

CHAPTER ONE

INTRODUCTION

Background to the Study

Self-esteem has awakened growing interest in psychological research in recent years and low self-esteem is a problem to many people, especially secondary school students with much implication for their cognitive, affective and psychomotor domain. Students with low self-esteem rarely engage in social interactions with others, and are therefore regarded as isolates. Yet, it has been established that, everyone including the secondary school student has an esteem of what and who they are (Yahaya, 2009). Low self-esteem has also posed a serious challenge to school counsellors and other stakeholders in education whose efforts in ameliorating the challenge through conventional approaches, coping strategies and problem-solving techniques have not yielded the expected result. Komolafe, A. (2010) asserted that persons with low self-esteem are unassertive and poses an immature perceptual ability and deficit in an adaptive behaviour, such students may fail in the school subjects; giving rise to frustration and socially, they develop interpersonal relationship problem, their peer group finds them repulsive due to their aggressiveness and temper tantrums.

Indeed, there is a growing awareness that of all the perceptions experienced in the course of living, none seem to have more profound significance than the perceptions held regarding personal existence, concept of self and how individual fit into the world (Purkey, 2008). Even so, every student in the secondary school no matter his or her educational level is expected to exhibit some level of sociability. In other words, secondary school students should imbibe the skill of problem solving, goal accomplishment, be in good social contact and relationship with their peers, classmates and teachers. However, it has been observed that some students operate at very low levels of sociability. This could be due to their heart disposition based on the biblical assertion in Proverbs 23:7 which states that as a man thinks

in his heart, so is he. Yet, it has been established that everyone, including the secondary school students has an esteem of what they are and who they are (Yahaya, 2009).

Secondary school students' low self-esteem develops and evolves throughout life by the image built through experiences with different people and activities. In fact, experiences during childhood plays particular major role in shaping basic self-esteem. Self-esteem according to Branden (2010) is the experience of being competent to cope with the basic challenges of life and being worthy of happiness. The term self-esteem is used to refer to a personality variable that captures the way people generally feel about themselves. It reflects a person's overall cognitive, affective and behavioral elements' self-appraisal of his or her own worth. It is cognitive as the person consciously thinks about oneself as one considers the discrepancy between one's ideal self and the perceived self. The affective element refers to the feelings or emotions that one has when considering that discrepancy. The behavioral aspects of self-esteem are manifested in such behaviors as assertiveness, resilience, being decisive and respectful of others. In the same vein, Guillon, Crocq and Bailey (2007) defined self-esteem as the negative or positive attitude that individuals have of themselves. It is an assessment in which individuals express their acceptance or refusal for themselves, as this is an image that the individuals realize themselves. Kernis (2006) noted that self-esteem has been associated with a number of important life's outcomes including psychological adjustment, academic success, physical health and relationship satisfaction. Self-esteem influences how people cope with negative, self-relevant feedback (such as failure in the classroom or interpersonal rejection).

The concept of self-esteem has traditionally been divided into two types: high (positive) and low (negative). Students identified with high self-esteem are characterized by being more flexible, have positive outlook of life and tend to engage in a healthy life as they always seek to maximize their potentials. High self-esteem students believe they have many

more positive qualities than do low self-esteem students while students identified with low self-esteem think of themselves in generally negative terms. Consequently, positive self-esteem eradicates inferiority complex and develop courage and determination that enhances successful performance. Its significance is often exaggerated to the extent that low self-esteem is viewed as the cause of all evil and high self-esteem as the cause of all good (Manning, Bear & Minke, 2008). However, in the context of this study, the researcher defined self-esteem as an individual's assessment of his positive or negative characteristics. It is also the confidence in an individual's ability to think and cope with the basic challenges of life.

Most often, students with low self-esteem are identified from childhood as those who were often criticized harshly, were yelled at or maltreated, beaten and were given little attention by those they were closest to. Events of this nature led people identified with low self-esteem to feel humiliated and ashamed of themselves, believing that they are globally inadequate. The students with low self-esteem are usually unassertive and vulnerable to experience fear. Low Self-esteem according to Weisten, Dunn and Harmer (2012) is negative mental picture of oneself, or a collection of self perceptions. In the same vein, Pastorino and Portillo (2013) described low self-esteem as an individual's negative perception or image, abilities and uniqueness. In conjunction, McLeod (2008) opines that the low self-esteem is a general term used to refer to how an individual evaluates or perceives self. Also, Huitt (2009) asserts that low self-esteem is the poor conscious reflection of one's own being or identity as object separate from other or from the environment.

However, in the context of this study, low self-esteem is the self-pessimistic estimate of an individual. It is also perceived as the negative perception an individual have of his or her self about the strength, weakness, value, belief and attitude derived from environment or social interaction. That is: such an individual's negative configuration or pre-occupation in

the mind controls his/her activities and determines the success or failure in life endeavours. If a student has low-self esteem, that student likely doesn't feel comfortable around new people or situations; the student may feel inferior, emotionally disturbed and awkward tending to avoid anything unfamiliar. Often, the student will be hesitant to take risks or move out of comfort zone. With this type of behaviour, the student may miss valuable social opportunities and situations where the student could learn and grow from a new experience. This is consistent to some extent with what is reported by both (Krizan & Suis, 2008; Lengua, Bush, Long, Trancik & Kovacs, 2005) that an individual with low self-esteem suffers from problems in establishing positive relations with others, as well as mental health problems and has suicidal tendencies as it may have feelings of rejection. From the above definitions, this implies that one's negative view of self would likely influence his or her abilities and the totality of his wellbeing.

The students with low self-esteem lack social skills and are usually experiencing psychological instability and had feelings that make them fight over misconception and misrepresentations as they disobey school rules and regulations, all in other to appear rugged, while indeed they are merely displaying their feelings of low self-esteem. These undesirable manifestations militate against the fulfillment of the students' potentials and calls for urgent attention. Socially, students with low self-esteem can be withdrawn or shy, and find it difficult to have fun. Although they may have a wide circle of friends, still they are more likely to yield to group pressure and more vulnerable to being bullied. At school they avoid trying new things for fear of failure and will give up easily (McLeod, 2012). This in turn makes social interaction with others difficult as they feel awkward, shy, conspicuous, and unable to adequately express themselves when interacting with others. Low self-esteem can leave a student feeling insecure and unmotivated. Such students often interpret non critical comments as critical. As a matter of fact, they are more likely to experience social anxiety

and low levels of interpersonal confidence. Furthermore, low self-esteem individuals tend to be pessimistic towards people and groups within the society.

Students low self-esteem has been attributed to factors like socio-economic, hereditary, environmental, cultural, family relationships, experiences, relationships with friends and others, beliefs and values about personal worth, education, media, appearance, abuse, gender, income and age (Reynolds, 2012; Martinez, 2016). Martinez for instance posits that secondary school students' low self-esteem; an incapability of making realistic plans could be due to: academic struggles without adequate parental upbringing or financial support, hard time in school subjects, bullying, trauma of physical, emotional or sexual abuse during an important developmental time in life, depression, internal self-critic, society and the media's presentation of poor role models with unattainable figures and unrealistic images. In collaboration, Oselumese, Omoike and Ojemhenkele (2016) opine that the environment may influence students negatively or positively and that when the environments of the home, school and society is conducive, the student will develop high, positive and healthy self-esteem. On the other hand, due to some of the aforementioned factors or causes, many of the secondary school students with low self-esteem grew up to have more physical and mental health problems, fewer economic prospects, criminal convictions during adulthood than those with high self-esteem (Trzesniewski, Donnellan, Moffitt & Robins, 2016).

Again, the extent to which self-esteem is affected by gender seems to have contradictory results. While some found heightened self-esteem in boys, others found girls to have higher self-esteem. The present researcher as a school guidance counsellor observed these harvoc militating against the fulfillment of the students potentials as a result of low self-esteem outcome and the ineffective methods being applied by the stakeholders, concluded that there is a missing link and that it needs an effective and practical intervention such as assertiveness training to enhance such students' low self-esteem to enable them learn how

best to face and cope with life challenges and stand up for their rights with confidence without violating the rights of others. The researchers believed that low self-esteem can be enhanced through the application of assertiveness training and self-instruction techniques.

The World Health Organization (WHO, 2012) noted that students with low self-esteem possess poor self-image and they often perceive themselves not to be good enough in whatever they do. Such students may assume that their dreams to be anything in life cannot be reached because of their perceived self-limitations. Erroneous assumptions like this can pile up and lead to feelings of helplessness and further reduce self-image. Such students may not even want to try and attain his/her goals because of the perception that he/she has no control over the outcome of his/her actions (Komolafe, 2015). Consequently, any major life decision, involving career choice is hindered and sometimes halted by individual's perception of helplessness or hopelessness (World Health Organization, 2012). National Policy on Education (FRN, 2013) stipulates that secondary students' education is an instrument for national development that fosters the worth and development of the individual for further education and general development of the society and equality of educational opportunities to all Nigerian children, irrespective of any real or marginal disabilities. Students in the secondary schools are mostly adolescents who are faced with developmental metamorphosis accompanied by physiological and psychological tendencies which subsequently result to stress, perplexities, ambiguities and complexities. Resultantly, such secondary school students tend to suffer from low self-esteem. Baumeister (2011) opines that the process of the development of self-esteem begins from childhood and gains momentum during the turbulent years of adolescence.

The secondary school age is a stressful and critical transitional stage, from childhood to adulthood which ranges between ages 11 and 25 years (Meyer, Schwartz, & Frost, 2008); Papalia, Olds & Feldman, 2008). It is equally regarded as a total change in quantity and

quality of the child's development (Eissa, 2010; Schmied & Tully, 2009; Wan, 2012). The way students think, feel, believe, value themselves as well as how they respond to one another, affects their self-esteem and learning outcome in the secondary school. In the same vein, Makinde and Akinteye (2014) asserts that due to rapid physiological changes in the secondary school students, particularly when they are unable to transit successfully, they tend to manifest some unhelpful psychological, emotional and behavioural tendencies which tend to becloud their self-esteem. Consequently, self-esteem affects all aspects of a student's life and the ability to maximize his/her potential. Some life changes involve irrevocable alterations in the people's lives, requiring them to redefine the very meaning of their existence, to seek out new sources of purpose, and to reassess their priorities (Bhatti, Salek & Finlay, 2011). The schools and homes have to consider various factors that influence the development of more positive self-esteem among male and female students. These factors as according to Ammara (2017) include style of parental upbringing, continuous failure, depression and internal self-critic.

Self-esteem continues to decline during adolescence (particularly for girls). Researchers have explained this decline to body image and other problems associated with puberty. Although boys and girls report similar levels of self-esteem during childhood, a gender gap emerges by adolescence, in that adolescent boys have higher self-esteem than adolescent girls (Robins et al., 2002). Girls with low self-esteem appear to be more vulnerable to perceptions of the ideal body image perpetuated in western media (through methods such as airbrushing models on magazine covers). Male and female students develop and maintain self-esteem through the process of taking action and reflecting on what they have done and what others tell them about what they have done. Gender differences in self-esteem are a recurrent field of research. Gender is related with how individuals perceive themselves in such a way that most people of the same sex identify themselves with certain

attributes. These attributes according to Katrin and Marcus (2014) could affect children as they develop. For example, Men are more likely to describe themselves as independent, achievement oriented, financially oriented, and competitive than women. Women, on the other hand, describe themselves as sociable, moral, dependent, and less assertive. Although boys and girls report similar levels of self-esteem during childhood, a gender gap emerges by adolescence, in that adolescent boys have higher self-esteem than adolescent girls whose low self-esteem appear to be more vulnerable to perceptions of the ideal body image perpetuated in western media (Robins et al., 2002). Low self-esteem among male and female students had ravaged the society and can be curbed through different behaviour modification techniques.

