



EFFECT OF BEHAVIOURAL REHEARSAL TECHNIQUE ON LOW SELF-CONCEPT OF SECONDARY SCHOOL STUDENTS IN ORLU LOCAL GOVERNMENT AREA

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ABSTRACT

The study investigated the effects of behavioural rehearsal technique on low self-concept among senior secondary school students in Orlu Local Government Area of Imo State. Two research questions and two null hypotheses tested at 0.05 level of significance guided the study. A Quasi-experimental design of pre-test, post-test non randomized control group was adopted for this study. Purposive sampling technique was used in selecting the sample of 88 low self-concept students out of a population of 340 identified low self-concept students. All the three groups were pre-tested and post-tested using Low Self-Concept Personality Scale (LSPS) designed by Akinade (2012). Data collected were analyzed using mean and ANCOVA. Results obtained from the study indicated that behavioural rehearsal was effective in reducing low self-concept among senior secondary school students. Behavioural rehearsal was more effective in reducing low self-concept of female secondary school students. The findings further revealed that the effect of behavioural rehearsal technique on low self-concept among senior secondary school students was significant. Based on the findings of the study, the researcher recommended among others that behavioural rehearsal technique be adopted as effective treatment strategy in helping students with low self-concept so as to enhance their performance both academically and socially.

KEYWORDS: behavioural rehearsal, technique, self-concept, students, secondary school

1. INTRODUCTION

The self-concept as an organizer of behaviour is of great importance. It is an organized cognitive structure comprising of a set of attitudes, beliefs, values, variety of habits, abilities, out looks, ideas and feelings of a person. Consistency of behaviour and continuity of identity are two of the chief properties of the self-concept. People are often described as having either high self-concept, meaning they think very well of themselves and their abilities, or low self-concept, meaning they are filled with doubts and criticisms about themselves and their abilities.

Low self-concept could be traced from ones' perception of how people perceive him/her. People internalize the values and beliefs expressed by important people in their lives. They do this by observing the attitudes and actions of others and adopting these attitudes and behaviour as their own. From this theoretical perspective, when important figures reject, ignore, demean or devalue the person, low self-concept is likely to result. That means, when

one feels inferior, inadequate, and insecure and has the perception that peoples' perception of him/her is negative; the person will have low self-concept.

Self-concept refers to how positively or negatively we feel about ourselves. It is a very important aspect of personal wellbeing, happiness and adjustment. Garry (2007) noted that self-concept is the evaluation which an individual makes about his or her worth, competence and significance. According to Garry, when one gives a positive opinion of oneself like competence, confident, understanding etc., the person has high self-concept. On the contrary, when one gives a negative opinion of oneself like: incompetence, unworthy, worthless, inferior among others, the person has low self-concept (Garry, 2007). Individuals with high self-concept are less susceptible to social pressure, have fewer-interpersonal problem, are happier with their lives, achieve at a higher and more persistent level and are more capable of forming satisfying love relationships. Such qualities as susceptibility to psychological problems like anxiety, depression,



physical health problems, poor social relationships and under achievement were ascribed to people with low self-concept (Moller & Pohlmann, 2010). More so, Plucker and Stocking indicated that self-concept is related to psychological health, and that many psychological problems have their underpinnings in low self-concept, including social rejection, anxiety, depression, eating disorder and substance abuse problems. Thus, certain characteristics have been ascribed to persons who have low self-concept. They exhibit poor decision making ability and strong need for affiliation to perceived superiors. They also tend to retire quickly in the face of challenges. They feel easily defeated, helpless and conquered in the face of an otherwise not quite serious confrontation. They hardly put in extra effort. Furthermore, they yield more easily to persuasion and clues (Brown, 2008). As a result of these consequences, many youth who could have reached to certain important positions in the society are left out.

When children are growing up, they mostly receive feedback about their worth from their parents, although feedback from peers is equally effective. Parent-child relationship (parental rejection), experience of failure, unrealistic expectation, faulty thinking contribute to low self-concept in the child or adolescent (Garry, 2007).

