distorted statements, faulty self-image, depression, antagonism, projection, aggression, among others exhibited by low self-concept students characterized poor

mental health thus Derlega and Janda (2008) emphasized that good mental health is not merely the absence of mental illness.

The psychological behaviour problem influences the students' identity, role and overall life. Low self-concept hinders students the opportunity of maintaining a healthy personality. The students do not have full personality satisfaction and this is a fundamental issue in the students' life. This is worrisome to the students, students' guidance counsellors, psychologists and others. A positive self-concept is important for an individual's general life and mental health and Mc Candles (2008) pointed that an individual with high self-concept is more likely to live a happy life because the individual will be able to accept and live with himself.

The predispose causes of low self-concept among secondary school students are parents' socio-economic status, academic performance, physical appearance, peer influence, parenting style among others. The main cause of low self-concept among secondary school students is illogical/irrational thought.

Low self-concept causes numerous behaviour problems, and maladaptive behaviours and this call for methodical approach to modify the behaviour problem. Thus the researchers used self-management technique to modify low self-concept among secondary school students. Self-management is a process whereby a person actively implements specific procedures to control his own behaviour. This means that when individuals experience behaviour problems, they set goals to solve them and proceed to implement the goals. In other words, individuals can apply their own resources in other to gain control over some behaviours they don't like, sometimes with the help of a therapist. (Andrasik & Heimberg, 2008). Self-management in the context of this study involves low self-concept students taking responsibility for modification of their low self-concept. The students will be highly involved in the self-monitoring of their behaviour to note the low self-concept behaviour characteristics they exhibit, self-measurement to know the extent/degree of the low self-concept characteristics they exhibit, self-mediation to state goals to achieve in order to improve on their low self-concept, and lastly self-maintenance; adopting some skills and techniques as guided by the therapist to modify their low self-concept. In doing this, the pivot message of Client-Centered Theory that if proper environment is provided that man can use his potentials to resolve his problems and actualize himself is achieved by the students.

The effectiveness of self-management technique in enhancing self-concept among secondary school students could be moderated by gender. Self-management behaviour technique has its treatment procedure; and as such would have different effect on male and female low self-concept secondary school students. The researchers ascertained the gender that self-management technique worked better on.

Therefore it is against this background that the researchers investigated the effects of self-management technique on the low self-concept among secondary school students in Awka Education Zone.

Statement of the problem

The problem of the study is that low self concept causes or is associated with many behaviour problems and maladaptive behaviours including poor and under academic performance among secondary school students; therefore students' guidance counsellors should be sensitized to pay more attention in modifying low self-concept among secondary school students. When behaviour modification is not done on students by the students' guidance counsellors, low self-concept, behaviour problems, and other maladaptive behaviours associated with low self-concept can not be modified.

Purpose of the Study

The main purpose of the study is to determine the effect of self-management technique on the low self-concept among secondary school students in Awka Education Zone.

Specifically the study intends to determine:

1. The effect of self-management technique in enhancing the low self-concept of secondary school students when compared with those who received conventional counselling using their pre-test and post-test scores.
2. The effectiveness of self-management technique in enhancing the low self-concept of male and female secondary school students using their pre-test and post-test scores.

Significance of the Study

The study would be useful to students, teachers, students' guidance counsellors, researchers, and society. The effectiveness of self-management technique in enhancing secondary school students' self-concept would inculcate in the students the attitude of taking responsibility in modifying their behaviour problems.

This is so because self-management relies heavily on an individual taking responsibility in modification of his behaviour problem.

Furthermore, the effectiveness of self-management technique in enhancing secondary school students' self-concept would ginger teachers to make referral to students' guidance counsellors on low self-concept students for behaviour modification.

The effectiveness of self-management technique in enhancing self-concept among secondary school students would motivate the students' guidance counsellors to use self-management technique in enhancing self-concept among secondary school students.

The study's finding on the effectiveness of self-management technique in enhancing secondary school students' self-concept would be beneficial to future researchers who would be working on the related problem because the study would be a literature the future researchers would use to make a meaningful research work. Also the findings of the study would provide researchers a clue to possible areas for further studies in order to fill the gap unfilled by this study.