Behaviour modification techniques are the methodical and organized manner of applying learning principles, to change human behaviours in order to ameliorate suffering and enhance functioning. Anagbogu (2005) identifies the following techniques: reinforcement, systematic desensitization and aversion. A number of stringent measures of applying the carrot and stick had been used to eradicate low self-esteem to no avail. Such measures include positive reinforcement as praise, gift and award. Also, negative reinforcement measures like denials of pleasures, starving children of food, scolding, caning, and casting of negative aspersion had equally been applied. Even skillful counsellors had also employed the use of systematic desensitization, cognitive restructuring and other behaviour modification techniques in various dimension and settings, to ameliorate students' low self-esteem yet the self-esteem of most students is still low. The reason could be that studies have not really harnessed the application of assertiveness training and self-instruction techniques in curbing low self-esteem..

Assertiveness training technique has been widely studied globally in a variety of areas as treatment measures in the literature by some scholars who have also justified its effectiveness as behavioural management techniques (Anagbogu & Anyaechebelu in Okoye,

2007; Animasahun& Oladeni, 2012). Assertiveness training technique, according to Michelle (2017) is a form of behaviour therapy designed to empower people, help them stand up for themselves, in more contemporary terms. Similarly, Mehrabi, Taghavi and Attari (2009) sees assertiveness training technique as a structural intervention which is used for social relationship improvement, anxiety disorder therapy, and phobias in children, teenagers and adults alike. From the above definitions, this implies that the skills of relating to people and helping to avoid stereotypy and repetitive behaviour but to respond appropriately to current situation are concerned with assertiveness training. However, in the context of this study, assertiveness training is a form of behaviour therapy designed to assist individual's will power to stand up confidently for themselves without fear; in order to empower themselves and courageously declare their ideas or rights, without necessarily infringing on the rights of others in an interpersonal relationship.

Behaviourally, assertiveness is exercised when an individual is capable of freely expressing his or her emotions, is able to defend his or her purposes or goals in general and specific situations, and can establish rewarding and fulfilling interpersonal relationships. Affectively and cognitively, assertive people are capable of expressing and reacting to positive and negative emotions without undue anxiety or aggression. Likewise, assertiveness is a response that seeks to maintain an appropriate balance between passivity and aggression. Assertive responses promote fairness and equality in human interactions, based on a positive sense of respect for self and others.

Assertiveness training technique therefore is understood to be more students oriented and it allows students to interact freely amongst the group to practice skills they could not ordinarily be able to act in real life as a result of fear of other people's opinion about them and lack of confidence. The students are expected to imbibe the adequate information concerning their rights, understanding the difference between non assertiveness, passive

aggressiveness and aggressiveness, including verbal and non-verbal assertive skills. They are expected to rehearse and role play the desired alternative behaviours such as eye contact, voice tone, facial expression, gesture such as hand posture and goal directedness (assertive components) to master the act of assertion and enhance self-esteem. Many researchers efforts on the effects of assertiveness training such as; Unachukwu and Onwuka (2009), Tannous (2015), Daodu, Adedotun and Elegbede (2016) showed that assertiveness training was effective in handling many behavioural problems. This indicates that it could be used to enhance the self-esteem of secondary school students.

On the other hand, self-instruction technique is a cognitive-behavioural technique which aims to give clients control over their behaviour through guided self-talk. In this technique, by using “self-talk” or stating the instruction out loud, responsibility for the instruction moves from the facilitator to the student. Self-instruction technique according to Anyichie and Onyedike (2012) is a cognitive and metacognitive learning/ instructional strategy and students generally lack metacognitive or self-regulation strategies that will help successful students understand, analyze, solve and evaluate problems. In line with the above definition, Goldstein, Levin and Goldman (2009), concurs that self-Instruction technique is a cognitive technique that uses self-talk to give clients control over their behaviour, these self-talks according to them gradually become covert and self-generated. From the above definitions, this implies that the technique of self-instruction involves a process of learning by self-regulation strategy and is anchored on the fact that human feelings, thoughts and beliefs influence the way individuals manipulate and handle certain things in real life situation. However, in the context of this study, self-instruction technique is a cognitive-behavioural approach that has the ability to make an individual discover his/her learning gaps, adjust, regulate, cognitively plan, organize, pilot, reinforce, and evaluate oneself own independent learning without a teacher's prompting.

Self-instruction technique is helpful where there are initial cognitive deficits. For example, problem solving or verbal mediation contribute to the difficulty. Self-instruction technique is based on the Studies conducted by Zimmerman and Schunk (2011) on the use of self-instruction strategy to transform learners' mental abilities. They revealed that self-instruction technique involves self-regulation, which is necessary for students to be motivated and actively participate in their own learning process. This transforms the learners' mental abilities. Many scholars (example, Ley, 2010; Mkpa, 2009) have provided evidence that self-instruction technique can enhance performance of distractible students directly in the context of an academic task. They had the support that self-instruction technique is effective in teaching and learning and that it is an easy procedure to develop, learn, and use. Ikwumelu and Oyibe (2011) advocate the application of self-instruction technique in teaching and learning. This is based on its efficacy in managing behavioural problems as suggested by Nwankwo, Obi, Anike and Aboh (2013), Walchelka and Katz (2009). On his own part, Borich (2011) opines that self-instruction technique is the method used in teaching and learning situations which involves getting students to unleash their imaginative and intuitive capacities through learning. Furthermore, self-instruction technique can be practiced inside and outside of a classroom or training room.

The goal of self-instruction technique is to support a person to independently complete a task. It is an un-obtrusive self-management tool. Since actions are not always under the control of verbal behaviour, self-instruction technique may require some initial training. It has some advantages to traditional instruction because it focuses upon giving the student responsibility for instruction rather than relying upon a teacher or facilitator. It also involves a person telling him or herself to do something and then doing it. To the best of the researcher's knowledge, assertiveness training and self-instruction techniques have not been applied as packages to improve self-esteem among secondary school male and female

students in this study's geographical setting by other researchers but have been found to be effective. It is on this note that this present study deemed it necessary to fill the existing gap by embarking on assertiveness training and self-instruction techniques as treatment models in enhancing secondary school students' low self-esteem in Orlu Education Zone, Imo State.

Statement of the Problem

The problem of low-self-esteem in secondary schools has been a source of concern because of its observable negative effects on the students, teachers, guidance counsellors, parents and the entire society. Many secondary school students with low self-esteem in Imo state have inferior perception of themselves. They lack self-confidence, concentration, positive achievement in classroom, stable emotion and acceptable behaviour in social situations. They are rarely assertive, as they are often too fearful of upsetting others, to tell the truth, ask for what they want, or share their feelings. Instead, they become passive until their anger builds up at points which they become aggressive, defensive, sarcastic, rude or violent as it is the case with deviants, gang and teen violence. The unfortunate treatments the students with low self-esteem face daily have been known to affect the way others perceive and relate with them, increase their emotional inability, and give them the feeling of guilt, shame and the tendency to make them feel withdrawn from the society.

Consequently, the student with low self-esteem could have negative self- image, perceiving his/her self as failure, never do-well or non-achiever. Thus, this may become a very big impediment to good peer relations or interpersonal relation, thereby slowing down their wholesome development in general. Teachers have hitherto been saddled with too much of pedagogy at the expense of psychotherapy. Apart from this, the school administrators lack the essential tools for handling psychotherapeutic problems in schools so they rely on punishments in form of caning, cutting of grass, washing of toilets, suspension, referral and

expulsion to no avail. The parents have equally tried screaming over their children's heads, starving them of love and food without much effect but have rather led to dropping out of school to roam the streets, run away from homes to tout in motor parks engaging in kidnapping and in arm-robbery. The school counsellors have also been grappling with referral cases of student misbehaviours due to clouded self-esteem through different behaviour modification techniques like reinforcement; conventional counselling, conversation skills; play interaction skills, interview skills yet the situation still remain unabated. Most of the students in the process of trying to effect a change in behaviour by the stakeholders drop-out of school to roam the streets, become tout in motor parks, abuse drugs, alcohol, engage in kidnapping, arm robbery and for the girls' unwanted pregnancies and committing of abortion which at times lead to pre-mature death.

Literature have revealed abundant evidence of the effectiveness and positive outcomes of some behavioural techniques like assertiveness training and self-instruction techniques in reducing maladaptive behaviour and developing acceptable behaviours such as self-esteem, conflict resolution, realistic goal-setting, self-determination, stress management, (Anyamene, Nwokolo & Ezeani, 2015; Daodu, Adedotun & Elegbede, 2016; Michelle, 2017; Vatankhah, Daryabari, Ghadami & Naderifar, 2013). It becomes very imperative for the researcher as a school guidance counsellor to involve scientifically tested behavioural and cognitive strategies to modify deficiency in behaviour as may be associated with low self-esteem. Wholesome development of this population is as germane as the need to help them become happy and develop positive self-esteem to enhance interpersonal encounters and effective learning. It was against this background that this study explored the effects of assertiveness training and self-instruction techniques to enhance secondary school students' low self-esteem in Orlu Education Zone, Imo State.

Purpose of the Study

This study investigated the effects of Assertiveness training and Self-instruction technique on secondary school students' low self-esteem in Orlu Education Zone, Imo State.

It specifically determined:

1. Difference in the pretest post-test mean score of low self-esteem secondary school students exposed to assertiveness training technique and that of those exposed to conventional counselling.
2. Difference in the pretest post-test mean score of low self-esteem secondary school students exposed to self-instruction technique and that of those exposed to conventional counselling.
3. Difference in the pretest post-test mean score of low self-esteem secondary school students exposed to assertiveness training technique and that of those exposed to self-instruction technique.
4. Difference in the pretest post-test mean score of low self-esteem secondary school male and female students exposed to assertiveness training technique and that of those exposed to conventional counselling.
5. Difference in the pretest post-test mean score of low self-esteem secondary school male and female students exposed to self-instruction technique.

Significance of the Study

The findings of this study would immensely benefit the following set of individuals: students, school counsellors, teachers, the academia, school community, the government, the post-primary school service commission and the parents. All stand to benefit from the finding of the study.

The findings of this study would immensely benefit the secondary school students who participated in the study because it would equip them with the strategies for dealing with problems of low self-esteem. The findings would also expose the need for assertiveness training and self-instruction technique programmes in secondary schools as tools for assisting secondary school students in coping with challenges. In the same vein, the outcome of the study would provide information to students on the effects of assertiveness training and self-instruction techniques in enhancing self-esteem. Their knowledge of such information would invariably inspire them to put more effort in becoming optimistically self-focused and to obtain self-worth as well as positive frame of mind.

The anticipated findings would at the same time enable school counsellors to create awareness of the benefits of assertiveness skills and self-instruction skills during individual and group counselling sessions in schools. The value includes creation of self-confidence in the students and increasing the power to stand up for their right, resist manipulation and have boldness to err their views openly in a respectful manner without infringing on the right of others. In addition, the skills of self-talk and self-monitoring would be inculcated into the students.

