

# Effect of Study Skills on Low Academic Self-Concept among Secondary School Students of Gombe Local Government Area of Gombe State

Chinyere Catherine Ngwakwe and Lydia I. Dabo

**Abstract:** This paper investigated the effect of study skills on low academic self-concept among secondary school students in Gombe local government area. One research question was posed and one hypothesis formulated to guide the study. The design of the study is experimental research design. The population of the students with low academic self-concept is 1110. The sample of the study is 32 students which were selected through purposive sampling technique. Academic self-concept survey scale instrument was used for data collection. The data collected was analysed using mean and standard deviation while the null hypothesis was tested using analysis of co-variance at 0.05 level of significance. From the findings it was revealed that study skills is effective in enhancing academic performance of secondary school students and also there is significant difference in the post-test mean score of students treated with study skills and those of the control group. With this it was recommended that study skills technique should be adopted by school counsellors and other allied professionals as an effective treatment technique in enhancing academic self-concept of secondary school students and enhancing academic achievement, self-concept and mental health in school setting among others.

**Keywords:** Study Skill, self-concept, Academic self-concept, Low self-concept.

## I. INTRODUCTION

The way an individual students feels, beliefs about himself or herself, has a profound effect on his academic work. A student that sees himself or herself as inferior or superior would go a long way in determining his or her level of academic performance in school and his or her relationship with others. Students' belief, thought, feelings, are shaped by experiences in the family, at school, from friendship and the wider society.

A good performance in academic work of a student is generally regarded as a pre-requisite for entry into highly skilled profession in sciences, technology, education and industry. While considering the poor level of academic performance among secondary school students, governments has channelled enormous resources in helping the growth and development of educational programmes at the secondary school level of education. In spite of this support given to secondary school education by the Governments, community, school authorities and parents, some students do not achieve good performance in their academic work due to their low academic self-concept, poor study skills, beliefs, thought, feelings and negative attitude toward their academic work.

Academic programme is a process that span through primary school to university education. As such, the learning outcome of a student is determined by his or her academic self-concept, study skills, and beliefs system of the student. All these when put together may have profound effect in the development of one's consciousness about one's self either in a positive or negative manner. In the view of above Abiodun (2014), was of the opinion that what students in schools belief, and feel, about themselves are not based solely on what they do only, but usually involve their relationship with other students, whether they feel worthwhile as individual or worthless as an individual. Undiyaundeye (2010) observed that, the most important fact on academic achievement of the students is the student academic self-concept.

Self-concept has become an area of interest in the studies of students' personality. Not to be confused with self-awareness, self-consciousness, self-Image or self-perceptions. Self-concept (also called self-construction, self-identity or self-perspective) is a multidimensional construct that refers to an individual's perception of "Self" in relation to any number of characteristics such as academics and non-academics. Self-concept is an internal model which comprises self-assessment. To gain a better understanding of our self-concept it is important that we examine our personality. An analysis of our thoughts and feelings about ourselves and the world around us can assist us in this process. It is the most important component of man as an individual. Self-concept is the product of reflectivity; it is the concept of the individual of himself as a physical, social and moral and existing being. The self-concept is sum total of the individual's thought and feelings about him or herself as an object (Miguel, 2015).

Frank and Ndume (2014) defined self-concept as an organized pattern of perceived characteristics along with the value attached to those attribute. The self-perception otherwise known as self-concept makes each individual to react and respond to situation in characterized and distinctive way. Educationists, psychologists and counsellors had agreed that self-concept has a persuasive effect on students' total developmental process especially as it relates to their academic learning and it has thus been postulated that a student with either positive or negative self-concept, will feel positively or negatively toward academic task.