The effectiveness of self-management technique in enhancing self-concept among secondary school students would make the low self-concept students to have an improved personality thereby interact and contribute to the society positively and this would affect the society positively.

Scope of the Study

The scope was delimited to the effects of self-management technique on the low self-concept among senior secondary1 and 11 (SS1 and SS11) students in Awka Education Zone of Anambra State. The study was delimited to public co-educational secondary schools in the zone. The independent variable was self-management technique while low self-concept was the dependent variable. The only moderating variable was the students' gender.

Research Questions

The following two research questions guided the study:

1. What is the effect of self-management technique in enhancing the low self-concept of secondary school students when compared with those who received conventional counselling using their pre-test and post-test scores?
2. What is the effectiveness of self-management technique in enhancing the low self-concept of male and female secondary school students using their pre-test and post-test scores?

Hypotheses

The following null hypotheses guided the study and were tested at .05 level of significance.

1. There is no significant difference in the effect of self-management technique in enhancing the low self-concept of secondary school students when compared with those who received conventional counselling using their pre-test and post-test scores.
2. There is no significant difference in the effectiveness of self-management technique in enhancing the low self-concept of male and female secondary school students using their pre-test and post-test scores.

Low self-concept

Self-concept is a person's perception of himself formed through his experiences with the environment (Akinpelu, 2009). But some authors have self-concept to be reflection of evaluation of other people in the environment (Cooley, 2010, and Smith, 2010). This means that individuals' sense of self-concept is primarily formed as a result of their perceptions of how others perceive them. Self-concept could be low or high. Low self-concept is a negative perception an individual has about himself (Nwankwo, 2013). This negative perception (illogical/irrational thought) about event and self exert a strong negative influence on the individual. Environmental experience do not cause low self-concept but the way these experiences are perceived/interpreted by an individual causes low self-concept thus Rational Emotive Theory hinges on this.

Self-Management

Self-management is a process whereby an individual perceives his behaviour problem, set goals, adopts strategies to use to solve the problem applies the strategies and finally assesses the extent of his self-effort in solving the problem (Nwankwo, 2013). Self-management has components namely self-monitoring, self-measurement, self-mediation, and self-maintenance.

Self-Monitoring

Self-monitoring involves examining self to understand the problem situation, and all the dimensions of the problem in relation to self and the need to control it. It provides a baseline record of the behaviour problem (Nwankwo, 2010). In a case of low self-concept, self-monitoring can be used to pick occasions/conditions of manifestation of self-derogatory statements, lack of confidence, withdrawal, lack of social skills, feeling of inadequacy, lack of expression of feelings and opinions. Inability to stand up to one's right, and attitudes of unsatisfactory feeling about one's physical appearance, potentials and qualities, being afraid of making mistakes, displeasing oneself and pleasing others, abhorring criticism, among others are also picked.

Self-Measurement

Self-measurement entails keeping record about the extent of manifestation of the behaviour problem. That is to say that data need to be accumulated in quantifiable terms on the magnitude and frequency of the problem prior to the introduction of any treatment procedure (Nwankwo, 2009). In the case of low self-concept, behaviours like lack of confidence and social skills, attitudes like dissatisfaction for physical appearance, potentials and qualities, displeasing oneself and pleasing others, making derogatory statements about self, abhorring criticism and among others are to be recorded, frequency and conditions of manifestation stipulated.

Self-Mediation

This involves stating what to do to control the problem behaviour (low self-concept). This is the stage the individual sets the goals to achieve regarding the behaviour problem; usually the goal can be broken down into subgoals – thus the individual map out target desirable behaviours to be achieved gradually and at the end of the therapy (Nwankwo, 2009). For the individual that suffers low self-concept the goals could be stated:

A. Broad Goal: To improve on the feeling of low self-concept and specifically to achieve the sub-goals as follows:

Social Interaction Issues

- ❖ Engage in social interaction with people and peers.
- ❖ Exhibit greeting, conversation skills and ability to smile and laugh when necessary.
- ❖ Stop overreacting emotionally to comments and behaviour of others that are inappropriate.
- ❖ Stop negative interpretation of people behaviours towards one, thinking people take advantage of one, taking one for granted or mistreating one.

