



EFFECT OF SELF MANAGEMENT TECHNIQUE IN REDUCING STEALING TENDENCY AMONG SECONDARY SCHOOL STUDENTS IN DELTA STATE, NIGERIA

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ABSTRACT

This study sought to investigate the effect of self-management technique in reducing stealing tendency among secondary school students in Ika south Local Government Area of Delta state, Nigeria. Two research questions guided the study and two null hypotheses were tested at 0.05 alpha levels of significance. A pre-test, post-test non-randomized control group quasi-experimental design was adopted and used for this study. A sample of 108 students with stealing tendency was selected from a population of 1282 students. A purposive sampling technique was used in choosing two schools in the area of the study. All the two groups were pre-tested and post-tested using stealing tendency Questionnaire (S.T.Q) designed by Okocha (2017). Data collected from the study were analyzed using Mean and ANCOVA. Results obtained from the study indicated that self-management technique was effective in reducing stealing tendency among secondary school students. Self-management was more effective in reducing female secondary school students stealing tendency than those of male. Based on the findings, the researcher recommended among others that self-management techniques be adopted as effective treatment strategy in helping students with stealing tendency so as to enhance their performance both academically, socially and otherwise.

KEYWORDS: *self-management, technique, stealing tendency, school students, Ika*

1. INTRODUCTION

In Nigeria and the world in general, secondary school education remains a necessary requirement for every individual to become empowered for human capital and national development. Secondary school students could be described both as the wealth and pride of a nation, because the future of any nation depends on the young ones who constitute the potential human resources needed for the continuity of the society. Thus, to achieve sustainable development in a

society, the young population must not only be preserved but also be disciplined.

In Delta State, secondary schools, students tend to have the tendency to engage in stealing behaviour. Today, there are several reported cases of stealing recorded within the school environment which seems to have negatively affected the educational, psychological and social adaptation of the students. The issue of stealing over the time has remained an issue of concern for educationist, policy makers and general public, owing to several



complaints of students about their items missing or stolen by fellow students.

Stealing tendency can be defined as the urge for taking people's property and belongings without their consent (Binder, Kaplanb & Weisberg, 2012). Stealing tendency is also regarded as students' psychosocial and behavioural misconduct in the school system and a criminal behaviour which tends to defeat the goals of education. In the light of the above definitions, stealing tendency is described as a high possibility, disposition or likelihood that a student would take someone's property without the person's consent. Also, it is an inclination or proneness of a student to manifest anti-social behaviour, characteristics, traits and attitudes as well as express opinions that encourage stealing.

The manifestation of stealing tendency among secondary school students has remained an age long problem in the Nigerian secondary school system, for instance in a study carried out by Ajake and Ekpo (2013), the finding shows that there are high rates of school complaints about students stealing act. This behaviour may have emanated from the child up bringing at home. Parental upbringing of a child has a role to play in the overall development of the child, and the extent to which parents and other family members make provision for the holistic growth of their children have led to behavioural disorders such as stealing. And in attempt to curbing the societal ills among students, has generated a lot of concern in our contemporary Nigeria as a whole and Delta State in particular.

Stealing tendency among secondary school students is a maladaptive behaviour that can lead educational underachievement of student if not curbed early enough. Egbule (2008) observed that children who tend to steal are often expressing displaced feelings of anxiety, rage, or alienation resulting from a disruption in their life, such as a parental disharmony, death of parent, parent inability to provide for them, parents' divorce or remarriage. Teachers and parents often resort to the use of punitive measure such as corporal punishment, expulsion in dealing with students who steal within and outside the school settings. This approach utilized by parents and teachers in curbing stealing tendency among students have been quite unfruitful. The reason being that despite the punishment being received by students who engage in stealing, most of them have not quit the act of stealing.

Going by the view of Akinade, (2014), there are differential levels of psychological and behavioural disorder, which has great implication on students who have tendency to steal. Since the curbing of stealing tendency has become a problem, it becomes imperative for the researcher to devise means of reducing stealing tendency among secondary school students. To achieve this, treatment for reducing stealing tendency among secondary school students

should involve several techniques that incorporate psychological and social approach.