Research literatures have revealed strong relationship between the self-concept of students and their academic performance especially as it relates to their academic achievements. Self-concept is frequently positively correlated with academic performance, but it appears to be a consequence rather than a cause of high achievement. This suggests that increasing students' academic skills is a more effective means to boost their self-concept than vice versa. Most of the researches showed relentless support towards the belief that there is a significant relationship between academic self-concept and academic achievement in secondary school students (Yara, 2010). Recent study by Yara (2010) on student's self-concept and mathematics achievement in some secondary schools in South-Western Nigeria revealed that students with good self-concept perform well in mathematics. Cooley (2008) found that the grade point average was the best predictor of academic self-concept for student. These self-perceptions or beliefs play a significant role in directing and affecting students' efforts toward their academic work. Frazier (2009), explains that self-concept is multifaceted, hierarchical, organized and structured, descriptive and evaluative, stable and yet increasingly situation specific. This explanation of Frazier is consistent with the multi-dimensional and hierarchical models of self-concept by Rogers (1958). This model proposed that academic self-concept is one of the several different facets of the self that contributes to an individual general self-concept.

Academic self-concept is an evaluative self-belief, perception that is formed through students experiences and interpretation of the school environment (Jaiswal & Choudhuri, 2017). According to Marsh and Martin (2011), academic self-concept is a student's view of his or her academic ability when compared with other students. Whereas DeDonno and Fagan (2013) defined academic self-concept as involving a description and an evaluation of one's perceived academic competence. In a more comprehensive way Jaiswal & Choudhuri, (2017) have explained the academic self-concept as specific attitude, feeling and perceptions about one's intellectual or academic skills representing a person's self-beliefs and self-feeling regarding the academic setting.

Academic self-concept refers to specific attitude, feelings and perception about students intellectual or academic abilities which represent students self-beliefs and self-feelings regarding their academic lives. To this study, the researcher sees academic self-concept to be the perception, beliefs, thinking or thought of how the individual student sees one's self in relation to his or her academic capabilities toward academic endeavours. DeDonno and Fagan (2013) saw academic self-concept as the individual student's perception, feelings attitudes and beliefs in which the student has for his or her self which may be positive or negative. DeDonno and Fagan (2013) also noted that most students entering secondary school are poorly prepared for school work due to their low academic self-concept. Adeyanju (2011) identified low academic self-concept as one of the most important factors,

responsible for poor academic achievement among students. The effect of low academic self-concept on a student is enormous as he or she perform poorly academically (centre for cognitive therapy, 2007).

Student's low academic self-concept about their academic capabilities, skills and habit form an important part of their adjustment in school. The self-concept of students whether low or high play a significant role in directing students efforts toward their academic lives and work. Low academic self-concept is defined as the negative evaluation of an individual student beliefs, feelings, capabilities, and action toward his or her academic lives as a result of his pessimistic beliefs and thoughts (Eroh & Orth, 2011). According to Jaiswal & Choudhuri, (2017), low academic self-concept of the students will influence their academic programmes in a substantial ways. He further opined that, some students would perform worse in their ability due to their low academic self-concept. Students at all levels of education who suffer from low academic self-concept often choose and pursue careers which are not challenging to their cognitive abilities (Ergene, 2013). Students' low academic self-concept may result from various factors such as; personal belief, peer group, home background, life style, emotional state of students, environmental conditions of the students and inappropriate developmental exposure of the child. Students with low academic self-concept display the following characteristic in school setting; Strong self-defeatism, criticism and dissatisfaction, underachieving, negative belief and attitude unmotivated, poor self image, lack of self-confidence, pessimism and general outlook (Self-concept web, 2014)

However, Jumoh (2013) stated that individual student's academic self-concept has profound consequences for every aspects of his or her academic pursuit. This statement was confirmed by eminent clinical psychology, Ellis (2007), that low self-concept is the greatest illness known to man because it is conditioned. According to Ellis, people would be better off, if they stop trying to convince themselves that they are unworthy. Greg (2013) argued that improving self-concept among students would help to solve many educational, social and psychological problems including crime, unwanted pregnancy, drug abuse and school underachievement. Greg also speculated that healthy academic self-concept of the student might protect them from being overwhelmed by life's challenges and thus reduce student failure in their academic endeavour.