Manifestations of low self-concept in secondary school students may include: the students' inability to make contributions with other class members when lessons are going on; the students' inability to ask questions in class for fear of failing it; the students' inability to answer questions in class when asked; a student feeling inferior to talk to opposite sex for fear of rejection; the students' inability to perform any task before fellow students; a student feeling inadequate before other class members; a student feeling shy to tell the teacher that the subject matter is not understood; and a student's inability to talk in front of other class members when pointed by the teacher, etc. These manifestations indeed hinder a lot of students from doing well in school. In addition, most young people abuse drugs. Some of the drugs they abuse are: alcohol, volatile substances, caffeine, marijuana, etc. The cause for such abuse of drug can be attributed to low self-concept. Some students when they are interviewed on why they abuse drugs, will tell you that they want to feel high or "be more assertive when talking in public or to opposite sex.

The researcher observed these havocs militating against the fulfillment of the students' potentials as a result of low self-concept outcome and the ineffective methods being applied by the stakeholders therefore concluded that there was a missing link that needed an effective and practical interventions such as Behaviour Rehearsal and Modelling Techniques to eradicate or reduce the

problem. Both techniques have been applied to manage many of such related problems and may therefore be applied to manage low self-concept among secondary students effectively.

Behavioural rehearsal (BR) is a therapy that has been used with recorded successes among adolescents. Behaviour rehearsal is a behavioural therapy in which a client practises new behaviour in the consulting room, often aided by demonstrations and role playing by the therapist (Davison & John, 2014). In behavior rehearsal, the clients rehearse their social skills in the therapy session and eventually move to real-life situations. For instance, role playing requires the client to imagine the stressful situation very vividly, but in addition to thinking about (and feeling) the stress, the client now engages in physical actions that practise what might be done to reduce tension. The fact that the greater amount of learner takes place through social interactions shows that low self-concept students are missing a lot, because they are unable to associate with people and that makes low self-concept a behavioural problem. Thus, it is worthy to note that several researchers have used behavior rehearsal technique in bringing about desirable change in students with maladaptive behaviours.

Idiwon and Onolemhem (2014) used behavioural rehearsal technique in the treatment of adolescents' disorderliness in Lagos and it was very effective. Similarly, McLaughlin (2007) used behavioural rehearsal technique on students who exhibited severe behavior disorder in rural elementary school Pacific Northwest. They discovered that it had positive effects of reducing inappropriate behavior and increasing appropriate ones and improved the participants' academic and social behaviour.

The modification of thought process is the goal of this treatment technique and as such the researcher believes that the technique if applied will serve as a veritable tool in reducing low self-concept students irrespective of gender. Gender in this context refers to the Idiwon, S.O. (2013). Effectiveness of behavioural rehearsal technique on low academic self-concept among secondary schools in Ogun State. Unpublished Thesis Ogun State University. social attributes and opportunities associated with being male or female (Bornstein 2008). Gender according to Busolo (2010) refers to the roles and responsibilities of men and women that are created in our families, our societies and cultures. The concept of gender includes the expectations held about the characteristics, aptitudes and likely behavior of both men and women. The author further opined that gender roles and expectations are learned. They can change over time and they vary within and between cultures. Systems of social differentiation



such as political' status, class, ethnicity, physical and mental disability, age and more modify gender roles.

In Nigeria, females and males are not expected to behave in the same ways or play the same roles. Kerr and Tilton (2011) observed that there are traditional sex roles that are mutually exclusive to males and females. They stated some activities are branded abnormal for females but normal for males vice versa. Gender could be seen as the social forming of the biological sex; it is built on biological differences and transfuses those biological differences in the areas where it is completely baseless. Gender is related to how people not acceptable or perceived and expected to think and act as women and because of the way the society is organized, not because of biological differences (Zalk, Kerr and Tilton (2013).