Self-management technique for instance is a technique based on social cognitive theory developed by Bandura (2000) which provides a theoretical basis for the development of model of self-regulated learning and management in which personal contextual and behavioural factors interact in such a way that give individual persons an opportunity to control his or her affairs. It is an active and constructive process whereby individuals set goals for their learning plans, action, and monitor, regulate and control their social cognition and behaviours.

Self-management technique in the view of Anyamene, Nwokolo and Azuji (2016) emphasizes the development of behavioural skills which help to describe the major and specific challenges as to adhering to complex behavioural disorder, coping with successes and setbacks, and living with uncertainty (. Self-management technique has numerous interventions plan that have success in changing negative social and behavioural tendency of students, such as reducing stealing tendency, increasing self-care, emotional regulation, and social support, reducing substance use, improving quality of life, reducing social stigma.

Some researchers like Alpana (2010) and Latifah (2019) have carried out investigation on the effects of the technique of self-management. The rationale for treatment was based on the belief that behavioural self-control can be increased with or reduces by specific social cognitive skills that are believed to underlies and promote impulse control. Thus, self-management technique in this study is geared towards application of behavioural change tactics in order to provide guidance and direction for students' behavioural change on the tendency to steal.

The modification of stealing behaviour is the goal of the treatment technique and as such the researcher is of the view that this technique when applied could serve as veritable tools in reducing stealing among male and female secondary school students. However, going by the view of Hess and Edward (2012), some cultural system assigns traditional sex roles that are mutually exclusive to males and females. According to Hess, et al., some activities are branded abnormal for females but normal for males and vice versa. Hence, gender in the context of this study is viewed in terms of how people perceive and expected to think and act as women and men because of the way society is organized, not because of biological differences.

A good number of research efforts have been made in curbing stealing among students. For instance, Rotter and Carndy investigated the effect and effectiveness of different counselling approach, psychological and social techniques in reducing stealing tendency among secondary school students.



Yet, the problem of stealing among students have remain a source of worry and concern to many, including researchers, counsellors, parents, teachers and others stakeholders in the society. It is against this background that the researcher was motivated to investigate the efficacy of self-management technique in reducing stealing tendency among students in secondary schools.

As at the time of this study, the researcher is not aware of any study that sought to determine the effects of cognitive restructuring and self-management techniques in reducing stealing tendency among secondary school students in Ika South Local Government Area of Delta state.

Statement of the Problem

Stealing has become a major problem among students in secondary schools which has become a disturbing issue confronting the Nigeria educational system including Delta state. Considering the increasing number and severity of stealing cases, the cost implication for the society is overwhelming. It has negative consequence on the social, educational, economic and psychological live of the students and the entire society. In all ramifications, stealing has destructive and dysfunctional effects on the lives of individuals involved; it could lead to other social crime that can destroy the lives of the students when they are caught in such an act.

In response to this seemingly endemic issue, schools have applied many corrective measures to curb the behaviour among students, yet the problem has persisted. This points to the need for empirical studies to investigate the efficacy of psychological techniques such as self-management technique in reducing stealing tendency among secondary school students in Ika South Local Government Areas of Delta state, Nigeria.

2. OBJECTIVES OF THE STUDY

The main purpose of this study is to determine the effect of self-management technique on stealing tendency among secondary school students in Delta state. Specifically, the study intends to determine the:

1. Effect of self-management technique on stealing tendency among secondary school students when compared with those treated with conventional counselling using their pre-test and post-test scores
2. Effects of self-management technique on stealing tendency of male and female secondary school students using their pre-test and post-test scores

Significance of the Study

The findings of this study will be beneficial to the students and the school Guidance Counsellors. It will help modify the behaviour of students having the tendency to steal. This will make them practice

good habits at all times when they see a missing item returning it to the rightful owner. This study will be of much significance to the students because it will help to guide and enlighten the students towards early identification of an inappropriate behaviour that can make one to develop the urge to of steal.

Research questions

The following research questions were asked to guide the study.

1. What is the effect of self-management technique on stealing tendency of secondary school students when compared with those exposed to conventional counseling using their pre-test and post-test mean scores?
2. What are the effects of self-management technique on stealing tendency of male and female secondary school students using their pre-test and post-test mean scores?