Consequently, academic self-concept is the self-identity, mental and conceptual awareness and persistent regard that students hold with regard to their own being as it relates to their academic lives. According to Odiri (2015), academic self-concept has to do with how a student perceives himself or herself, what the student thinks about himself or herself, how he or she values himself or herself. According to Rogers (1957), self is the central ingredient in human personality and personal adjustment. Carl Rogers whose work on self-concept is prominent in psychological literature defined self as a social

product, developing out of interpersonal relationship and striving for consistency. He maintained that there is a basic human need for positive regard both from others and from self. In every person, there is tendency for self-actualization and development. To confirm Rogers' position, Baker, Dawson and McCoach (2012), opined that students' motivation to engage or not to in academic task is significantly determined by their self-concept or self-perception. Based on this, Cooley (2008) opined that students self-perceptions are predictive of students goal orientation. In the past, researchers like Scales, (2006); Cooley (2008), dealt with self-concept as one dimensional affective attribute, however, in their latter study, the report shows that self-concept is a multidimensional general perception of self as a person (global self-concept) which is positioned at the apex of the structure of the 'Self'. Self-concept was further differentiated into academic and non academic (physical, social, emotional) self-concept (Marsh, 2013a). Each of these facets of self-concept can be further divided into specific domains like mathematics self-concept and physical appearance self-concept (Marsh, 2013a).

Self-concept is a very important variable to consider in any achievement related situation. This is still applicable to student academic self-concept which is also an important variable to academic achievement. Globally, especially Nigeria, the problem of low academic self-concept of students is centered on inadequate study skills and academic self-concept possessed by the students. The statistics of the school certificate and general Examination result at both the junior and senior secondary school depict poor performance (WEAC web, 2014). For instance, in 2010, JSSIII and SSIII students certificate result shows that, the mean score for the JSSIII students was 26% while that of the SSIII was 26.56% which was very poor. Also in senior school certificates examinations of recent years, the story is the same. For example in the year 2013, 51,600 students sat for the Examination which only 10,130 representing 18.1% had credit pass in vital subjects like mathematics and English in the Exams which is very poor and disturbing (WAEC statistic report 2014). More so, in recent WAEC Examination 2016 result released, the statistic shows that majority of students who sat for the Examination experienced short fall in major subjects areas. The statistic above also confirm Adepoju's (2004) statement that poor academic performance in vital subjects permeates among secondary school education due to low academic self-concept and inappropriate study skills.

Ryan (2009) observed that one of the difficulties students experienced in Education is closely related to the way they see themselves. This implies that many students who have difficulty in school or perform poorly academically are not hampered only as a result of lack of understanding, negative peers influence and poor economic background, but because they have learned to see themselves as incapable of handling academic work and not been able to design an effective way of studying and techniques that will help them develop

positive academic self-concept that can enhance their academic achievement and learning.

Academic self-concept which may be positive or negative in situation can result to emotional problem and difficulties (Adeola & Adedipe, 2013). Low academic self-concept in most cases, result to frustration, and this is capable of affecting the totality of the individual as well as his or her personality (Omoluabi, 2010). To some students, negative self-concept can become so excessive that they make it difficult or even impossible for students to focus on their academic work such feelings as, fears, shyness, irrational thought. Therefore, there is no doubt that these students need as much help as possible. Low academic self-concept is a significant issue for counselling as evidence from volumes of growing literature, explaining the need to study academic self-concept and improving low academic self-concept has been one of the important concerns in most low self-concept researches. The problem of low academic self-concept has been conceptualized in many way by different researchers. This has led to different ways of approaching its treatment (Ergene, 2013).

Furthermore, Kizlik (2010) opined that effective study skills which include scheduling of time, space for the study, good note taking skills, reading survey, questioning, recite and review must be practiced. This according to him will enhance students self-concept academically. Perhaps, it is not enough for students to have a head knowledge of effective study skills but to put them into practice in order to have the desired positive result in study and skill-deficit treatment approaches involving study skills training, test-taking skills training, other skill deficit approaches and cognitive-skill focused treatment approaches combined (Ergene, 2013).

Study skills can be referred to as study habits, study strategies. Study skills are approaches applied to learning and they are generally critical to improvement in academic success in school, considering the essentiality for acquiring good grades, and useful for learning throughout one's life. Rwehubiza (2013) asserted that, most students fails in examinations simply because they lack study skills for positive academic self-concept. Study skills are an array of study technique which may take the process of organizing and taking in new information, retaining information, or dealing with assessment. They include mnemonics, which aid the retention of lists of information, effective reading and concentration technique as well as efficient note taking while often left up to the student and their support network. Study skills are increasingly taught in secondary school level.