Confidence Issues

- ❖ Have confidence that one can do things right.
- ❖ Boldly contributing ideas during discussion with peers.
- ❖ Sticking to one's decision.
- ❖ Perform things without fear and anxiety.
- ❖ Objection to requests one does not want to oblige.
- ❖ Letting people know what one want.
- ❖ Doing things to please one self and not people.

Self-Commendation/Appreciation Issues

- ❖ Taking one's self as a person that has good qualities.
- ❖ Believing peoples' good comment about one.
- ❖ Having feeling of admiration from people.
- ❖ I of oneself rather than agreement with others criticisms about one.
- ❖ Not feeling that people view one in the same negative way one perceives himself.
- ❖ Stop feeling that people have bad opinion about one that makes one to be defensive.
- ❖ Stop feeling inferior among one's peers as a result of one's deficiencies.

Positive Self-Approval Issues

- ❖ Stop having illogical thoughts like ‘I am incompetent’ ‘I am worthless’ among others about oneself.
- ❖ Taking oneself as a person that has enough skills, potentials, and knowledge to do things well.
- ❖ Stop having illogical thoughts like ‘I am incompetent’, ‘I am not handsome’ among others about oneself.
- ❖ Start appreciating oneself.

Self-Maintenance

The last component of behaviour self-management is self-maintenance which involves intervention. Intervention refers to carrying out the stated objectives or goals. Self-maintenance refers to all self-efforts or self-activities being put into effect to maintain the desired behaviour (Nwankwo, 2009). Self-maintenance has some guiding principles namely: self-regulation, self-control, self-attribution and tasks and assignments (Kanfer, 2008).

Self-Regulation in Self-Maintenance

Kanfer (2008) said that self-regulation considers some psychological processes that occur in behaviour modification. Specifically, it is the precaution taken by an individual in order to direct his own behaviours. He also pointed that self-regulation occurs in three stages namely self-monitoring, comparison between the information obtained from self-monitoring and the required behaviour and lastly evaluation/motivation.

In relating low self-concept to his opinion, the client will deliberately and carefully check and note the low self-concept characteristics manifested by him. Secondly, the low self-concept behaviour characteristics noted are compared with the required standard behaviours and then the last stage evaluation/motivation comes in which assessment of behaviour and administration of self-reinforcement is done. However, for low self-concept the maladaptive behaviours would lead to negative reinforcement, thereby series of behaviours tried to correct the maladaptive behaviours of shyness, illogical thought/statement, unassertiveness, poor communication, lack of social skills, withdrawal, projection, reactionary, overly critical of self and among others. When the required behaviours are exhibited positive reinforcement is done. In line with the above (Bandura (2008)) noted that people observe their own behaviour, judge it against their own standard and positively/negatively reinforce themselves.

Kanfer also noted that when self-regulation involves behaviour that is under strong conflictful consequences, a change process is complicated further by the need to establish acceptable standards and equally important is the reduction of behaviours that serve as a cue to emit the low self-concept (antecedents). He further pointed that when the behaviour to be executed or avoided is conflictful, the redirection is self-control and it is this that is most frequently encountered and self-management methods are most often applied.

Self-Control in Self-Maintenance

In behavioural term self-control is a person’s action in a specific situation rather than a personality trait which portrays it as will power resulting from a person’s biological constitution, or his experience in learning to control his actions and impulses. In an attempt for an individual to change a behaviour problem, application of self-control is vital (Nwankwo, 2009). In line with the above, Essuman (2010) is of the opinion that self-control is a process by which environmental contingencies are altered in order to reduce the probability of a particular behaviour occurring.

Considered in another light, Thoresen and Mohoney (2009) has it that self-control is initiated by self-generated cues and is not under the direct control of the social and physical environment; but this does not mean that self-control is a behaviour that unfolds in an individual development independent of environmental influences. For example the decision to start a low self-concept behaviour modification program can be heavily influenced by (1) Information from psychologists that low self-concept affects an individual’s mental health. (2) After effects of poor performance in activities that demand confidence, boldness, and social skills.