Teachers will benefit from the findings of this study as the knowledge of the effects of assertiveness training and self-instruction techniques in enhancing students' self-esteem when published will educate teachers to create a more enabling environment for students' positive interpersonal relationship. Knowledge gathered from the findings would also enable teachers to understand that infliction of physical hurt on students with low self-esteem would not modify their negative behaviours but rather worsen the situation. The findings of this study would also be important to teachers because it would promote positive self-esteem and behavioural success on their students. Making instruction easier as the teachers make referral cases of students to school guidance counsellors, who are trained to handle students'

problems using empirically tested behavioural approaches like assertiveness training and self-instruction techniques.

The academia also stand to gain from the findings of the study since it would serve as a reference point for academic purposes, future researchers, students, teachers and organizations. It is anticipated that the findings of this study would contribute to a large body of literature. Thus, it would be of immense benefit to fellow researchers who are involved in this type of study. It would constitute a framework towards enriching knowledge to them when they lay hand on it, either in the library as hard copy or in the internet as soft copy. It would also add to the empirical supports already available in favour of Index of Self-esteem (ISE). The same thing is applicable to assertiveness training and self-instruction techniques. It would also prove a basis for the development of a more effective theory and technique which will be useful for guiding and counselling secondary school students in Nigeria and other parts of the World with a view to improve self-esteem.

The findings of the study would be of benefit to the school community and the public when published. It would enlighten them more on the effects of assertiveness training and self-instruction techniques in enhancing self-esteem among secondary school students. This would consequently help in encouraging students to conquer self-defeat, pessimisms, aggression and become assertive thereby improving self-esteem.

The knowledge of the effects of assertiveness training and self-instruction techniques in enhancing self-esteem among secondary school students obtained from the finding would guide the government in making educational policies. Equally, it would make the government see the importance of retraining teachers on different approaches to teaching, and also employ appropriate personnel like guidance counsellors that assist to enhance students' self-esteem. The post-primary school service commission would also benefit from this study as the knowledge of the effects of assertiveness training and self-instruction techniques in

enhancing students' self-esteem would positively affect them to be aware of the challenges and needs of student; thus assisting and monitoring them with maximum understanding. It would also enhance planning strategies for the ministry of education in Nigerian society and secondary schools in Orlu Education Zone, Imo state in particular.

Finally, the parents would see the need of teaching social skills of assertiveness training and self-instruction techniques like acceptance, patience, accommodation, respect, co-operation, problem solving among others, in providing enabling home for children's self-worth and emotional stability. More so, the study would help to set a solid foundation for everybody especially in this part of the globe where such research is scarce.

Scope of the Study

The scope of this study is geared to determine the effects of assertiveness training and self-instruction techniques on secondary school students' low self-esteem in Orlu Education zone, Imo State. The study was delimited to male and female senior secondary school one (SS1) students in co-education secondary schools in Orlu educational zones of Imo State because the inclusion of other classes may disrupt the school. The independent variables of the study are assertiveness training and self-instruction techniques while the dependent variable is self-esteem. However, gender (male and female) serves as moderating variables.

Research Questions

The following research questions were formulated to guide this study:

1. What is the difference in the pretest post-test mean score of Low Self-Esteem students exposed to assertiveness training technique and that of those exposed to conventional counselling?

2. What is the difference in the pretest post-test mean score of Low Self-Esteem students exposed to self-instruction technique and that of those exposed to conventional counselling?
3. What is the difference in the pretest post-test mean score of Low Self-Esteem students exposed to assertiveness training technique and that of those exposed to self-instruction technique?
4. What is the difference in the pretest post-test mean score of Low Self-Esteem male and female students exposed to assertiveness training technique and that of those exposed to conventional counselling?
5. What is the difference in the pretest post-test mean score of Low Self-Esteem male and female students exposed to self-instruction technique?

Hypotheses

These null hypotheses were formulated for the study and were tested at 0.05 level of significance.

1. There is no significant difference in the effect of assertiveness training on low self-esteem secondary school students when compared with those in conventional counselling.
2. There is no significant difference in the effect of self-instruction technique on low self-esteem of secondary school students when compared to those in conventional counselling.
3. There is no significant difference in the effects of assertiveness training and self-instruction techniques on low self-esteem of secondary school students using their mean scores.

4. There is no significant difference in the pretest and post-test mean low self-esteem scores of male and female secondary school students exposed to assertiveness training.
5. There is no significant difference in the pretest and posttest mean low self-esteem scores of male and female secondary school students exposed to self-instruction technique.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, literature relating to the study is reviewed under the following sub-headings:

Conceptual Framework

- Self-esteem
- Low Self-esteem
- Assertiveness Training Technique
- Self-instruction Technique

Theoretical Framework

- Client centered theory by Carl Rogers
- Assertiveness training theory by Joseph Wolpe

Theoretical Studies

- Nature of self-esteem
- Differences between Low Self-esteem and Healthy Self-esteem
- Social influence of self-esteem
- Types of self-esteem
- Assertiveness training technique
- Self-instruction technique
- Self-esteem in relation to gender
- Assertiveness training technique and gender
- Self-instruction technique and gender

Empirical studies

- Studies on Self-esteem
- Studies on assertiveness training
- Studies on self-instruction technique

Summary of Reviewed Literature

Conceptual Framework

This section consists of concepts that are placed within a logical and sequential design. It provides a logical structure of meaning that guides the development of the study.

The following concepts are clarified as follows:

Self-esteem

Self-esteem is one of the core aspects of human life, upon which we shape our behaviour and attitude. It is primarily our evaluation about our own self. Indeed, Self-esteem is an individual's perception of self through experience with the environment, interaction with significant others and attributions of his/her own behaviour. Baumeister (2008) defines self-esteem as the individual's belief about himself or herself, including the person's attributes and who and what the self is. Self-esteem, as a component of human personality development is a knowledge representation that contains knowledge about us, including beliefs about our personality traits, physical characteristics, abilities, values, goals, and roles, as well as the knowledge that we exist as individuals. Self-esteem according to Yahaya (2009), is the cognitive or thinking aspect of self (related to one's image), which generally refers to the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence. Thus, Self-esteem is the set of perceptions or reference points that the subject has about himself; the set of characteristic attributes, qualities and deficiencies, capacities and limits, values and relationships that the subjects knows to be descriptive of himself and which he perceives as data concerning his identity.

To them, this very concept is very general and changeable at first, and as one grows older, these self-perceptions become much more organized, detailed and specific. Its

significance is often exaggerated to the extent that low self-esteem is viewed as the cause of all evil and high self-esteem as the cause of all good (Manning, Bear & Minke, 2006). In the same vein, Weiten, Dunn and Hammer (2012) conceives self-esteem as mental picture of oneself, a collection of self-perceptions which include such beliefs as I am easygoing or I am pretty or I am hard working. Indeed, self-esteem is important because it contributes to many different facets of a person's life, from childhood to adulthood (Jamie, 2010). The importance of self-esteem stems from its notable contribution to personality formation of the social, academic, competence, affective, physical and family functioning of students. Torres, Pompa, Meza, Ancer and Gonzalez (2010) also opine that self-esteem plays a decisive position in the complex process of psychosocial development of the individual. Students' willingness, commitment and success in school programme can greatly influence their self-esteem and Its significance is often exaggerated to the extent that low self-esteem is viewed as the cause of all evil and high self-esteem as the cause of all good (Manning, Bear & Minke, 2006).

Low self esteem

We live in a world where there is an epidemic of low self-esteem. It affects almost every aspect of our lives, from how we think about ourselves to the way we think about or react to life situations. Individuals whose self-evaluations are generally poor are described as having low self esteem. Low self-esteem according to Miller, Church and Poole (2017) refers to a person's poor self-perceptions in relation to important aspects of life. Various terms such as lack of self-confidence, power, attractiveness, and agility suggest different dimensions for negative self-evaluation(low self-esteem).A student's low self-esteem has a significant impact on almost everything done, engagement in activities, dealings with challenges and interactions with others. Also, low self-esteem can have a marked negative effect on

academic performance. It can lessen a student's desire to learn, ability to focus, and willingness to take risks (Shores, 2015).

Low self-esteem is made up of the negative way we assess ourselves, how we see our personality and how we rate our skills and abilities; it is learned or acquired through experience by virtue of one's interaction with the environment and people (Suldo & Shaffer, 2008). Low self-esteem is related to negative self-confidence, insecurity, underachievement, anxiety, depression, acting-out behavior, sleep problems and being a loner. Tannous (2015) suggest different interpretations of the concept of low self-esteem based on the scientific theories, from psychological views where the dynamic development of low self-esteem is an evolutionary phenomenon, either from the point of view of social and cultural perceptions, the low self-esteem is individuals negative attitudes about themselves, the behavioral perspective that low self-esteem is feature or acquired traits, while focusing on humanitarian perspective on the low self-esteem is the ability of the individual to live to dishonor and rejecting his view of himself, while the cognitive perspective that low self-esteem is the result of negative understanding of the individual to the world and others persons.

Students with low self-esteem may view self as being unskilled or incapable of completing tasks. If such student actually attempts a new activity but fails, the person will just give up and walk away. Such a student may experience any negative emotions such unhappiness, depression, anxiety, shame, anger and hostility can come with the territory. In most cases, students with low self-esteem feel that the important adults and peers in their lives do not accept them, care about them very much and would not ensure their safety and well-being. Similarly, Iyoha (2014) asserts that socially and emotionally, a secondary school adolescent youth with low self-esteem reacts to frustration, violent and verbal attacks and hates disgrace. According to LeCrone (2001), security, significance and confidence will help

children feel more secure about themselves. From the above definitions, this implies that one's negative view of self would likely influence his or her abilities and the totality of his wellbeing. However, in the context of this study, low self-esteem is the self-pessimistic estimate of an individual. It is also perceived as the negative perception an individual have of his or her self about the strength, weakness, value, belief and attitude derived from environment or social interaction. That is: such an individual's negative configuration or pre-occupation in the mind controls his/her activities and determines the success or failure in life endeavours.

Assertiveness Training Technique

Assertiveness training technique has been conceptualized in various dimensions. Assertiveness training technique is a structured training programme, which involves the dissemination of socially imbibed expression of an individual's self-rights, privileges and feelings, in a declarative form without disregarding the right and privilege of others in an interpersonal setting. It is also a form of behaviour therapy designed to assist individual's will power to stand up confidently for themselves without fear; in order to empower themselves and courageously declare their ideas or rights, without necessarily infringing on the rights of others in an interpersonal relationship. This apparently agrees with what Anagbogu and Anyaechebelu in Okoye (2007) states, that assertiveness training is a learnable means of behaviour change which helps individuals who are not bold enough to initiate an action, express their feelings and stand for their rights. Thus, Tannous (2015) views assertiveness training technique as a therapeutic measure which involves being able to stand up for oneself, making sure the individual opinions and feelings are considered and not letting other people always get their way. Continuing, Tannous opines that assertiveness is not the same as aggressiveness. In addition, Dorland (2011) defines assertiveness training

technique as a form of therapy which inculcates the behaviour characterized by a confident declaration or affirmation of a statement without need of proof; this affirms the person's rights or point of view, without either aggressively threatening the rights of another (assuming a position of dominance) or submissively permitting another to ignore or deny one's rights or point of view. Also, Alberti and Emmaus (2008) declare that assertiveness training technique involves a means of protecting individuals' right and the ability to protect one's own human rights in a humane and democratic way without prejudice to the fundamental right of others.