Good study skills are associated with a favourable attitude towards learning in general (Singh & Sarka, 2015). In short, study skills of students are determined through time management ability, learning styles, note taking, reading, vocabulary, writing and listening among others. Charles-Ogan (2018) subsequently defined study skills as the regular approaches and practices that were depicted for effective

studying process of gaining information through learning or the behaviour used when preparing for tests or learning academic material. He sees study skills as a desired repetitive pattern of studying a subject. Nneji&Udaba,(2017) defined study skill as the adopted way as manner a student plans his private reading , after class-room learning so as to attain mastery of the subject. It may also include the ways and manner a student regularly attends to his class lessons, his attentiveness knowledge of the concept understudy. They listed specific competencies of effective study skills to include acquiring information, recording information, recording appropriate responses to the presented information, locating the required information, organizing and managing activities efficiently, synthesizing information to create meaningful patterns of responses, memorizing and retrieving information on demand. Effective study skills assist students during the learning process in order to acquire new information and are essential for students` successful academic performance . Study skills are mainly external factors that facilitate the study process such as sound study routines that include how often a student engage in studying sessions, review the materials, self-evaluating , rehears, explaining the materials and studying in a conducive environment.

In a similar study Zimmermom, GolstonGadzelle (2007) investigated the relative effectiveness between students study skills and the academic self-concept and performance using the study semester G. P.A of (85) eighty five high and (58) fifty-eight low mental ability student using a quasi-experimental design in Spain. In the result it was find out that the low mental ability student improved in the study skills and academic self-concept because, the low mental students were exposed to different skills and techniques that enhance their study skills and perception about study while the highly mental student skill remain in their level.

In contrast, cognitive based study skills technique emphasised on the origin of the response. The cognitive based skills makes it necessary that low academic self-concept of the student should be examined and the rationales for the treatment is belief that self-concept of the student can be improved by the students study skills and plan which is the modification of the irrational thought process of the students which will be the goal of the treatment (Obioma, 2016). Study skills techniques for the purpose of this study is an individual students personal plan application of cognitive behavioural change in learning and study tactics in other to produce the desired change in academic self-competent and achievement.

The first form of cognitive behavioural theory was developed by Albert Ellis in the early 1950. Ellis eventually called his theory. Rational emotive behavioural theory holds that our beliefs about event, not the event itself, is what make individual to have irrational thought. The beliefs that brings about low academic self-concept are irrational because they arise from our faulty perceptions, illogical reasoning and internalised sentences; such as inadequate thinking, over generalization and catastrophizing . Inadequate thinking is

viewing an event as in all or none. I should at all times do well and others must treat me the way I will treat them. Over generalization; is drawing conclusion that all event must turn in a particular way because others have tried it. Catastrophizing refers to looking minor situation as traumatic. For example, a student that fail in final exam would simply conclude that is the end of his educational career or jump into conclusion that he or she cannot cope with tertiary education.

According to Ellis, rational emotive behavioural theory holds that psychological problems such as negative self-concept, emotions and mal-adaptive behaviour are maintained by the interpretation people give to event in their lives. According to Ellis (1956), low academic self-concept students irrational beliefs, thoughts and perception tend to take the form of absolute statement. Ellis describes three main irrational beliefs that are in line with low academic self-concept thinking to include:

- i. Must do all my school work competently at all times or I am a worthless student.
- ii. Other students must treat me very important or they are not my friend
- iii. The teacher should give me good grade or I stop attending his class

Because of all these beliefs, low academic self-concept students make unrealistic demand to themselves and others and they have the mind that their needs must be fulfilled or result to negative consequence on their concepts.