Self-Attribution in Self-Maintenance

For a client to participate actively in behaviour modification, the client’s actions are influenced by his beliefs:

- (1) That he has some responsibilities to perform.
- (2) That a successful outcome is due to personal competence.

(3) That it is better for the desire for the behaviour modification to be controlled by intrinsic motivation.

Task and Assignments in Self-Maintenance

The maintenance stage of self-management usually involves tasks and assignment. Herzberg (2010) emphasized that assignment of particular task has long been used as a therapeutic technique and in a self-management program this feature takes a central role. He highlighted that assignment of tasks that are graded in difficulty gives meaning to the helper's structure of self-management methods as procedures that require the client to take responsibilities for changing his own behaviour. He also stressed that assignments result to gradual change of habitual behaviours outside the helping relationship. In a low self-concept situation a client that fears social interaction and lack social skills will be given a task of attending social gathering in order to overcome the fear and acquire social skills. Also a client that complains of shyness, increased frequency of interpersonal interactions will be a therapeutic objective.

In agreement with Herzberg, Kopel and Arkowitz (2008) pointed that tasks and assignments reduce client's belief that change is impossible and that it provides opportunity for self-observation and clarification of the problem which the client encounters as he engages in new and more desirable behaviours. They also pointed that small changes in the client behaviour adds to his motivation for increased contributions toward the change process on the assumption that self-attribution enhances effort.

In observing these principles in modifying low self-concept some behaviour modification techniques like behaviour rehearsal, covert rehearsal, covert modelling, self-modelling, reinforcement among others are used to modify the students' low self-concept or achieve the objectives/goals.

Method

The study is a quasi experimental research. The specific design adopted is non-randomized pre-test post-test control group. One school was used as experimental group and the other school was used as control group. Pre-test was given to the students in the two groups in order to ascertain their self-concept. Then experimental group received treatment on self-management technique for modification of their low self-concept while the control group was kept busy with counselling on low self-concept. The two groups were given a post-test at the end of the exercise to test their self-concept again.

Table 1: A non-randomized Pre-test Post-test Control Group Design

Group	Pre-test	Research Condition	Post-test
Exptl Gp	O ₁	X1 (SM Treatment)	O ₂
Control Gp	O ₁	X11 (Conventional Counselling)	O ₂

O1 – Pre-test on self-concept that was given to all the students in the two groups (Experimental Group I, and Control Group).

XI – Self-Management Treatment that was given to Experimental Gp.

XII – Conventional Counselling that was given to Control Group.

O2 – Post-test on self-concept that was given to all the students in the two groups (Experimental Group, and Control Group).

The study was carried out in Awka Education Zone, Anambra State Nigeria. The population of the study was 650 senior secondary 1 and 11 students. The sample for the study was 100 senior secondary 1 and 11 (SS1 and SS11) co-educational students from Awka Education Zone identified with low self-concept. Purposive sampling technique was used to select from the five local government areas that made up Awka Education Zone two co-educational secondary schools with the highest number of students identified with low self-concept. The baseline for the selection of these students was done by picking the students that their scores on the Self-Concept Inventory range from 30 – 89. The Self-Concept Inventory has 30 items as indicated below. One school with sixty low-self concept students was treated/handled with self-management technique (experimental group), while another school with forty low self-concept students was the control group that received counselling on low self-concept.

ADOLESCENT PERSONAL DATA INVENTORY, SELF-CONCEPT SUB- SCALE.

	Least like me		Undecided	Most like me	
	1	2	3	4	5
1. I have warm social attraction for others					
2. I am a responsible person					
3. My life has great value for me					
4. I am afraid of enemies					
5. I am a submissive person					
6. I am active					
7. I am confident about what people think about me					
8. I am concerned about what other people think about me					
9. I constantly feel insecure					
10. I express my feelings freely					
11. I am an optimistic person					
12. I usually like people					
13. I like to work hard					
14. I can face my difficulty in life					
15. I am ambitious over attaining mastery of things					
16. I am unreliable					
17. I may lie in certain situations					
18. I fear I would fail on anything I plan to do					
19. I am self- centered					
20. I always agree with my mates on all issues					
21. I am dependably reliable					
22. I often feel lonely					
23. I am original in all ways					
24. I am Lazy					
25. I am shy					
26. I am always methodical					
27. I like to generate new ideas all the time					
28. I am always thirsty for knowledge					
29. Life is meaningless					
30. I like to be myself always					