Guay, Ratelle, Roy and Litalien (2010) revealed that females on the average are more nurturing, tender-minded, and altruistic more often and to a greater extent than males. The way a male will behave will surely be different from the way a female will handle situations. A female is soft and tender but a male is strong and vigorous. This tends to influence their reactions and the way the male handles life which will cause behavioural differences because there exists anatomical physiological differences. A female interest, ability, aspiration, belief, attitudes and other personality traits will be different from that of male counterpart. Okafor (2016) reported a significant gender difference in the effectiveness of behavioural rehearsal technique in handling lateness to school among secondary school students. Similarly, Yusuf (2013) and Isiaya (2015) indicated that female students benefited more from treatment using modeling technique than the male counterparts.

From the foregoing, one could attest to the notion that behaviour rehearsal has shown its efficacy on both male and female students. However, going by the previous studies, none have actually investigated the effect of behavioural rehearsal on low self-concept of secondary school students in Imo state. This is a gap in literature that this current study sought to fill. Hence, the problem of this study was to determine the effect of behavioural rehearsal on low self-concept of male and female secondary school students in Orlu Local Government Area, Imo state.

2. PURPOSE OF THE STUDY

The main purpose of this study was to determine the effects of behavioural rehearsal technique on low self-concept of senior secondary school students in Orlu Local Government Area of Imo State. Specifically the study sought to determine;

1. The effect of behavioural rehearsal technique on low self-concept of senior

secondary school students when compared with those treated with conventional counseling using their pre-test and post-test mean scores.

2. The effective of behavioural rehearsal technique on low self-concept of male and female senior secondary school students using their pre-test and post-test mean scores

Research Questions

The following research questions guided the study:

1. What is the effect of behavioural rehearsal technique on low self-concept of senior secondary school students when compared with those treated with conventional counseling using their pre-test and post-test mean scores?
2. What is the effective of behavioural rehearsal technique on low self-concept of male and female senior secondary school students using their pre-test and post-test mean scores?

Hypotheses

The following null hypotheses were stated and tested at 0.05 level of significance.

1. The effect of behavioural rehearsal technique on low self-concept of senior secondary school students will not be significant when compared with those treated with conventional counseling using their pre-test and post-test mean scores.
2. There is no significant difference in the effect of behavioural rehearsal technique on low self-concept of male and female senior secondary school students using their pre-test and post-test mean scores.

3. METHODOLOGY

The procedures for carrying out the study are discussed as follows:

The study adopted quasi experimental non-randomized pre-test, post-test and control groups research design. The design is appropriate for this study because the study was conducted in a school setting where it was not possible to use pure experimental design which was considered as disruption of school academic activities.

The study was conducted in Orlu Local Government Area of Imo State. The state is situated in the south eastern Nigeria bounded to the north by Anambra State, to the east by Abia State, and to the south and west by Rivers State. Orlu local government area was chosen for this study because the schools in the area have in recent times recorded cases of maladaptive behaviour among students that could be linked to the student having low self-concept.



4. SAMPLING DESIGN

The sample for the study was 82 senior secondary school students. This comprised of all the SS2 students that were identified with low self-concept from the three co-educational secondary schools in Orlu local government area of Imo state.

The instrument that was used for this study was Low Self-Concept Personality Scale (LPS) developed and validated by Akinade (2012). The instrument was divided into 2 parts, initial part comprised of demographic information such as name of the respondent, school and gender of the respondents. The second part covers items of the instrument consisting of 50 items with 4- point rating scale. LPS showed a test-retest reliability value of $r=0.79$ after two weeks interval for young people. The instrument was administered to the respondents before and after the treatment sessions.

5. EXPERIMENTAL PROCEDURE

The data for the study was collected by the researcher through the help of trained research assistants. The researcher obtained the consent from the schools principals to carry out the research. The experimental training then took place in the schools during school hours. The treatment program was held for 6 weeks in each the three groups. SS2 students

who identified as having low self-concept formed the groups' participants. Those in the experimental group were exposed to behavioral rehearsal while those in the control group were exposed to conventional group counselling. The sessions were held three times a week for six consecutive weeks each for 30-35 minutes. After the six weeks each of the treatment and the conventional counseling, the low self-concept questionnaire was re-administered to both the experimental and control groups participants.