The Behaviour and cognition is a goal oriented and systematic procedure, (Wikipedia 2010). Cognitive Behavioural Theory does not exist as a distinct therapeutic technique. The term is generally used for a classification of theories with similarities. Some of the approaches or technique in CBT are Bibliotherapy, rationalemotive behaviour therapy, rational living therapy, cognitive therapy and among others (Vanscoyoc and Christopherson 2010). Cognitive Behavioural theory was primarily developed by merging behaviour and cognitive therapies. Essentially Cognitive behavioural theory works on thoughts, beliefs and attitudes (the cognitive aspects) as well as human behaviour to modify both at the same time and in such a way that positive lasting change occurs ( Internet source, 2010)

There is empirical evidence that our cognition affects our self-concept and personal emotions, psychological disorder, anxiety, personality, study phobia academic phobia and among others (Vanscoyoc& Christopherson 2010). Cognitive behavioural theory and self-concept, is based on the hypothesis that a student academic self-concepts, thoughts, interpretations and self-statements about events exert a strong influence on academic self-concept of the students either positively or negatively. Low academic self-concept is not only induced by environmental events, but it can emerge through the way these events are perceived and processed by the individual. Students improve in their academic self-

concept when they perceive situations that is in line with their belief and thoughts. In CBT, clients or students are helped to identify their irrational and distorted thinking pattern and further help to construct more adaptive belief system (Ellis, 1973). For students with low academic self-concept, CBT has a strong focus on social cognition and interpersonal skills solving techniques. The therapist is usually active and involved in collaborative relationship which is intended to stimulate the student's positive thinking about his/her self (Vanscoyoc & Christopherson, 2010). The main aim of this approach is to give the student the opportunity to try out and develop new skill. Example of CBT used for low academic self-concept and behavioural problem includes: rational emotive therapy and cognitive therapy CT. (Vanscoyoc and Christopherson, 2010. Prigrove, 2010; and Schechtman 2009; and Davidson, 2009). CBT is designed as a brief intervention offered as a package of 8-10 weekly session of one hour duration that can help to change the faulty cognition and irrational beliefs of the individual ( Internet source, 2010) in which students low academic self-concept is applicable.

Although, it is evident from the foregoing that there are still problems which demands research attention in improving low academic self-concept of the students in Gombe State. Therefore, the present study relates the variable of studyskills technique on low academic self-concept among secondary school students, but a good number of researchers have investigated the effect and effectiveness of different psychological techniques in improving low academic self-concept, the problem still remain a source of worry and concern to many students, parents, counsellors, teachers and others in the society. As at the time of this study, the researcher was not aware of any study that seek to determine the effects of study skills technique in improving low academic self-concept of secondary school students that has been conducted in Gombe Local Government Area of Gombe State. This therefore has necessitated this study.

#### *Statement of the problem*

Low academic self-concept is a problem that has effect on secondary school students in their second decades of development. Students at this stage have inappropriate and irrational beliefs, perception about academic ability, distorted thinking about their capability of engaging in academic tasks that is assigned to them, feeling of inadequacy about their studies and their academic achievements. This is due to their faulty cognition of their self-concept which can create a problem for them in their academic lives and also hinder them from developing a positive self-concept needed for them to fully actualize their academic potentiality and achievement. How can a student achieve his or her set objectives if he or she lacks a sense of self belief? How can a student concentrate fully and perform excellently on his or her academic studies, if he or she lack self-competence?

Low academic self-concept is detrimental to the students' Educational and psychological well being which can make them fail in their academic work. This claim is based on various students who involves in various examination malpractices is as a result of their low academic self-concept, supporting this statement is the statistics of west African examination council WEAC 2016 released result show that majority of the students who sat for the examination experience low performance in major subjects. However, out of 1148262 candidates that sat for the exam, 548261 candidates obtained credit and above in four subjects which represents 1.61%. moreso, out of the total number of candidates that participated in the exam, 145,795 result of candidates was withheld representing 8.61% due to examination malpractices (<http://www.weacstatistic.org> report 2014). According to Egbule (2008), low academic self-concept has become a serious problem to the students with the resultant effect of most students involving in social vices such as teenage mother, school drop out, juvenile, examination malpractices which could jeopardize their educational attainment.