The items used evaluative phrases of ‘‘most like me’’ for most descriptive of the client and were rated 4, and 5 and ‘‘least like me’’ for least descriptive of the client and were rated 1, and 2. Items for which clients were not sure were rated 3. Positive items 1, 2, 3, 6, 7, 8, 10, 11, 12, 13, 14, 15, 21, 23, 26, 27, 28, and 30 were scored 1,2,3,4, and 5 while negative items of 4, 5, 9, 16, 17, 18, 19, 20, 22, 24, 25, and 29 were revised to 5,4,3,2,and 1 scores. The total score of a client on the scale indicates his self-concept. 90 – 150 score range of a client indicates high self-concept while score 89 - 30 indicates low self-concept. The instrument was a standardized one, in order words the psychometric properties of the instrument has been ascertained, so the researchers adopted it. The instrument was distributed to the students with the help of the research assistant.

The self-management technique treatment group was given the Low Self-Concept Self-Monitoring Checklist (See below). It is a take-home checklist that contains the behaviour characteristics of low self-

concept individuals. The students used the checklist to pick the low self-concept characteristics exhibited by them.

LOW SELF-CONCEPT, SELF-MONITORING CHECKLIST

I do not have confidence that I can do things rightly

I do not boldly contribute my ideas during discussions with my class mates because I feel I don't have good ideas

I do not present my opinions during interaction with my peers because I feel I do not have much to offer and even if I have it will not be accepted.

I do things to please people and displease myself in order to be accepted.

I do not take myself as a person that has good qualities.

I feel I do not have enough skills and knowledge to do things well.

I disbelieve peoples' good compliments about me.

I do not have feeling of admiration from people.

I do very much express disapproval of myself and agree with others criticisms about me.

I feel that people view me in the same negative ways I view myself.

I do feel that people have negative opinion about me and I always become defensive (that is protecting myself from peoples' criticisms).

I do negatively interpret peoples' behaviours towards me, thinking that people are taking advantage of me, taking me for granted, or mistreating me.

I do make negative statements about myself like 'I am not smart', 'I am not bold', 'I am not intelligent', 'I am not handsome/beautiful'.

I have illogical thoughts about myself like 'I am incompetent', 'I am worthless'

I feel inferior because of my poor background.

I feel disadvantaged irrespective of my beauty/handsomeness.

I feel inferior among my peers irrespective of my advantages.

I always wish to be like my peers whom I admire.

I feel inferior to my peers/classmates because of my poor academic performance and poor parent socio – economic status.

I do not appreciate my potentials.

I rarely engage in social interaction with people, class mates/peers

I find it difficult to exhibit social skills.

I do overreact emotionally to comments or behaviour of others that I view inappropriate or offensive.

I do not appreciate my physical appearance?

The students were also instructed to use improvised twenty leaves exercise book as log book and write the low self-concept characteristics exhibited by them as they monitor themselves. Moreover, the students were also given low self-concept self-management objectives/goals form that guided them on working towards attainment of stipulated objectives/goals in modification of their low self-concept characteristics. The content of the form is inline with the stipulated goals/objectives on pages 7 – 8. The form is designed in a way that the students will indicate (i) what done to accomplish the behaviour, (ii) what not done to accomplish the behaviour (iii) what to do to be more effective (iv) degree of performance (5 – always do it, 4 – frequently do it, 3 – often do it, 2 – rarely do it, 1 – never do it. While the control group was exposed to counselling on low self-concept, all spread over eight weeks for one hour in a week.

Issues handled in sessions of self-management technique on low self-concept

The issues handled in sessions of self-management technique on low self-concept of secondary school students took the following sequence:

Week 1 - Introduction and explanation of keywords (self-concept, low self-concept, and self-management).

Week 2 - Explanation on characteristics of low self-concept individuals, and self-management procedure.