Basically, Assertiveness training is a human relations program which provides practice in human relation and goal setting, behaviour rehearsal and assertion training activities for raising an individual's self-confidence. Corey (2009) explained further that assertiveness training technique is often conducted in groups using modelling, role-play, and rehearsal to practice a new behaviour in the therapy office, and then enacted in everyday life. In fact, assertiveness training technique is a structural intervention which is used for social relationship improvement, anxiety disorder therapy, and phobias in children, teenagers and adults. This training technique is a multi-content method which includes guidance, role playing, feedback, modelling, practice and the review of trained behaviours (Abed, El-Amrosy & Atia, 2015).

Furthermore, O'Donohue and Fisher (2008) describes assertiveness training technique as a diadactive psychotherapy intervention which enables individuals to have good understanding, believe, value themselves and have self-confidence to promote a balanced forth right view about their needs and opinions through training in skills, in order to strengthen the human potentials and achieve maximum personal fulfillment. Similarly,

Nnodum (2011) conceives assertiveness training technique as a practical model that teaches and encourages the outward expression of feelings.

Assertiveness training technique is a process of inculcating a learned fundamental interpersonal communication skill that helps individuals to meet the social demands of society (Kirst, 2011). Indeed, assertiveness training technique is an effective treatment for certain conditions, such as low self-esteem, depression, social anxiety, and problems resulting from unexpressed anger and also useful for those who wish to improve their interpersonal skills and sense of self-respect (Association for Behavioural and Cognitive Therapies, 2017). The researcher summarized assertiveness training technique as the inculcation of skills and the process of exercising one's right in a respectful manner. This is in line with Parisa and Mohammadreza (2010) who described assertiveness training technique as an effective and useful way of training less assertive and shy people, to find a good feeling about them through stating their positive or negative emotions, beliefs and thoughts and end internalizing emotions and excitements (worry).

However, in the context of this study, assertiveness training is a form of behaviour therapy designed to assist individual's will power to stand up confidently for themselves without fear; in order to empower themselves and courageously declare their ideas or rights, without necessarily infringing on the rights of others in an interpersonal relationship. That is: assertiveness training technique is a process of inculcating the act of standing up for one's personal rights, as well as expressing thoughts, feelings and beliefs in direct, honest and appropriate ways.

Self-instruction Technique

Self-instruction technique is a self-adjustment methodology that students can use to regulate, control and manage themselves as learners and direct their own behaviour while learning. Self-instruction technique is a technique by which students self-tutor and self-monitor themselves (Adani, Eskay & Onu, 2012). Teo (2006), expatiates that self-instruction technique involve students in making connections between new and already known ideas of facts, engaging in dialogues in which hypotheses are formed, predictions are made, doubt expressed, uncertainties subsequently clarified and the orthodox/traditional views modified by new ideas. The advocates of self-Instruction technique like Becks (2008), posits that the technique empowers people to grab firm of their own thought process and fix the mental mistakes they make that leads to problems.

In collaboration, Lazarus (2007) has the view that in self-instruction technique, a student should reframe from worrying but rather develop and handle ones plans or situations one step at a time, instead of being anxious, focusing on one need to do. By contrast, self-instruction technique encompasses the monitoring, and managing of one's cognitive processes, as well as the awareness of, and control over one's emotions, motivations, behaviour, and environment as related to learning. Such behaviour that could be changed by self-instruction technique includes self-discipline, effort, time management and others (Karabenick & Dembo, 2011). From the above declarations, this implies that the technique of self-instruction involves a process of learning by self-regulation strategy and is anchored on the fact that human feelings, thoughts and beliefs influence the way individuals manipulate and handle certain things in real life situation.

Self-instruction technique training is one of the educational methods that help individualized learning. The students can use the approach to manage themselves as learners and direct their own behaviour while learning. Previous researchers as (Mkpa, 2009;

Bernstein, 2014) support that self-instruction technique is effective in teaching and learning of students. The technique of self-instruction is therefore, a student centered learning strategy that focuses on the monitoring of cognitive processes of an individual's problem solving. Ley (2010) for example is of the view that proper application of self-instruction technique in teaching and learning of students will encourage skills acquisition and development of values. Thus, the application of self-instruction technique has been linked to student's performance improvement in solving problems. Self-instruction technique is an attempt to influence the set of problem orienting and solving statements emitted by a learner which serve to guide him through specific tasks. In collaboration, for better actualization, instructional and programme objectives in the classroom, since the method focuses mainly on making students, to go beyond the content given by their teacher in the classroom and accept responsibility for their own learning.

Furthermore, self-instruction technique is a behaviour modification technique which breaks up learning into units and sequences, and encourages the active participation of the learners in the learning process. Common among the behaviour management methods that are used to decrease or eliminate undesired behaviours is self-instruction technique (Mbakwem, 2008). Students with learning disabilities can use the procedures for all kinds of learning, school work and homework. Self-instruction technique encourages the development of critical thinking through discussion, negotiations and clarification of basic content or ideas because in self-instruction technique students enjoy the liberty to advance their own ideas and to benefit from the ideas and views of others. Self- instruction technique should therefore, be an integral part of every counsellor or teacher's instructional method since it promotes self-esteem and instills in the students the essential skills and basis to accept responsibility for their own learning (Borich, 2011).

In the context of this study, self-instruction technique is a cognitive-behavioural approach that has the ability to make an individual discover his/her learning gaps, adjust, regulate, cognitively plan, organize, pilot, reinforce, and evaluate oneself own independent learning without a teacher's prompting. Therefore, counsellors should understand and teach cognitive processes and metacognitive strategies like self-instruction technique used by good problem solvers in order to assist these students to become good problem solvers.

Theoretical Framework

This section examines and describes theories that explain why the research problem under study exists. Accordingly, it should be of interest to examine the following theories of individuals that addresses the causes of low self-esteem and the influence of treatment measures that enhances the clients' self-esteem.

Rogerian Client Centered Theory of self-esteem

Rogerian theory of self-esteem was created in the 1950s by psychologist Carl Rogers. It is one of the oldest theories of self-esteem and a way to explain behaviour and why we do what we do. This theory is also known as self-theory, person centered or non-directional counselling, Person-centered therapy, also known as person-centered or client-centered counselling. It is a humanistic approach that deals with the ways in which individuals perceive themselves consciously, rather than how a counsellor can interpret their unconscious thoughts or ideas. The person-centered approach ultimately sees human beings as having an innate tendency to develop towards their full potential. However, this ability can become blocked or distorted by certain life experiences, particularly those the experiences which affect our sense of value. The therapist in this approach works to understand an individual's experience from their perspective. The therapist must positively value the client as a person

in all aspects of their humanity, while aiming to be open and genuine. This is vital in helping the client feel accepted, and better able to understand their own feelings. The approach can help the client to reconnect with their inner values and sense of self-worth, thus enabling them to find their own way to move forward and progress.

However, Rogers (1959) simply points out that for persons to "grow", they need an environment that provides them with genuineness (openness and self-disclosure), acceptance (being seen with unconditional positive regard), and empathy (being listened to and understood). Without these, relationships and healthy personalities will not develop as they should, much like a tree will not grow without sunlight and water. Rogers believed that every person could achieve their goals, wishes, and desires in life. When, or rather if they did so, self-actualization took place. This was one of Carl Rogers most important contributions to psychology and for a person to reach their potential a number of factors must be satisfied. The core purpose of person-centered therapy is to facilitate our ability to self-actualize - the belief that all of us will grow and fulfill our potential. This approach facilitates the personal growth and relationships of a client by allowing them to explore and utilize their own strengths and personal identity. The counsellor aids this process, providing vital support to the client and they make their way through this journey. The person-centered counsellor is not an expert; rather the client is seen as an expert on themselves and the person-centered counsellor encourages the client to explore and understand themselves and their troubles. This psychological environment is one where a person feels both physically and emotionally free from threat.

There are three conditions believed to help achieve this environment, particularly in the therapy room: Congruence - the counsellor must be completely genuine, Empathy - the counsellor must strive to understand the client's experience and Unconditional positive regard

- the counsellor must be non-judgmental and valuing. A number of factors can affect a person's ability to flourish, including low self-esteem, a lack of self-reliance and very little openness to new experiences. The person-centered approach recognizes that a person's social environment and personal relationships can greatly impact these, so therapy is offered in a neutral and comfortable setting, where a client can feel at ease, authentic and open to learning about themselves. By offering a safe, comforting environment, the client is able to understand the past experiences that have impacted the way they feel about themselves or their abilities, and take the steps to positive change. The person-centered approach can also help the client with low esteem to: find closer agreement between an idealized self and actual self, achieve better self-understanding and awareness, release feelings of defensiveness, insecurity and guilt, have greater ability to trust oneself, develop healthier relationships, see improvement in self-expression, achieve a healthy sense of change overall. Generally, person-centered counselling can help individuals of all ages, with a range of personal issues. Many people find it an appealing type of therapy because it allows them to keep control over the content and pace of sessions, and there is no worry that they are being evaluated or assessed in any way.

The non-direct style of person-centered counselling is thought to be more beneficial to those who have a strong urge to explore themselves and their feelings, and for those who want to address specific psychological habits or patterns of thinking. The approach is said to be particularly effective in helping individuals to overcome specific problems such as depression, anxiety, stress and grief, or other mental health concerns. These issues can have significant impact on self-esteem, self-reliance and self-awareness, and person-centered therapy can help people to reconnect with their inner self in order to transcend any limitations. In some psychotherapeutic approaches, the therapist and their observations are deemed 'expert'. The person-centered approach moves away from this idea, and instead trusts

that we have an innate tendency to find fulfilment in our own personal potentials (self-actualization). By facilitating this, the approach helps the client to recognize their own capacity for not only self-healing, but personal growth too.

Client centered theory is related to this study because it treats low self-esteem as a negative behaviour that can be changed by self-directed learning activities. As soon as the negative perception, self-defeat and poor image is discarded through self-talk, self-monitoring and other form of techniques, the student will develop confidence. The mindset will be restructured and resultantly, the low self-esteem will be enhanced. Therefore, if students imbibe the techniques of assertiveness and self-instruction based on the principles embedded in client centered theory, his or her low self-esteem will be curbed.

Joseph Wolpe Theory of Assertiveness Training

Joseph Wolpe's propounded assertiveness training theory in 1949. The major idea of Joseph Wolpe's assertiveness training theory is that an individual is capable of determining his problem and that individual remain unassertive as result of probable fear or anxiety. In his theory, he was of the view that facing your fears did not always result in overcoming them but rather lead to frustration. According to the theory, the key to overcoming fears was by degrees. Assertiveness according to the theory involves being clear about what you feel, what you need and how it can be achieved, being able to communicate calmly without attacking another person, saying "yes" when you want to, and saying "no" when you mean "no" (rather than agreeing to do something just to please someone else), deciding on and sticking to clear boundaries – being happy to defend your position, even if it occurs, understanding how to negotiate if two people want different outcomes, being able to talk openly about yourself and being able to listen to others, having confident, open body language, being able to give and receive positive and negative feedback' having a positive, optimistic outlook.

The theory helps people to stand their ground and is designed to build self-confidence, so with this general approach it can help with a wide variety of problems. It is important to understand that the aim is simply to provide a person with the tools to support their individuality - to make sure that no-one is able to take advantage of someone they may think of as weaker, it is not about learning to impose on or control other people - but to be able to resist the efforts of others who wish to do that to us. Wolpe (1969) claims that assertiveness training program is a therapeutic approach that is suitable for people who suffer from interpersonal situations and are tired of problems arising from these situations. He further states that a person could not be angry or aggressive while simultaneously assertive at same time. Importantly, Wolpe believed that these techniques would lessen the anxiety producing association responsible for low self-esteem in the secondary school student.