In the school setting, teachers, and principal often use different techniques and skills such as reinforcement like praise, clapping and gifts in other to improve students' self-concept toward their studies. This techniques and skills the teacher uses are behaviourally based, because it does not restructure faulty cognition responsible for low academic self-concept among secondary school students. Study skills technique is a type of psychotherapeutic treatment technique that helps the students to understand the influence of thoughts and feelings on students' academic work. Study Skills technique is a well planned strategies that is used for treatment of students with poor academic culture and poor study habit. Study skills such as reading, note taking, assignment, home work, time management are effective skills for improving student academic achievement with good result. It is against this background that the researcher sought to determine the effect of study skill technique in improving low academic self-concept among secondary school students, and also sought to fill the gap against the background on the high report of low academic self-concept among secondary school students. The questions that readily come to our mind are: can students' Low academic self -concept be improved? If anything can be done, what are the possible therapeutic approaches or techniques in improving students' academic self- concept? Furthermore, can study skills technique be used as effective technique in improving students' Low academic self- concept? Thus this study is therefore committed to finding possible answer to these and more specific questions on Low academic self-concept among Secondary Schools students in Gombe state.

#### *Purpose of the Study*

The purpose of this study is to determine the effect of study skill technique on low academic concept of secondary school

students in Gombe Local government area of Gombe state. Specifically, the study intends to determine,

1. The effect of study skill technique on low academic self- concept of secondary school students.

#### *Significance of the study*

This study would be of great significance to students, counsellors, teachers, the school and the society at large. Specifically;

The finding of the study would be of benefit to students. The students are the ones at the centre of teaching and learning, hence they stand to benefit so much from this study. This study would help students get more of the needed help from counsellors and other allied professionals having gained better knowledge of the tool towards improving students' low academic self-concept and thereby increasing students' performance in their academic work. This can be achieved through individual and group counselling.

This study would equally expose the teacher to understand better the level of low academic self-concept of the students, so that proper referral can be made in directing students to counsellors who will then apply the method and procedures that will help students to improve their academic self-concept. Educating teachers about students' low academic self-concept and the behavioural sign of negative self-concept which they see in the classroom, make this invisible disability called low academic self-concepts easier to detect and understand. An informed teacher will be on the way to intervening effectively and turning the tide of event for the students 'academic and behavioural performance.

The findings of this study would be of immense benefit to the counsellors. The issue of low academic self-concept enhancement is a practical importance to Counsellors, because they know that a student with positive academic self-concept, is a well performing students. So the findings of this study will be great assistance to them in getting the best out of every student. Findings from this study when approved will provide the needed tool to render any helpful assistance to students with low academic self-concept, and understand how to effectively use study skills technique in improving students' low academic self-concept.

The findings of this study would be beneficial to school managers. The study when approved and implemented, will help the school managers understand the risk that low academic self-concept pose to students which invariably hinder their academic performance in schools. It will encourage the school managers to take necessary steps needed to get teachers' mind positioned toward identification of students with low academic self-concept, encourage the school counsellor to see the need for getting better trained in academic self-concept management. This will put them in a position to avoid word or action that engender negative self-

concept, to be able to help students overcome low academic self-concept when the need arises.

This study would also be beneficial to the parents and the society in general. The findings of the study would help parents and every other members of the society to understand the impact of low academic self-concept of the students in school can affect students academically, emotionally and socially. With the parents and the larger society being fully informed of the negative impact of low academic self-concept on the students performance, they will be in position to play the necessary role encouraging the students even when they under-perform academically as this will help to build confidence in them. When children have developed confidence in self, they will be able to relax and cease from being irrational in their thoughts and apprehensive toward academic tasks.

The future researchers would equally benefit from this study. The reviewed related literatures on the topic of low academic self-concept, with the methods and procedure on how its much needed knowledge on the topic low academic self-concept, its causes and the possible treatment technique available. The findings of the study will also provide researchers a clue to possible areas for further studies.

#### *Research Question;*

One research question guided the study,

1. What are the differences in pre-test and post-test low academic self-concept mean scores of secondary school students treated with study skill technique and those in the control group?

#### *Hypothesis*

One null hypothesis equally guided the study, and it was tested at the 0.05 level of significance;

1. There will be no significance difference in the pre-test and post-test low academic self-concept mean scores of students treated with study skill technique when compared with those in the control group.

## II. METHODOLOGY

#### *Research Design*

The design for this study was a true experimental research design. This is called true experimental because subjects are randomly assigned to groups because of the control they provide, they are mostly highly recommended design for experimentation in education (Maduekwe, 2009). According to Harrington and Harrington (2006) described true experimental study as a type of study that determines the effects of a treatment paradigm on a randomised sample. In experimental study, the randomized subjects, are expose to pre-test and post-test including control group in the design. This study was randomly assigned subjects to experimental and control groups and administer a pre-test to the groups

(dependent variables). The treatment is introduced only to the experimental groups or subjects after which the two groups are measured. The study adopted a 2 x 2 factorial research design comprising (2) experimental group and (2) treatment technique making (4) cells.