Week 3 - Self-monitoring using the low self-concept monitoring checklist on pages 12 and 13, and use of improvised log by the students to write the low self-concept characteristics exhibited by them. Also self-measurement of the students' low self-concept characteristics was done by the students.

Week 4 – Monitoring review, objectives and goals setting on social interaction, confidence, self-commendation/appreciation, and positive self-approval issues as appeared on pages 6 – 7 above.

Week 5 – Maintenance phase – Application of modelling behaviour modification technique to acquire social skills. Here the students were encouraged to model on selected lives or models that possess or exhibit desired social interaction behaviours.

Week 6 – Maintenance phase continued – Application of covert modelling behaviour modification technique to acquire confidence. The students were encouraged to imagine how their model for any particular activity behaves or act confidently and consequently practice to behave the same way, given the same activity.

Week 7 – Maintenance phase continued – Application of self-modelling behaviour modification technique on self-commendation/appreciation issues. The students were encouraged to modify aspect of their behaviours on self-commendation/appreciation issues by observing themselves closely and make conscious effort to reduce or eliminate the unwanted behaviours such as self-degrading statements, feeling that people view them in the same negative way they perceive themselves, non-approval of themselves rather than agreement with others criticisms about them.

Week 8 – maintenance phase and closing – Still application of self-modelling behaviour modification technique on positive self-approval issues. Students were enjoined to observe themselves closely and stop having illogical thoughts, take themselves as people that have knowledge and skills to do things, appreciate themselves, among others. Post-test and termination.

Issues handled in sessions of counselling on low self-concept.

The issues handled in sessions of counselling on low self-concept took the following sequence:

Week 1 – Introduction.

Week 2 – Definition and explanation of self-concept and low self-concept.

Week 3 – Explanation on predispose and main causes of low self-concept.

Week 4 – Explanation on characteristics of low self-concept individuals.

Week 5 – Explanation on the behaviour problems and maladaptive behaviours associated with low self-concept.

Week 6 – Explanation on prevention of low self-concept.

Week 7 – Summary and evaluation.

Week 8 – Post test on self-concept and termination.

Data Analysis and Results

Research Question 1

What is the effect of self-management technique in enhancing the low self-concept of secondary school students when compared with those who received conventional counselling using their pre-test and post-test scores?

Table 1: Pre-test and Post-test mean Self-concept Scores of Students Treated with Self-management Technique and Those in the Control Group.

Source of Variation	N	Pretest Mean	Posttest Mean	Gained Mean	Remark
Self-management	60	81.52	103.00	21.48	Effective
Control	40	76.53	85.80	9.27	

Table 1 reveals that the students treated with self-management technique had pre-test mean score of 81.52 and post-test mean score of 103.00 with gained mean 21.48 in their self-concept, while the students in the control group who received conventional counselling had pre-test mean score of 76.53 and post-test mean score of 85.8 with gained mean 9.27. Therefore self-management technique is effective in enhancing self-concept among secondary school students.

Research Question 2

What is the effectiveness of self-management technique in enhancing the low self-concept of male and female secondary school students using their pre-test and post-test scores?

Table 2: Pre-test and Post-test mean Self-concept Scores of Male and Female Students Treated with Self-management Technique.

Source of Variance	N	Pre-test Mean	Post-test Mean	Gained Mean	Remark
Male	25	75	79.4	4.4	
Female	35	74	87	13	SM more effectv on Fema

Table 2 indicates that the male students treated with self-management technique had pre-test mean score of 75 and post-test mean score of 79.4 with gained mean 4.4 in their self-concept, while the female students treated with self-management technique had pre-test mean score of 74 and post-test mean score of 87 with gained mean 13 in their self-concept. Self-management technique is more effective in enhancing female secondary school students' self-concept.

Testing the null hypotheses

Null hypothesis 1

1. There is no significant difference in the effect of self-management technique in enhancing the low self-concept of secondary school students when compared with those who received conventional counselling using their pre-test and post-test scores.