Wolpe theory is related to this present study because it addressed how a student identified with low self-esteem can be trained to be assertive, resultantly enhancing individual's configuration, self-will and decision to act. However, Wolpe theory is limited in its scope as it fails to explain how an individual's irrational beliefs and statements can influence cognitive activities and success in life.

Theoretical Studies

This section examines articles that are related to the study that are based on the opinion and position of different authors. They include related studies on the following:

Nature of Low Self-esteem

Low self-esteem is formed in childhood as a result of negative situations the child experiences such as having parents consistently take the side of others against the child or having their feelings ignored and discounted. In collaboration, Miller, Church and Poole (2017) declared that low self-esteem are shaped by cultural and biological factors, but are

formed primarily through the individual's interaction with the environment during childhood, as well as by the behaviours and attitudes of others. In describing human low self-esteem, Akingboye (2013) stated that there are two kinds of you: the "you" that always receive and another you that will have it. However, negative self-evaluation could occur along a variety of dimensions and in a variety of settings. An individual may have differing esteem of his physical ability, social ability, academic ability and others.

Although global assessments of self-esteem do appear to be useful in predicting behaviour, more specific aspects of self-evaluation may lead to a better understanding of behaviour. Past studies have shown that low self-esteem of workers had significant relationship with their work performance/ productivity across workplaces (Adeyemi, 2013; Martinez, 2016). Several recent studies have examined the protective effects of conceptually related constructs such as self-control, self-regulation, and executive functioning skills in youth development (Adeoye, 2012; Aderanti & Hassan, 2011; Griffin, Scheier & Botvin, 2009).

The Differences between Low Self-esteem and Healthy Self-esteem

Healthy self-esteem is the very first step to achieving confidence and learning to be assertive. Without a balanced and healthy level of self-worth, one cannot be clear about what one deserves to have nor will she or he be able to ask others for what is wanted or needed. Healthy self-esteem has been associated with higher satisfaction with life and fulfillment spiritually, professionally as well as emotionally. Having a high self-esteem would ensure assertiveness, an individual can voice his opinions only when he is secure in his self (Karagözog̃lu, Kahve, Koç & Adamis, 2008).). Healthy self-esteem has been associated with higher satisfaction with life and fulfillment spiritually, professionally as well as emotionally. People with healthy self-esteem do the following: such individuals with high self-esteem like who they are; are not afraid to express their opinions or thoughts; understand they have to

work hard at something to achieve excellence at it; respect and appreciate the rights and opinions of others; do not need to put others down to feel good about themselves; are able to accept their flaws and those of others; are able to learn from and accept help from others; desire growth, change, and self-improvement; set limits on the way other people are allowed to treat them; are able to admit to making a mistake; have good boundaries and insist on maintaining them; know their limitations; appreciate their strengths and weaknesses and they do not allow others to make negative decisions for them.

People with low self-esteem always will accept less because they do not realize they should have more. Sert (2003) asserted that low self-esteem decrease one's quality of life and makes a happy existence difficult to achieve. Such individuals with low self-esteem demonstrate the following patterns of behaviour: do not like themselves; are highly threatened by others; are afraid to express their opinions; need to find fault in others to find worth in themselves; engage in self-destructive behavior; surround themselves with self-destructive people; allow others to continually treat them badly; exaggerate their faults; do not feel worthy of success; feel worthless or inept; have difficulty accepting and believing compliments and of course they think everything is their fault.

Social influence of Self-esteem

According to Comb and Gonzales (2014), all persons create their own reality through their perceptions of what they believe to be real, and that a person's behaviour is contingent on how an individual perceives and interprets his/her experiences. Gross (2009) posited that the idea of self-esteem includes attitudes, feelings and knowledge about ability, skills and social acceptance of self. The relationship between a high self-esteem and successful achievement behaviour has been demonstrated several times in various ways. In corroboration, Akeusola, (2012) stated that all societies have within their social system sets

of social values that relate to raising of children and that the function of child rearing is conceived with four specific tasks namely: maintenance, socialization of his attitude towards others, his early outlook in life, his self-esteem and definition of success. Sharing the same view Krizan and Suis (2008) stated that an individual with low self-esteem suffers from problems in establishing positive relations with others, as well as mental health problems and has suicidal tendencies as it may have feelings of rejection. Lack of students' high self-esteem and fulfillment in all phase of life has crippled the optimistic expectation of patriotic Nigerians, education stake holders across continents, countries and cultures. This simply means that a person with low self-esteem is an unassertive person that is not always proactive and reactive to life, no matter how awful the situation he finds himself.

Types of Self-esteem

The different types of self-esteem include: the self-esteem of identity: it has to do with an individual evaluation of his ability, strength and weakness. The self-esteem of social behaviour as a social being, individuals is always seen in the midst of other people like parents, siblings, peers, and significant others, of whom the person is expected to, acquire acceptable characters. The self-esteem of academic ability or educational has to do with the self in the context of school and learning; and low self-esteem of achievement in life focus on the evaluation of what an individual is able to achieve in life based on his/her potentials and set goals. Yahaya (2009) enumerates different components of self-esteem and these include: physical, academic, social, and transpersonal. The physical aspect of self-esteem relates to that which is concrete: what we look like, our sex, height, weight; what kind of clothes we wear; what kind of car we drive; what kind of home we live in; and so forth. Our academic low self-esteem relates to how well we do in school or how well we learn. There are two levels: a general academic self-esteem of how good we are overall and a set of specific

content-related self-esteem that describe how good we are in math, science, language arts, social science, etc. The social self-esteem describes how we relate to other people and the transpersonal low self-esteem describes how we relate to the supernatural or unknowns. However, Rogers (1961) believes that the self-esteem has three different components: The view you have on yourself (self-image), how much value you place on yourself (self-esteem or self-worth) and what you wish you were really like (ideal self).

Self-esteem can either be high or low. High self-esteem students feel disappointed when they fail, and they may accept that failure means they lack a specific ability; however, they do not treat failure as a global indictment of their character, and failure does not make them feel humiliated and ashamed of themselves while low self-esteem. Low self-esteem is cognitive as the individual consciously thinks about himself negatively (Papalia, Olds & Feldman, 2008). Low self-esteem can leave a student feeling insecure and unmotivated. Such students often interpret non critical comments as critical. As a matter of fact, they are more likely to experience social anxiety and low levels of interpersonal confidence. Furthermore, low self-esteem individuals tend to be pessimistic towards people and groups within the society. However, in the context of this study, low self-esteem is the self-pessimistic estimate of an individual. It is also perceived as the negative perception an individual have of his or her self about the strength, weakness, value, belief and attitude derived from environment or social interaction. That is: such an individual's negative configuration or pre-occupation in the mind controls his/her activities and determines the success or failure in life endeavours.

Assertiveness Training Technique

Assertiveness training program are designed to improve an individual's assertive beliefs and behaviours, which can help the individual, change how they view themselves and establish self-confidence and social anxiety (Wesley & Mattaini, 2008). Iruloh & Amadi, (2008) added that assertiveness training is not therapeutic technique although it helps to teach

an individual on how to assert himself despite the intimidation and pressures coming from other people. Furthermore, Corey (2009) explained that assertive training is based on the principle of social learning theory and incorporates many social skills training. This is consistent to some extent with what have been reported by both (Krizan & Suis, 2008; Lengua, et al., 2008) that an individual with low self-esteem suffers from problems in establishing positive relations with others, as well as mental health problems and has suicidal tendencies as it may have feelings of rejection. On the other hand, it is characterized by an individual with high low self-esteem being more flexible and confirmation of the same and has a positive outlook of life and tends to engage in a healthy life and seek to maximize their potential.

Assertiveness skills training is one of the effective programs that might be used to modify the victims suffering from low self-efficacy and self-esteem, the feelings of helplessness and inability (Hosseini, Mirnasab, Salimy & Zangiabadi, 2015). He further, said that the training gives courage and ability to defend them to have little or no courage and assertiveness to defend themselves in interpersonal encounters. Assertiveness skills can be seen as "valuable component" for successful professional practice, with which many conflicts in a learning situation can be successfully ruled out. Assertiveness training is a structural intervention which is used for social relationship improvement, anxiety disorder therapy, and phobias in children, teenagers and adults which results in low self-esteem (Yen-Ru , Mei-Hsuen , Cheng-I , Tsai-Hwei , Chen-Chuan , Yue- Cune , Wen-Chii, Yuan-Hwa&Kuei-Ru, 2008).

The potential benefits of assertive behaviour to students are enormous where it enhanced self-awareness, improved performance, interdisciplinary collaboration and cohesiveness (Mabrouk, 2009). Previous researchers illustrated and reported that the assertiveness training caused a significant increase in the low self-esteem level that

assertiveness training is effective to increase low self-esteem (Sajadinejad, 2010, Makhia, 2010). Assertiveness is one of the essential skills in the modern working environment, there are many benefits of being assertive such as; better time management, increased self-esteem and the ability to negotiate more effectively. Abed, El-Amrosy, and Atia (2015) also posited that learning assertive techniques are considered as tools for coping skills with a variety of life stressors. Increasing assertive behaviour becomes an expression of person's feeling. Assertiveness training program are then run in order to improve the opinions and behaviours of the people in relation to courage such that they are able to look at themselves through a better perspective and reach self-trust, express their personal thoughts and emotions properly, and ultimately refuse to let others invade their privacy and make abuses from them. On the contrary, the absence of courage and assertiveness in interpersonal situations causes people, to show mainly passive and neutral behaviours, tolerate high levels of anxiety and stress and gradually form, this belief that they are defenseless towards the abuse of others (Ilkhchi, Poursharifi & Alilo, 2011), and may eventually become the victim in these situations (Delsidou, 2009; Kirst, 2011). So it seems that in bullying which is an interpersonal social situation, if a victim reaches the sufficient level of courage and assertiveness, and his belief in competence and low self-esteem improve, he will have an improved power to deal with bully's behaviours and other psychological disorder increasing the social support from Individuals, increasing the competence of adolescents in cases of conflicting situations with peers (Korem, Horenczyk & Tatar, 2012). According to Hamidreza (2013) the effects of assertiveness skills training on students who have been victims of bullying resulting to low self-esteem, showed that programs based on social skills training has a positive effect on improving students' behaviour based on the following procedures.

The Procedures include the following components: modeling, instructions, behaviour rehearsal, goal setting, broken records, fogging, free information, self-disclosure, negative

inquiry, positive inquiry, negative assertion, I-statements, transactional analysis, role-playing, goal setting, rehearsal, assertion training activities and feedback. They are described as follows:

Modeling includes the direct demonstration of the desired skill by an instructor. Instructions are provided either verbally or in written form depending on the skill and the level of the learner. The learner is given the opportunity to rehearse the skill and is immediately provided with positive and if necessary, corrective feedback on his or her performance. Sessions can be individualized for each learner in order to promote mastery of the skills taught.

The Stuck Record technique employs the key assertive skill of 'calm persistence. It involves repeating what you want, time and time again, without raising the tone of your voice, becoming angry, irritated, or involved in side issues. Continually repeating a request will ensure the discussion does not become side-tracked and involved in irrelevant argument. The key is to stay calm, be very clear in what you want, stick to the point and not give up. Accept a compromise only if you are happy with the outcome.