There would be two groups of participants from two coeducational schools, one group served as treatment while one group served as a control. The two groups would be tagged experimental group (I) experimental group (II), which is the control group. Participants in experimental group (I) was treated with study skills technique (SST), while the control group received no treatment but neutral interaction (normal teaching and counselling) with the school guidance counsellor. The researcher assigned participants into the two groups based on their schools. The experimental group (1) study skills technique (SST) group and with the control making up the second group (2).

#### *Population of the Study*

The population of this study comprised of all the 1110 SSI and II students from 16 public senior secondary schools in Gombe LGA (Ministry of Education, 2021). The choice of SSI and II was made on account of the fact that they were considered to be intellectually more matured than their junior secondary counterpart and generally possess the intellectual skills to study, understand and respond to the instruments of the study. While, the SS3 students was excluded because of their engagement in various preparatory classes for their external examinations.

#### *Sample and Sampling Technique*

The sample for the study was 70 secondary school students. This comprised of all the public senior secondary school (SS1 & SS2) students that were identified with low academic self-concept from two (2) selected secondary schools. Academic Self-concept Survey instrument is an academic self-concept report psychometric survey scale which was developed to measure students' academic self-concept as it relates to peer interaction, academic, thought, school and home. The test is one paged and contains twenty nine 29 items. The instrument is on four 4 point scales ranging from Always (A=4), Most Times (M=3), Some Times (S=2) and Rarely (R=1) for every positive statements, reversed for every negative response. Two schools that have the highest number of students with low academic self-concept were the ones that was used for this study from the pool of (16) public senior secondary schools in Gombe LGA that was visited by the researcher. A purposive sampling technique was used in determining the two schools with low academic self-concept. Through the Academic Self-concept Survey Scale (ASS) questionnaire which was used to measure the dependent variable. The experimental group were 35 students with low academic self-concept and control group.

#### *Instrument for Data Collection*

The instrument that was used for data collection was Academic Self-Concept Survey Scale (ASS). The instrument was adopted from Uba (2015). The instrument academic self-concept report psychometric survey scale which was developed to measure students' academic self-concept. The test contains twenty nine 29 items. The instrument is on four 4 point scales ranging from Always (A=4), Most Times (M=3), Some Times (S=2) and Rarely (R=1) for every positive statements, reversed for every negative response. Uba in 2015 obtained a reliability coefficient of 0.84 on Academic Self concept Survey scores. Uba in 2015 as reported used Cronbach Co-efficient Alpha for the determination of the reliability co-efficient as obtained. Cronbach Alpha test was also used to determine the internal consistency of the instrument (ASS). This study adopted Academic Self-concept Survey scale ASS developed by Uba 2015 in Nigeria which the reliability has been determined, there was no need for further reliability estimation.

#### *Method of Data Collection*

The researcher and sixteen trained research assistants went round the secondary schools to distribute the questionnaire. The instrument was administered to the participants on individual basis. Copies of the questionnaire administered were collected immediately after completion. The sample for the study was broken into two groups which comprised one I experimental group and one I control group. Experimental group one I was treated with the Study skill technique, while experimental group two II was given no treatment but rather a neutral interaction with the school guidance counsellor. The treatment lasted for 10 weeks.

#### *Method of Data Analysis*

The data collected was analyzed using Analysis of co-variance (ANCOVA).

### III. RESULTS

Table 1: Pretest and Posttest mean low academic self-concept scores of Students treated with study skills technique and those in the control group.

Source of variation	N	Pretest Mean	Posttest Mean	Gained Mean	Remark
Study Skills Tech	35	38.86	60.17	21.31	Effective
Control	35	39.51	42.17	2.66	

Table 1 shows that the students treated with study skills technique had pretest mean score of 38.86 and posttest mean score of 60.17 with gained mean score of 21.31 in their academic self-concept, while the students placed under the control group who received conventional group counselling had pretest mean score of 39.51 and posttest mean score of 42.17 with gained mean score of 2.66 in their academic self-concept.