Hypotheses

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

1. The effect of self-management on stealing tendency of secondary school students when compared to those in control group using their post test scores will not be significant using.
2. There is no significant difference in the effects of self-management technique on stealing tendency of male and female secondary school students using their post-test scores.

3 METHODOLOGY

These are the procedures that were employed in carrying out the study. The study adopted quasi-experimental research design of pre-test and post-test non- randomized control group. This is non-randomized pretest-posttest control group design comprising of an experimental (treated with Self-management technique) and control group (treated with conventional counselling).

The study was conducted in Ika South Local Government Area, Delta North Educational District of Delta State, and Nigeria. Ika South is located along the Benin and Onitsha express road by the east and west side. The 'IKAs' as the people are known speak IKA language and their major economic activities is farming and trading.

4 SAMPLING DESIGN

The samples for the study comprised 108 senior secondary school students. These are students with stealing tendency chosen from a population of 1282 students identified with stealing tendency in secondary schools in Ika South Local Government Area of Delta state. Purposive sampling technique was used in selecting two schools that has the highest number of students with stealing tendency. Students from these selected school made up the sample size.



5. INSTRUMENT FOR DATA COLLECTION

The instrument that was used to identify students with stealing tendency is referred to as "Stealing tendency Questionnaire (STQ)". The instrument was developed and validated by Okocha in 2017. The instrument is composed of 16 items measuring individual's stealing tendency as it relates to peers interaction, home and school. The instrument has an internal consistency reliability coefficient of $r=0.85$. Stealing Tendency Questionnaire (STQ) was administered to the students in the two sampled secondary schools by the researcher with the help of three trained research assistants. Data was collected before treatment and after treatment.

6. EXPERIMENTAL TREATMENT PROCEDURE

The researcher sought the consent of the principals of the schools where the study were carried out. With the obtained consent of the schools principals, the experimental treatment took place at

the school premises on the scheduled treatment days. Each of the selected schools formed a treatment group. The treatment programs were held for eight consecutive weeks.

7. STATISTICAL DESIGN

The completed instruments were scored following the scoring instructions provided in the STQ manual. Data was analysed using the Statistical Package for Social Science. Research questions were answered using mean while hypotheses were tested using Analysis of Covariance (ANCOVA) at 0.05 level of significance.

8. RESULTS

Data from the field of study are shown in the table as follows:

Research Question 1

What is the effect of self-management technique on stealing tendency of secondary school students when compared with those treated with conventional counselling using their pretest and posttest scores?

Table 1 Pretest and Posttest stealing tendency mean scores of students treated with SMT and those treated with conventional counselling (Norm = 40)

Source of Variation	N	Pretest Mean	Posttest Mean	Lost Mean	Remark
Self-management Tech.	33	52.67	37.79	14.88	Effective
Control	38	52.00	48.34	3.66	

Table 1 reveals that the students treated with Self-management technique had pretest mean score of 52.67 and posttest mean score of 37.79 with lost mean 14.88 in their stealing tendency scores, while those in the control group who were trained with conventional counselling had pretest mean score of 52.00 and posttest mean score of 48.34 with lost mean 3.66. With posttest mean score of 37.79 which is below the norm of 40.00 self-management

technique is effective in reducing stealing tendency among secondary school students.

Research Question 2

What is the difference in the effectiveness of self-management technique on stealing tendency of male and female secondary school students using their pretest and posttest scores?

Table 2: Pretest and Posttest stealing tendency scores of male and female students treated with SMT

Source of Variation	N	Pretest Mean	Posttest Mean	Lost Mean	Remark
Male	16	54.50	39.94	14.56	
Female	17	50.94	35.76	15.18	More effective

In table 2 it was observed that the male students treated with self-management technique had pretest mean score of 54.50 and posttest mean score of 39.94 with lost mean 14.56 in their stealing tendency scores, while the female students treated with self-management technique had pretest mean score of 50.94 and posttest mean score of 35.76 with lost mean 15.18 in their stealing tendency scores. With greater lost mean of 15.18, self-management

technique is more effective in reducing female students' stealing tendency.

Testing the Null Hypotheses

Null hypothesis 1

The effect of self-management technique on the stealing tendency scores of secondary school students will not be significant when compared with those treated with conventional counselling using their posttest mean scores.