Fogging consists of finding some limited truth to agree with in what an antagonist is saying. More specifically, one can agree in part or agree in principle.

Positive enquiry is a simple technique for handling positive comments such as praise and compliments. People often struggle with responding to praise and compliments, especially those with lower self-esteem as they may feel inadequate or that the positive comments are not justified. It is important to give positive feedback to others when appropriate but also to react appropriately to positive feedback that you receive. Positive enquiry is used to find out more details about the compliment or praise given, and agree with it. The opposite of positive enquiry is negative enquiry.

Negative inquiry consists of requesting further, more specific criticism. Negative enquiry is a way to respond to more negative exchanges such as receiving criticism. Dealing with

criticism can be difficult, remember that any criticism received is just somebody's opinion. Negative enquiry is used to find out more about critical comments and is a good alternative to more aggressive or angry responses to criticism.

Negative assertion is agreement with criticism without letting up demand. I-statements can be used to voice one's feelings and wishes from a personal position without expressing a judgment about the other person or blaming one's feelings on them.

Self-Instruction Technique

The theoretical basis of self-instruction technique as an enhancement measure for desirable behaviour is anchored on information and decision making process. Self-instruction technique is a tool intended to help students develop the necessary skills to be self-regulated learners. This view tallies with Becks (2008), assertion that self-instruction technique involves replacing dysfunctional thoughts with functional self-talk, which guides the person towards adaptive responses to situations they find difficult. The assertion is in line with Wan (2012), who carried out a study on the effects of corporative competition and individual use of self-Instruction on the learner's achievements. In the study a self-instructional mode is combined with cooperative, competitive and individualized techniques in the inculcation of skills. The researchers therefore concluded, that students should be taught how to enhance low self-esteem using self-instruction techniques. The result also showed that self-instruction technique can be applied in a group counselling setting in carrying out daily life challenges.

Furthermore, Reeve (2009), examined the effects of anxiety management therapy with condition non-directive counselling or a combination of relaxation. The brief cognitive therapy anxiety management was significantly more effective than the wait list condition on a number of relevant measures at post treatment. However there were relatively few differences between anxiety management and non-directive counseling either at post treatment or at 6

months follows up. Those differences which were found could be explained in terms of the demand characteristics of training in relaxation cognitive therapy. They therefore concluded that anxiety management is clearly better than a non-treatment control condition. Also, Robert (2009) carried out a study on children's anxiety and phobic disorders in school settings; classification, assessment and intervention issues. They were of the view that children exhibit specific fears and anxieties that may hinder low self-esteem and their academic development in school, a brief discussion of normal fears and epidemiological issues, the basic features and methodological requirements of a cognitive behavioral perspective. However, the research finding on the efficacy of fear reduction procedures were encouraging and there were a number of conceptual and methodological limitations, stressing that the role of teachers in identifying and managing anxious children still needs full attention.

Self-Instruction technique is effective because it is a cognitive behaviour treatment, involving self-regulation of behaviour by means of language, recognizing the importance of cognitive processes, especially self- belief and other internal self-referential thought patterns in generation and maintenance of psychological problems and their remedy. The result is in line with Wachella and Katz (2009), who examined the effectiveness of cognitive behavioral treatment for reducing test anxiety and improving academic self-esteem in a high school and college students with learning disabilities. Thus, this is also in line with Haddadian, Alipourb, Majidi and Maleki (2007), who carried out a study on the effectiveness of Self-instruction technique on improvement of reading performance and reduction of anxiety in primary school students with dyslexia. Self-Instruction technique using the cognitive behavioural approach a combination of behavioural and cognitive tendencies involves the followings: reflex thoughts, limited thinking, changing distress thoughts, thought stopping, coping with

panic, coping imagery, self-monitoring, self-verbalization, testing assumptions, the calm technique and many more as the primary processes in Self-instruction technique.

Self-talk

Self-talk is a huge part of our self-esteem and confidence. Self-talk is basically an individual's inner voice, the voice in the person's mind that says the things he/she don't necessarily say out loud. In fact, the individual often don't even realize that this running commentary is going on in the background, but such self-talk can have a big influence on how the person feel about who he or she is.

The Difference between Positive and Negative Self-talk

Positive self-talk makes an individual feel good about his/herself and the things that are going on in the individual's life. It's like having an optimistic voice in an individual's head that always looks on the bright side.

Examples: 'I am doing the best I can', 'I can totally make it through this exam', 'I don't feel great right now, but things could be worse'

Negative self-talk makes an individual feel very poor in quality about him/her and the things that are going on. It can put a downer on anything; even make him or her feel bad, sick or depressed.

Examples: 'I should be doing better', 'everyone thinks I'm an idiot', 'Everything's messed up', 'Nothing's ever going to get better.'

Negative self-talk tends to make people pretty miserable and can even impact on their recovery from mental health difficulties. But it's not possible, or helpful, to be positive all the

time, either. Freedom from negative self-talk involves: listen to what you are saying, challenge the negative self-talk and change the self-talk to positive self-talk.

Thought Stopping

Thought Stopping is among the thought replacement exercises involved in cognitive behavioural therapy. Self-instruction technique uses thought stopping as an approach in behaviour modification. Dombeck (2017) opined that thought habits can take the form of behaviour chains as well, with one automatic thought leading to another unhelpful thought that can ultimately lead people towards biased, mistaken conclusions which cause them to feel or act badly. Thought stopping or thought suppression is a cognitive technique which uses a variety of strategies in order to help a person deliberately try and stop thinking certain thoughts. Walsh (2012) defined thought stopping as a simple exercise to challenge an individual's negative automatic thinking, and replacing it with healthy alternative thinking. Mickay (2007) enumerated the following steps as procedures in effecting thought stopping: initiate the practice of thought stopping with the thought that is less stressful, imagine the thought, closing one's eyes and focusing on the thought, stop the thought by interrupting the thought; the process is repeated loudly until the client start whispering. When the thought reduces, the client goes to the next thought, after which a positive thought could be added using self-verbal mediators.

Self-monitoring

Self-monitoring is a low-intensity, secondary prevention strategy in self-instruction technique designed to improve students' self-management skills and to support their academic, behavioural, and social development (National Gateway to Self-Determination, 2017). Self-monitoring involves teaching students how to independently observe and record, whether they are engaging in appropriate behaviour at a particular time. This flexible strategy

can be used to increase the occurrence of desired behaviours or to decrease inappropriate behaviours (Jenkins, 2017). He enumerated the following beneficiaries: Self-monitoring can be used in virtually any instructional setting (e.g., general education classrooms, cafeterias, vocational programs) to address a variety of student needs (improving motivation or task fluency) and to promote greater independence. For example, self-monitoring strategies can be used to help students maintain attention, complete an assignment, remain on task, solve problems, or track their own progress toward a goal. This technique also can be used by a particular student across multiple settings to help him or her develop self-determination skills and greater autonomy.

Ylvisaker (2017) defined self-monitoring as the process of observing ones behaviour and evaluating it in relation to goals. It can be conscious and deliberate (student double checks problems on a math test to ensure accuracy); alternatively it can be subconscious and automatic (a student subconsciously notices whether or not others are paying attention to him in conversation). He also posited that self-monitoring can be understood as an act of cognition separate from other cognitive and self-regulatory acts. Alternatively – and more accurately – it can be understood within the more general context of self-regulation. Individuals who are successful in life tend to know what they need and want, set goals for themselves, make plans to achieve the goals, act in a goal-directed manner (initiating relevant behaviors and inhibiting distracting behaviors), pay attention to their success in achieving goals (self-monitoring), and make adjustments when goals are not achieved. Thus self-monitoring is a critical component of self-regulation or executive functioning and should be understood within this context.

Self-monitoring Steps

Self-monitoring tends to develop in steps from (1) minimal understanding of what is easy and what is difficult, to (2) increasing understanding that some activities/functions are easy and some are difficult, to (3) recognition that a mistake has been made after it is made, to (4) anticipating difficult activities and doing something in advance to succeed. Thus self-monitoring is closely tied to self-awareness of strengths and weaknesses. When students are not aware of difficulties, in a specific domain of functioning or actively resist acknowledging such difficulties, they are unlikely to effectively monitor their performance in that domain. When students resist self-monitoring systems or fail to develop habits of self-monitoring, it is often because of either weak awareness of or resistance to acknowledging their difficulties.

Self-esteem and Gender

Some schools of thought believed that self-esteem depends on various factors which include gender. Researchers have found complexities in assessing interactions between self-esteem and gender. Mangal (2010) found that as a result of poverty, which creates opportunities for withdrawing the female children from school, girls are left to perform mostly as domestic workers while allowing their male counterparts to continue has resulted to female students' low self-esteem. Accordingly, Richardson and Paxton (2010) report that adolescent girls had higher levels of self-esteem after a body image intervention. Thus, identifying the determinants of self-esteem by studying the relations between domain-specific self-esteem facets and self-esteem, such might also lead to important revelations about how to design effective interventions for self-esteem enhancement. Studying gender differences, in relation to self-esteem facets and self-esteem could help researchers gain insight into gender differences and in self-esteem determination. Consequently, such study might help tailor self-esteem enhancement interventions to meet the gender-related needs of the target group.

According to Berk (2010), girls and boys are treated differently at birth. Girls are dressed with pink, and parents tend to be gentle with the girl child. On the other hand, boys are dressed with blue materials, while parents are harder with them. In the process of treating children differently, girls are offered more sex-stereotyped toys, and without doubt, these children grow up looking and acting differently. This is in line with Kauchak and Eggen (2011) who state that male children are regarded as handsome and seen as tougher and harder, and parents are rougher with their sons and involve them in more physical stimulation than their female children. It is along this direction that the American Association of University Women (AAUW, 2008) argue that the differential treatment given to boys and girls by teachers and the society dangerously hamper the educational progress, self-esteem and career choices of girls. If this is so, there are the indications that self-esteem of male and female children could be affected by stereotyping. Therefore, in the process of helping out with many household chores or to augment the family income, female children devote less time to their studies, creating opportunities for poor academic achievement. When a child is withdrawn from school for a long time, meeting up with others in the same class becomes almost impossible for the withdrawn child. This is in line with Okeke et al. (2008), who identified the poor performance of female students as partly a result of engaging the girls as “house helps” and child labourers, and thus withdrawing the girl child from school as a result of poverty. Gull, et al., (2012) showed statistical significant differences in favour of male employees on a scale of self-esteem and in favour of female employees on a scale of assertiveness. Furthermore, Gender according to Canadian Youth Sexual Health and HIV/AIDS (2002) study survey more than 11,000 Canadian adolescents, to investigate the effect of low self-esteem on gender, student sex lives, found out that almost a third of grade-nine students have oral sex, with a quarter of boys and a fifth of the girls admitting to engaging in intercourse, often without protection, depicting a sign of low self-esteem.

Assertiveness Training and Gender

Research have shown that assertiveness training is a multi-content method that embraces guidance, role playing, feedback, modeling, practice and the review of trained behaviors (Iro-Idoro, 2013). He further explained that assertiveness training is a training used in helping people to reduce their fear of acting appropriately in social and interpersonal situations. Demographic variables such as gender have been reported by earlier studies to have significant moderating effect on effectiveness of assertiveness in adolescents. However, a recent study by Karagözog̃lu, Kahve, Koç, & Adamis,og̃lu (2008) revealed no significant gender differences in assertiveness. The inability of the students asserting or declaring their rights verbally in matters pertaining to their welfare without infringing or violating the right of others has resulted to undesirable negative irrational behaviours such as bullying, destructive and aggressive tendencies; in wanting to express their emotional dissatisfaction and dislike based on their poor self-perception they resort to agitation, thereby causing more harm than good.