Table 3: ANCOVA on the post-test mean self-concept scores of students treated with self-management technique and those who received conventional counselling

Source of variation	SS	df	MS	Cal. F	Pvalue	P ≥ 0.05
Corrected Model	9087.832	2	4543.916			
Intercept	1443.043	1	1443.043			
Pretest Score	1987.672	1	1987.672			
Treatment Model	4174.123	1	4174.123	40.06	0.00	S
Error	10106.728	97	104.193			
Total	943100.000	100				
Corrected Total	19194.560	99				

In table 3 it was observed that at 0.05 level of significance, the calculated F is 40.06 with value of 0.00 which is less than 0.05. Therefore, the second null hypothesis is rejected. So, the effect of self-management technique in enhancing the low self-concept of secondary school students is significant.

Null Hypothesis 2

2. There is no significant difference in the effectiveness of self-management technique in enhancing the low self-concept of male and female secondary school students using their pre-test and post-test scores.

Table 4: ANCOVA on the post-test mean self-concept scores of male and female students treated with self-management technique

Source of variation	SS	df	MS	Cal. F	Pvalue	P > 0.05
Corrected Model	20952.947	2	10476.474			
Intercept	83.432	1	83.432			
PRETESTSCORE	6413.681	1	6413.681			
GENDER	8495.869	1	8495.869	0.62	0.44	NS
Error	787267.053	57	13811.703			
Total	1643660.000	60				
Corrected Total	808220.000	59				

Table 10 reveals that at 0.05 level of significance, the calculated F is 0.62 with value of 0.44 which is greater than 0.05. Therefore, the fifth null hypothesis is accepted. So, the difference in the effect of self-management technique in enhancing self-concept of male and female secondary school students is not significant.

Summary of the Findings

From the analysis, the following findings were made:

1. Self-management technique is effective in enhancing self-concept among secondary school students.
2. Self-management technique is more effective in enhancing self-concept among female secondary school students.

3. The effect of self-management technique on secondary school students' self-concept is significant.
4. The difference in the effectiveness of self-management technique on male and female secondary school students' self-concept is not significant.

Discussion

Effects of self-management technique in enhancing secondary school students' self-concept.

The finding of this study showed that self-management technique enhanced self-concept among secondary school students. In other words the self-concept of secondary school students improved after being treated using self - management technique. The present study is in consonance with the study of Sammi, Dupaul, and George (2011) who reported that self-management technique was effective in handling adolescents' behaviour problems. The reason for this is that students took greater responsibility in modification of their low self-concept and this is good for goal/objective attainment.

Effectiveness of self-management technique in enhancing secondary school students' self-concept.

The finding of this study showed that effectiveness of self-management technique in enhancing secondary school students' self-concept was significant. This means that application of self-management technique resulted to improved self-concept among secondary school students. This finding is consistent with the findings of (Fantuzzo and Polite, 2009, Hughes, Korinek and Corman, 2008, and Sammi, Dupaul and George 2011) that demonstrated positive effects of self - management intervention applied in school environment among students with behaviour problems. The reason for this is that self-management technique involves students taking responsibility in modification of their low self-concept and this is good for objective/goal attainment. Also the nature of self-management technique gave the students the opportunity to work on every aspect of their low self-concept characteristics.

The finding of this study showed that there is no significant difference in the effectiveness of self-management technique on male and female secondary school students' self-concept. This means that the improvement on male and female secondary school students' self-concept using self-management technique records no significant difference. The reason for this could be that self-management technique treatment procedures suits both gender.

Conclusion

Self-management technique is effective in enhancing self-concept among secondary school students. Difference in the effectiveness of self-management technique in enhancing self-concept of male and female secondary school students is not significant.

Recommendations

Based on the findings, the study recommends as follows:

1. Student guidance counsellors should use self-management technique in enhancing secondary school students' self-concept.
2. Self-management technique should be used by student guidance counsellors in modifying numerous behaviour problems of students because of its advantages.

Suggestions for Further Studies

Researchers therefore suggest that further researches be carried out to cover the following:

1. A replication of the study could be carried out in Awka Education Zone using private secondary schools.
2. Other behaviour modification techniques like cognitive restructuring should be used by student counsellors to enhance secondary school students' self-concept.
3. Replication of the study could be carried out in other education zones in Anambra State and beyond.
4. The study could be carried out on either male or female secondary school students in any education zone in Anambra State.

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