Table 2: ANCOVA on the Posttest Academic Self- Concept mean scores of students treated with Study Skills technique and those who received conventional group counselling.

Source of variation	SS	df	MS	Cal.F	Crit.F	Remark
Corrected model	6144.497	2	3072.248			
Intercept	189.494	1	189.494			
Pretest	474.497	1	474.497			
Treatment Group	5945.196	1	5945.196	213.53	3.99	S
Error	1865.446	67	27.842			
Total	191306.000	70				
Corrected Total	8009.943	69				

In table 2 it was observed that at 0.05 level of significance, 1 df numerator and 67 df denominator, the calculated  $F_{213.53}$  is greater than the Critical  $F_{3.99}$ . Therefore, the null hypothesis is rejected. So, there is significant difference in the post test academic self-concept mean scores of students treated with study skills technique and those in the control group.

#### IV. DISCUSSION OF FINDING

*Effect of Study Skills Technique in Enhancing Secondary School Students Low Academic Self-Concept when Compared with those in Control Group.*

Finding from the data analysed in this study showed that study skills technique is effective in enhancing secondary school students' academic self-concept when compared to those in the control group. Specifically, the finding indicated that the students in both the experimental group and those in control group possessed low academic self-concept before the commencement of the study as measured by their scores on the pretest. The finding also indicated that the magnitude of the mean difference between the experimental group 1 which is study skills technique and control group was significant in the posttest.

Moreover, the experimental group1 (Study Skill Technique) reported a significant increase in their academic self-concept than the control group. Since the calculated  $F_{213.53}$  is greater than the critical  $F_{3.99}$  depicted in table above. This indicates that secondary school students in the treatment group 1 (Study Skills Technique) have understanding of the academic self-concept as a result of study skills technique received. This findings is consistent with prior research studies by Zimmermom, Golston and Gadzelle (2007) that suggested that study skills is effective in enhancing secondary school students' academic self-concept. One reason for the increase in students' academic self-concept in experimental group 1 (Study Skills Technique) over those in control group might be due to the study skills that were taught, and the thought, feelings, beliefs and perception changing process in the study skills utilization. Since the students are very much aware of how their beliefs, feelings, thoughts, perception and

actions affect their academic self-concept and academic task within the few weeks of training. The finding from the study further supported the findings by Sotankey (2004) which portray the effect of study skills in enhancing the academic self-concept level of bright and underachieving students in secondary schools.

#### V. CONCLUSION

The study investigated the effect of study skills technique on low academic self-concept among secondary school students. This study confirmed previous research studies that demonstrated the positive effect of study skills technique for various behaviour exhibited by students with low academic self-concept. The following conclusion was drawn from the study that study skills technique is effective in the treatment of secondary school students with low academic self-concept. As such, the usage should be encouraged.

#### VI. RECOMMENDATIONS

Based on the finding of this study, the following recommendations were made among which are;

1. Study skills technique should be adopted by school counsellors and other allied professionals as an effective treatment technique in enhancing academic self-concept of secondary school students and enhancing academic achievement, self-concept, mental health in school setting. Support strategies such as educational counselling, teaching healthy academic self-concept programmes, self-management skills and psychotherapies should be promoted and encouraged.
2. Government and school Administrators should make support the use of study skills technique to commence in schools especially at the secondary school level in order to boost students' academic self-concept and confidence.
3. The school counsellor should have a self-concept enhancement club in secondary schools. This club will serves as a training ground for helping students to enhance their self-concept.
4. The school management should organize a workshop seminar by inviting the Parent Teachers Association (P. T. P) in order to sensitise them on how to enhance academic self-concept of their children. Through the workshop and seminar, parents will be taught the interpersonal relationship skills inherent in study skills, such as unconditional positive regard, reinforcement, motivation, shaping, encouragement, time management, self-management, stop thought technique, reading technique, storytelling among others.
5. The Gombe State post primary school service commission should provide in service or on the job training to practicing school counsellors on the use of various psychotherapies and study skills such as time management, self-management, practical reading in



treating students with low academic self-concept through seminars, workshops, symposium and conference.

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