Hafshejani, Fatehizade and Yousef (2013) conducted a study which aimed to examine the multiple relationships between attachment styles and personality traits with assertiveness in female high school students. The results showed that the anxious attachment style, neuroticism, extraversion, openness, and conscientiousness have significant relationships with assertiveness. The multiple regression results also showed that anxious attachment and conscientiousness can predicate assertiveness. Tannous (2015) conducted a study on the effectiveness of assertiveness training in improving self-esteem among sample of students with emotional-behavioural traits. The results showed that there are statistical significant difference at 0.05 level of significance in self-esteem among the members of the group due to gender, as well as the result indicated a lack of statistical significant difference at ($\alpha > 0.05$) among members of the sample in self-esteem due to interaction between the group and

gender. The result attributed to the fact that both the 21 male and 21 female students with low emotional-behavioural traits inclined towards increasing appreciation for them as something important. The environmental program as well as the circumstance represented by nature of the activities exercises and educational situation were equal for both gender who received moral and material boosters during the assertiveness training program. The sample abides by instruction and contact as a method used in the implementation of the training. Gull et al., (2012) conducted a study on the relationship among self-esteem, assertiveness and job satisfaction. The results showed statistical significant difference at ($\alpha > 0.05$) in favour of the male employees on a scale of self-esteem and in favour of the female employees on a scale of assertiveness.

Self-instruction Technique and Gender

Anyiche and Onyedike (2012) reported that that male student perform better than female students when they are both exposed to self-instructional learning strategy. Azer (2008) believed that self-instruction technique depends on various factors which include gender. The role of gender on self-instruction technique seems to have contradictory results. Researchers have found complexities in assessing interactions between self-instruction technique and gender. For clarity, psychologists sometimes distinguish gender differences, which are related to social roles, from sex differences. Gender matters in teaching more than sex. Although there are many exceptions, boys and girls do differ on average in ways that parallel conventional gender stereotypes and that affect how the sexes behave at school and in class (Ley, 2010). The differences have to do with physical behaviours, styles of social interaction, academic motivations, behaviours, and choices. On average, girls are more motivated than boys to perform well in school, at least during elementary school. By the time girls reach high school, however, some may try to down play their own academic ability in

order to make themselves more likeable by both sexes (Davies, 2008). He attributed that results to the fact that both genders inclined, towards increasing appreciation for himself as something important for them with an application of the environmental program as well as the circumstances of such application represented by nature of the activities, exercises and educational situations which are equal for both genders who had received moral and material boosters during the training program and abide by his instructions and its contents as well as the method used in implementation of training events and the promise of respect for the ideas and beliefs of the students in addition in providing opportunities for them in order to participate and expressing of their opinions, feelings besides encouraging them to resolve challenging situations which are common in both sexes, as well as desire of the genders in pleasing their parents in addition to the levels of innovation and interest, that appeared from the experimental group for both male and female regarding attending the program on regular basis without absence or delay of the deadlines as shown in performance commitment of homework.

Empirical Studies

This section explores related studies whose findings are related to this study. They include:

Studies on Self-esteem among Students

Okonedo and Popoola (2012) carried investigation into the effects of self-esteem, knowledge sharing and utilization on research productivity of librarians in public university in South-West Nigeria. The main purpose of the study is to find out librarian's level of low self-esteem in public universities in South-West, Nigeria. Descriptive survey design was adopted for the study. The sample of the research consisted of one hundred and seven-four (174) respondents and 134 copies of the questionnaires were returned and virtually used for the study. Six research questions were used to measure the self-esteem of the librarians. The

result findings revealed that the level of publication of librarians is moderately high. There was relative effects of self-esteem and knowledge utilization on research productivity of librarians in public universities in South-West while, knowledge Sharing was not relatively significant on research productivity.

Furthermore, the finding established that the joint effect of self-esteem, knowledge sharing and knowledge utilization on research productivity was significant. It was concluded that librarians who possess high low self-esteem and who properly make use of knowledge gained through knowledge sharing will have high research productivity. Based on their findings, it is paramount for students' low self-esteem to be enhanced in order to successfully develop in their academics and other areas of life endeavour. The extant study is related to the present study because they both examine similar variable of interest such as self-esteem. However, the current study seeks to determine the effects of assertiveness training and self-instruction techniques on secondary school students' self-esteem.

More so, Gull (2012) in his study; aimed to know the relationship among self-esteem assertiveness and job satisfaction in the personnel working in banking sector in Lahore city. The sample of the research consisted of 100 respondents (50 male personnel and 50 female personnel) working in different banks of Lahore. Three questionnaires were used to measure the self-esteem, assertiveness and job satisfaction of the employees of various banks. The findings revealed that a significant relationship exists between the employee's self-esteem, assertiveness and job satisfaction. Moreover, gender differences were also significant in the low self-esteem and assertiveness of the employees' as male personnel scored higher on self-esteem measure than female workers, while female workers were high in the assertiveness. No significant differences were found in the level of job satisfaction of male and female workers. Here, the study examined the self-esteem and assertiveness of male and female

workers. While the study focused on male and female workers, this study will focus on the self-esteem of male and female secondary school students.

Ozşaker (2013) also conducted a study which explored the associations between adolescents' assertive behaviour, psychological well-being, and self-esteem. The sample consisted of 1,023 students. Two dimensions of the Scale for Interpersonal Behaviour (distress and performance), 2 factors of the General Health Questionnaire-12 (depression/anxiety and social dysfunction), and 2 factors of the Rosenberg Self-Esteem Scale (positive self-esteem and negative self-esteem) were used; data were analyzed using hierarchical linear regression. It was found that (a) the more anxious respondents felt in assertive situations, the less frequently they engaged in these situations; and that (b) both dimensions of assertiveness were associated with psychological well-being and self-esteem. The study explored adolescents' assertive behaviour but this present study seeks to investigate the effect of assertiveness training on secondary school students' self-esteem.

Moreover, Alkhaldeh (2011) conducted a study which aimed to evaluate the effect of assertiveness training in improving self-esteem and adjustment among victims of bullying students. The sample of the study consisted of 24 participants of the sixth, seventh and eighth grades, in Ail Reda Rekabischool from Amman Second Educational District. The results of this study indicated the effectiveness of assertiveness training program in improving self-esteem and adjustment among victims of bullying students. Consequently, it is clearly indicated that students with special emotional-behavioral low traits usually suffer from a reduction in estimation and confirmation themselves, which indicates that individuals who have emotional problems are suffering from low self-esteem. The study was concerned with determining the effect of assertiveness training in improving self-esteem and adjustment among victims of bullying students, but this study will dwell on the effects of assertiveness training on secondary school students' self-esteem.

Kelly (2007) explored a study on bullying in schools: improving self-esteem through group counselling for adolescents who are targets of aggressors. The study is carried out in Western New York. The sample size for this study included 5 females and 4 males. The females ranged in age from 15 to 17 years old. The males ranged from 14 to 16 years of age. This study was evaluated through a pre and post survey questionnaire on low self-esteem/self-esteem which was administered on the first and last day of group sessions. The instrument used was the Piers-Harris Children's Low self-esteem Scale (1996), Second Edition with a strong Reliability alpha coefficient of .90 has been reported for both male and female populations and reliabilities of .88 to .93 have been cited for boys and girls using KR-20.

The internal consistency using the KR-20 the cluster scales range from .73 to .81 and the internal consistency coefficient for the total scale was .90. Overall, the research in this study proved that adolescents who have been the targets of aggressors do benefit from group counseling in terms of increased low self-esteem and self-esteem. The results showed that the overall increase in the TOT score was 3T (mean scores from 40T to 43T). Kelly (2007) study explored improving self-esteem through group counselling for adolescents who are targets of aggressors. Although the study was carried out in Western New York, it is related to the present study in the sense that both studies focus on self-esteem. However, this present study will be carried out in Imo State, Nigeria to examine the effects of assertiveness training and self-instruction techniques on secondary school students' self-esteem.

Studies on Assertiveness Training/ Self-esteem

Tannous (2015) conducted a study aimed to clarify the effectiveness of assertiveness training in improving self-esteem among a sample of students with low emotional-behavioural traits to reply to the study questions as a sample of (42) male and female students were selected from those who possess the characteristics of low emotional – behavioral traits.

The study sample were divided randomly into two groups, the first one was experimental consisted of (21) male and female students as this group received training while the other one is a control group consisted of (21) male and female students and they were not trained. Additionally, two scales were used in the study as follows: Arabized image of self-esteem scale, and emotional- behavioral traits evaluation scale (BERS-2) after it's Arabizing and codification to Jordanian image. Two research questions were formulated to direct the study. The study findings concluded analysis of dual common covariance (ANCOVA) to the dimensional test scale of the total self-assessment regarding the effectiveness of the training in development of self-esteem to the study sample for the experimental group. It also, showed that there are statistically significant differences at level of ($\alpha \geq 0.05$) in self-esteem among the members of the study sample due to gender, as well as the results indicated a lack of statistically significance differences among the members of the sample in self-esteem due to interaction between the group and gender. The findings of the study are related to this present study having depicted the effectiveness of assertiveness training on self-esteem of students.

More so, Abed, El-Amrosy and Atia (2015) conducted a study on effect of assertiveness training program on improving self-esteem of psychiatric nurses. The sample for the study comprised the participants consisted of 30 nurses. Two research question and hypothesis were formulated to direct the conduct of the study by means of random sampling. A validated instrument namely; Geras, Ahmed and Bader Arabic version of Rosenberg's global self-esteem and assertive behaviour inventory scale tool were designed to collect data for the study. The result showed that statistical differences between measure 1 and measure 2 intervention program regarding assertiveness skills and self-esteem score level of psychiatric nurses. Secondly, there was positive significant correlation between total assertiveness skill and total low self-esteem score level and there was positive significant correlation between age and experience and total assertiveness skill and total self-esteem score level of

psychiatric nurses has positive effect on improving their self-esteem. The study is however relevant to the current study because the study suggests that assertiveness training is effective in improving low self-esteem. The study was carried out using psychiatric nurses while this present study will be carried out on secondary school students'.

Makinde and Akinteye (2014) also conducted a study on the effects of mentoring and assertiveness training on adolescents' self-esteem in Lagos State secondary schools. The study investigated the effects of Mentoring and Assertiveness Training on Adolescents' self-esteem in Lagos State secondary schools. A total of 96 adolescents (48males and 48 females) drawn from three public schools randomly selected from three Education Districts in Lagos State constituted the final sample. The dependent variables for this study were self-worth and gender. Descriptive survey and quasi-experimental design using the pre-test post-test control group design were adopted for the study. Two instruments used to generate data for the study were: Adolescents' Personal Data Questionnaire (APDQ) and Rosenberg Self-Esteem Scale (RSE). Two research questions were raised and two corresponding hypotheses were formulated to guide the study. The two hypotheses were tested using the one-way Analysis of Covariance (ANCOVA) at 0.05 levels of significance. Hypotheses 1 was rejected while hypothesis 2 was accepted. The findings revealed that mentoring and assertiveness training were efficacious in raising adolescents' self-esteem. The study also found that the significant effect of mentoring and assertiveness training on adolescents' self-esteem was not due to gender. In the light of these findings, a number of recommendations were made, one of which is that teachers and schools' management should promote peer-mentoring programme in schools because of the numerous advantages it has over traditional mentoring.