Table 3: ANCOVA on the effect of self-management technique on the stealing tendency of students when compared with those who received conventional counselling

Source of variation	SS	df	MS	Cal. F	Pvalue	P ≤ 0.05
Corrected Model	3586.720	2	1793.360			
Intercept	3.824	1	3.824			
Pretest	1619.323	1	1619.323			
Treatment Models	2180.396	1	2180.396	108.96	0.000	S
Error	1360.744	68	20.011			
Total	138906.000	71				
Corrected Total	4947.465	70				

Table 3 shows that at 0.05 level of significance, 1df numerator and 70df denominator, the calculated F is 108.96 with P value of 0.00 which is less than 0.05. Therefore, the second null hypothesis is rejected. So, the effect of self-management technique on the stealing tendency of secondary school students is significant.

Null hypothesis 2

The effectiveness of self-management on the stealing tendency scores of male and female secondary school students will not differ significant using their posttest mean scores.

Table 4: ANCOVA on the effectiveness of self-management technique on the stealing tendency of male and female students

Source of variation	SS	df	MS	Cal. F	Pvalue	P ≤ 0.05
Corrected Model	440.826	2	220.413			
Intercept	6.644	1	6.644			
Pretest	297.307	1	297.307			
Gender	27.604	1	27.604	0.718	0.403	S
Error	1152.689	30	38.423			
Total	48715.000	33				
Corrected Total	1593.515	32				

In table 4, it was observed that at 0.05 level of significance, 1df numerator and 32df denominator, the calculated F is 0.72 with P value of 0.403 which is greater than 0.05. Therefore, the fifth null hypothesis is accepted. So, the effectiveness of self-management technique on the stealing tendency of male and female secondary school students do not differ significantly.

9. DISCUSSION

Effects of self-management technique on stealing tendency among secondary School Students

Findings from the data analyzed in this study also showed that self-management technique is effective in reducing stealing tendency among secondary school students in Ika South Local Government Area of Delta State.

Moreover, the experimental group two (self-management technique) reported a significant decreased in their stealing tendency than the conventional counselling group. Since the calculated F108.96 is less than the P Value 0.000 depicted in tables 7 above. This indicates that students with stealing tendency that is treated with self-management have a better understanding of how their views, perceptions and comparison can affect their

stealing tendency. The finding is consistent with previous research studies of Latifah (2019) and Anyamene et al. (2016) who found out that self-management technique is effective in changing maladaptive behaviours to adaptive behaviours among secondary students.

Possibly, the reason for the decrease in stealing tendency among secondary school students exposed to self-management techniques was as a result of various activities carried out during the experiment in which they were able to adopt skills such as self-monitoring and self-instructions that will encourage better social adjustment in school and other social environment. This may have also signified that the students benefited from the treatment, this is revealed based on the reduction in their post-test stealing tendency scores. In line with the findings above, Alpana (2010), Anyamene, et al. (2016) observed that self-management technique involves personal learning, plan action and self-regulation in our views, perceptions and behaviours within an individual's social circle and environment. Antonio (2012) also noted that self-management technique provides clients an opportunity plan his activities learn it rehearse it as personal skills and potentials in order to reach desired goal.



The difference in the effects of self-management techniques on male and female secondary school students stealing tendency

Findings from the data analyzed indicated that self-management was more effective in reducing female stealing tendency among secondary school students than their male counterpart. This is an indication that female secondary school students possibly benefited more from the treatment package than the male students. The finding of this study is consistent with the reports of previous researchers such as Marcoby and Jacklin (1971) who found out that female student benefited more from behavioural counselling intervention techniques than male students. The reason for the above findings in this study may be because female students easily yield themselves to change and are usually willing to participate in the self-management activities.

10. CONCLUSION

Based on the finding of this study, the researcher concludes that self-management technique is effective in reducing stealing tendency among secondary school students.

11. RECOMMENDATION

Based on the findings of this study, it is recommended that:

1. Self-management techniques should be adopted by counsellors in the schools and other allied professionals as effective treatment techniques in reducing stealing tendency among secondary school students.
2. The school management should sensitize teachers and parents on the need to refer their children and wards identified with stealing tendency to Guidance Counsellors for behaviour modification using self-management techniques.

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