Statistical design

The completed instrument was scored following the scoring instructions provided by low self-concept questionnaire manual. Research questions were answered using the mean, while ANCOVA was used to test the null hypothesis at 0.05 level of significance.

6. RESULTS

The results of the study are presented in tables as follows:

Research Question 1

What is the effect of behavioural rehearsal technique on low self-concept among senior secondary school students when compared with those treated with conventional counselling using their pre-test and post-test scores?

Table 1: Pre-test and Post-test low self-concept mean scores of senior secondary school students treated with behavioural rehearsal technique and those with conventional counselling (Norm=125)

Source of Variation	N	Pre-test Mean	Post-test Mean	Lost Mean	Remark
Behavioural Reh. Tehnique	32	139.75	85.16	54.59	Effective
Conventional Counselling	26	139.08	126.73	12.35	

In table 1, it was observed that the students treated with behavioural rehearsal technique had pre-test mean score of 139.75 and post-test mean score of 85.16 with lost mean 54.59 in their low self-concept, while those in control group who received conventional counselling had pre-test mean score of 139.08 and post-test mean score of 126.73 with lost mean 12.35. With post-test mean score of 85.16 which is below the norm of 125.00 behavioural

rehearsal technique is effective in reducing low self-concept among senior secondary school students.

Research Question 4

What are the differences in the effectiveness of behavioural rehearsal technique on the male and female secondary school students' low self-concept using their pre-test and post-test scores.



Table 2: Pre-test and Post-test low self-concept mean scores of male and female students treated with behavioural rehearsal technique

Source of Variation	N	Pre-test Mean	Post-test Mean	Lost Mean	Remark
Male	12	136.25	88.50	47.75	
Female	20	141.85	83.15	58.70	More effective

Table 4 shows that the male students treated with behavioural rehearsal had pre-test mean score of 136.25 and post-test mean score of 88.50 with lost mean 47.75 in their low self-concept, while the female students treated with behavioural technique had pre-test mean score of 141.85 and post-test mean score of 83.15 with lost mean 58.70 for females which is greater than lost mean score of 47.75 behavioural rehearsal technique is more effective in reducing female school students low self-concept.

Testing the Null Hypotheses

Null hypothesis 1

The effect of behavioural rehearsal technique on the low self-concept scores of senior secondary school students will not be significant when compared with those treated with conventional counselling using their post-test mean scores.

Table 3: ANCOVA on the effect of behavioural rehearsal technique on students low self-concept when compared with those who received conventional counselling

Source of Variation	Sum of Squares	df	Mean Square	Cal. F	Pvalue	P≤0.05
Corrected Model	27826.562	2	13913.281			
Intercept	19.688	1	19.688			
Pretest	3032.379	1	3032.379			
Treatment_Group	25335.026	1	25335.026	230.206	.000	S
Error	6052.955	55	110.054			
Total	658714.000	58				
Corrected Total	33879.517	57				

Table 3 indicates that at 0.05 level of significance, 1df numerator and 57df denominator, the calculated F is 230.21 with Pvalue of 0.00 which is less than 0.05. Therefore, the first null hypothesis is rejected. So, the effect of behavioural rehearsal technique on

low self-concept of secondary school students is significant.

Null hypothesis 2

Effectiveness of behavioural rehearsal technique on male and female secondary school students will not differ significant using their post-test mean scores.

Table 4: ANCOVA on the effectiveness of behavioural rehearsal technique on low self-concept of male and female students

Source of Variation	Sum of Squares	df	Mean Square	Cal. F	Pvalue	P≤0.05
Corrected Model	1089.290	2	544.645			
Intercept	5.432	1	5.432			
Pretest	874.621	1	874.621			
Gender	504.329	1	504.329	4.114	0.052	NS
Error	3554.929	29	122.584			
Total	236695.000	31				
Corrected Total	33879.517	31				



Table 4 indicates that at 0.05 level of significance, 1df numerator and 31df denominator, the calculated F is 4.114 with Pvalue of 0.052 which is greater than 0.05. Therefore, the fourth null hypothesis is accepted. So, the effectiveness of behavioural rehearsal technique on low self-concept of male and female secondary school students does not differ significantly.

7. DISCUSSION

Findings of this study are hereby discussed as follows:

Effect of behavioural rehearsal technique on low self-concept among senior secondary school students

Findings from the data analyzed in this study showed that behavioural rehearsal technique was effective in reducing low self-concept among senior secondary school students in the treatment group one as compared with those in the conventional counselling group.

More so, there was a clear decrease in low self-concept among students in the behavioural rehearsal technique group more than the conventional counselling group. This may be through the various reinforcement processes involved in behavioural rehearsal technique, the students were able to drop those faulty thinking and beliefs that trigger low self-concept. The finding is consistent with the previous researches such as Anna Mahmood, Ashoori and Narges (2010); Oloyi (2016) whose studies suggested that behavioural rehearsal technique is effective in reducing maladaptive behaviours of secondary school students.

One possible reason for the decrease in the level of low self-concept among students treated with behavioural rehearsal technique more than those in the conventional counselling group may be that as students exposed to the various skills and reinforcements of behavioural rehearsal during the experiment, they were encouraged to imbibe more rational thinking patterns that would make them perform better in their interpersonal relationships and other social situations. Supporting the above statement, Skinner (1963) earlier on emphasized that through the various reinforcements involved in behavioural rehearsal technique, maladaptive behaviours such as low self-concept are gradually changed or shaped to adaptive behaviours. During behavioural rehearsal technique, a counsellor uses reinforcers such as tokens, gifts, foods, money, and verbal praise, among others as stimulus when a desired response is produced by a client. Reinforcement when presented to the client in a given situation strengthens the desired behaviour and increases the likelihood of the occurrence of the wanted behaviour.

The difference in the effectiveness of behavioural rehearsal technique on male and female secondary school students' low self-concept

The findings of this study showed that both behavioural rehearsal and modelling techniques were more effective in reducing female senior secondary school students' low self-concept than their male counterpart. This signifies that female senior secondary school students benefited more from the two treatment packages than the male students. This finding of the result is consistent with the reports of the previous researchers such as Oscar, Obi, Ikedinobi and Olorun (2018) who found that female students benefited more from behavioural counselling intervention techniques than the male students. The reason for the above finding of the study may be because female students easily yield themselves to change, and are usually willing to participate in activities like behavioural rehearsal technique experiments that involve less physical stress, especially when the environment is peaceful and interactive.

8. CONCLUSION

This study investigated the effects of behavioural rehearsal and modelling techniques on low self-concept among senior secondary school students. The study confirmed previous researches that demonstrated positive effects of behavioural rehearsal and modelling techniques in reducing maladaptive behaviours and increase adaptive behaviours among secondary school students. In line with the findings of the study, therefore, the following conclusions were drawn:

The behavioural rehearsal technique was significantly effective in reducing low self-concept of senior secondary school students. More so, it was concluded from the study that the female students who participated in the behavioural rehearsal technique benefited more than their male counterparts. However, the difference in the effectiveness of behavioural rehearsal and modelling techniques on the students' low self-concept was not significant based on the gender.

9. IMPLICATIONS OF THE STUDY

The finding of this study has established that behavioural rehearsal technique was effective on senior secondary school students' low self-concept. This implies that the technique when properly applied have the capacity to modify low self-concept of secondary school students. It was also found that female secondary school students benefited more from treatment using behavioural rehearsal technique. This implies that in using behavioural rehearsal technique on students' low self-concept, therapists and researchers should be mindful of



difference in students' gender. This also implies that behavioural rehearsal and modelling techniques could be applied more in reducing low self-concept of female senior secondary school students.

10. RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made.

1. Guidance Counsellors working in secondary schools should adopt the use of behavioural rehearsal in handling students with maladaptive behaviour such as low self-concept.
2. Guidance Counsellors working in secondary schools should have in mind that male and female responds differently to the treatment while adopting the use of behavioural rehearsal in handling students with low self-concept.

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