The study is related to the current study having shown that low self-esteem could be treated with assertiveness training. However, the study also differs from the current study in the sense that while the study was conducted in Lagos, using mentoring and assertiveness

training, the current study will be conducted in Imo State using assertiveness training and self-instruction techniques.

Furthermore, Eslami, Rabiei, Afzali, Hamidizadeh and Masoudi (2016) conducted a study on the effectiveness of assertiveness training on the levels of stress, anxiety, and depression of high school students. The sample for the study comprised 126 second grade high school students. Three research questions and hypotheses were formulated to direct the study. The sample was selected by means of simple random technique. A validated instrument namely; Gambill-Richey assertiveness scale, and depression anxiety stress scales (DASS-21) was designed to collect data for the study. The study used Chi-square and Mann-Whitney for testing the hypotheses at 0.05 level of significance. The results of the current study show that conducting assertive training in high school students decreases their anxiety, stress, and depression. Findings from the study are related to the current study as it aimed at determining the effectiveness of assertiveness training. The study however, despite being carried out on variables such as the levels of stress, anxiety, and depression of high school students, found assertiveness training effective. This present study will be carried out to determine the effect of assertiveness training on secondary school students' self-esteem.

Conclusively, Mohebi et al, (2012) conducted a study on the effect of assertiveness training on student's academic anxiety. The sample for the study comprised the participants consisted of 89 students. Three research question and hypothesis were formulated to direct the conduct of the study by means of random sampling. A validated instrument namely; demographic, academic anxiety and assertiveness rathus questionnaires were designed to collect data for the study. The results showed that anxiety levels and decisiveness in the target group were moderate to high and it is seen as a significant reverse relationship between these two factors ($r=-0.69$ and $p<0.001$). The results also showed that there was a significant

anxiety decrease in the experimental group after the intervention. On the one hand, there was a significant increase in decisiveness for both groups, but there was not a significant difference between academic anxiety and assertiveness in the control group before and after the intervention. Although the study was carried out to investigate the effect of assertiveness training on student's academic anxiety, it is however related to the present study as it has determined the effectiveness of assertiveness training. The study determined the effect of assertiveness training on student's academic anxiety. This present study will determine the effect of assertiveness training on secondary school students' self-esteem.

Studies on Self-instruction Technique on Self-esteem

Nwankwo and Obi (2014) conducted a study on the effect of self-instruction and study skills on test anxiety among JS II students in Awka South Local Government Area, Anambra State. The purpose of the study is to determine the effect of the two techniques on test anxiety among students. The design is experimental. Data was collected using a standardized test anxiety scale, and analyzed using mean scores. Result shows that with pretest mean score of 47.89 and post test mean score of 24.4, with less mean score of 23.75 for the students treated with self-instruction technique as against pretest mean score of 69.62 and post test mean score of 67.53, with less mean of 2.09 for the students in the control group. Self-instruction technique has positive effect in reducing test anxiety among the students. It was recommended for use in controlling test anxiety among students. The findings of this study are related to the current study having depicted the effectiveness of self-instruction technique. This suggests that self-instruction technique could be effective in enhancing self-esteem of secondary school students in this study. The study was carried out in Awka South Local Government Area, Anambra State, Nigeria to determine the effect of self-instruction technique on test anxiety among students. This present study will be carried

out in Orlu Education Zone, Imo State, Nigeria to determine the effect of self-instruction technique on self-esteem of secondary school students.

More so, Adani, Eskay, and Onu (2012) investigated a study on Effect of Self-Instruction Strategy on the Achievement in Algebra of Students with Learning Difficulty in Mathematics. The study is a quasi-experimental study examined the effect of self-instruction strategy on the achievement in algebra of students with learning difficulty in mathematics. Two research questions and one null hypothesis were formulated to guide the study. The study adopted a non-randomized pre-test and post-test control group design with one experimental group using self-instruction strategy and a control group, learning through the “normal” conventional way of “teacher-directed” instruction. Two secondary schools in Nsukka education zone were used for the study. The population of the study comprised 855 students with learning difficulty in mathematics in SSI (senior secondary school I) in secondary schools in Nsukka education zone. The sample for the study was 40 students with learning difficulty in mathematics in Community Secondary School Isienu and Community Secondary School Umabor. Using the teacher’s class achievement record, 40 students with learning difficulty in mathematics were identified, 20 from each school. The result of the study showed that self-instruction was effective in improving the achievement in algebra of students with learning difficulty in mathematics. Findings from this study are relevant to the current study since the study utilized self-instruction technique and found it effective, it shows that self-instruction is an effective treatment technique. The study however differs from this existing study in the sense that the problem treated differs from the problem that this present study anticipates to treat.

In addition, Haddadian, Alipourb, Majidi and Maleki (2012) carried out a study, on the effectiveness of self-instruction technique on improvement of reading performances and

reduction of anxiety in primary school students with Dyslexia. The purpose of the study was to examine the effect of Self Instruction technique on improvement of reading performance and reduction of anxiety symptoms in primary school students with dyslexia. The sample consisted of 32 primary school students with dyslexia and anxiety symptoms. The sample was selected using cluster random sampling and was placed in two equal size groups of 16 in the experimental and control groups. The research was experimental with pre-test, post-test and five months follow up test along with the control group. The experimental group received 12 sessions each 45 minutes of Self Instruction technique. Dyslexia test, Wechsler intelligence scale for children and rather behavioural questionnaire were administered. The data was analyzed and the result showed that Self Instruction technique has significant effect on improvement of reading performance and on reduction of anxiety symptoms in students. At the end of five months, a follow up tests given, showed the effect was retained.

The researchers therefore concluded that Self Instruction is effective in reduction of anxiety among students with dyslexia. From the numerous literatures, one will see that self-instruction technique aims to give clients control over their behaviour through guided self-talk that gradually becomes self-generated. The study suggests that self-instruction is effective in reduction of anxiety among students with dyslexia. In Haddadian, Alipourb, Majidi and Maleki (2007), the emphasis is on primary school students with dyslexia while this research work is on secondary school students in Orlu Education Zone, Imo State. The study will investigate the effects of self-instruction on self-esteem of secondary school students. The study of Haddadian, Alipourb, Majidi and Maleki (2007), was carried out using primary school students, this present study will be carried out using secondary school students.

Moreover, Bryant and Budd (2015) investigated a study titled the generalized effects of self-instructional training on the classroom performance of three "impulsive" preschool

children using a multiple-baseline design across subjects. Three children were randomly sampled for the study. Measures of child and teacher behaviour in the classroom were obtained through direct observations during a daily independent work period. Self-instruction training followed Meichenbaum and Goodman's approach, except that training materials consisted of naturalistic task worksheets rather than psychometric test items and training sessions were of shorter duration. For all three children, self-instructional training resulted in increased levels of accuracy on worksheets in the classroom that were similar to those used in training. Results related to several supplementary measures were less clear; however, they suggested that rates of on-task behavior may also have improved, and that a mild classroom intervention further strengthened on-task rates and effect consistent work completion for all three children. The findings suggested that generalized increase in accuracy on classroom worksheets were related to the naturalistic format of the self-instructional training sessions. The level of teacher attention was controlled to rule out its effect on changes in child behaviour. Bryant and Budd (2015) study suggests that self-instruction technique is an effective technique. The study focused on effects of self-instructional training on the classroom performance of three "impulsive" preschool children. This present study is concerned with the effect of self-instruction on self-esteem of secondary school students.

Baker and Butler (2007) also carried out a study on the effects of preventive cognitive self-instruction training on Adolescents attitudes, experiences and state anxiety. Here the effects of teacher-directed cognitive self-instruction (TI) were compared with an instruction-only (IO) component control condition in order to examine the former's efficacy as primary prevention strategy. In a quasi-experimental design, two high school psychology classes of 25 each were randomly assigned TI or IO. Each condition lasted for eight 45 minutes class periods and each group was given a homework assignment. Pre-treatments equivalence and demand analysis yielded no evidence of differences, results of post treatments and pre and

post treatment measure of state anxiety suggested that trainer directed cognitive self-instruction may be a promising primary prevention strategy. They thus concluded that trainer directed Self Instruction is more effective. Findings of the study are relevant to this present study as it adopted the use self-instruction training. The study suggests that self-instruction technique was effective. However, the present study will be carried out on secondary school students, to determine the effects of assertiveness training and self-instruction techniques on their self-esteem.

Summary of Reviewed Related Literature

This section presents summary of the related literature reviewed. The literature review of this study was reviewed under four broad headings: the Conceptual Framework, Theoretical Framework, Theoretical Studies and Empirical Studies. The researcher attempted the definitions of major concepts in the study namely: Self-esteem, Assertiveness Training and Self-instruction techniques. Discussing the concept of self-esteem, the researcher noted that different authors had defined self-esteem in different ways but all of them agreed that self-esteem is defined as the perception an individual have of his or her self about the strength, weakness, value, belief and attitude derived from environment or social interaction. That is: one's view of self would likely influence his or her abilities and the totality of his wellbeing.

In the theoretical framework: Carl Rogers Self Theory, Joseph Wolpe's Theory of Assertiveness Training and Albert Ellis Rational Emotive Theory were reviewed. The theories were found relevant to this study as they highlighted social and cognitive aspects of self-esteem. The theory also touched on how low self-esteem could be enhanced using treatment techniques such as assertiveness training and Self-instruction techniques. In addition, different opinions and position of different authors on low self-esteem, assertiveness

training and self-instruction techniques especially on students were reviewed under the theoretical studies.

Similarly, the researcher examined studies that had been carried out by different researchers across the globe whose findings are related to the current study. These related empirical studies on self-esteem, assertiveness training and self-instruction techniques indicated that low self-esteem is a problem to many students, both within and outside Nigeria. The studies showed that low self-esteem could be treated using psychological techniques, of which assertiveness training and self-instruction techniques are among the techniques with recorded successes.

Critically considering the reviewed literature, it will be discovered that almost all the previous studies, underscore the significance of self-esteem, to the relationship of various challenges facing students, especially the adolescence stage in the present day. It is equally observed that assertiveness training and Self-instruction techniques have the capability, to ameliorate the dysfunctions associated to low self-esteem. It is clear that previous related works, had been carried out on different category of persons in times past, but specifically speaking, none is yet discovered to have been carried out, in enhancing secondary school students' low self-esteem in Orlu Education Zone, Imo State.

CHAPTER THREE

METHOD

The research method gives the general blueprint that was used in carrying out this study under the following subheadings: research design, area of the study, population of the study, sample and sampling techniques, instrument for data collection, validation of instrument, reliability of the instrument, method of data collection, method of data analysis, experimental treatment procedure, control of extraneous variables, application of the treatments, experimental bias and use of analysis of covariance.

Research Design

This study adopted a non-randomized pre-test, post-test, control group quasi experimental research design. This type of experimental research design is used to estimate the causal impact of the training on the target population. According to Chong-ho Yu (2016), quasi-experimental design is a research design that does not meet all the requirements necessary for controlling the influence of extraneous variables. This quasi experimental research was conducted in a school setting where it was not possible to use pure experimental design which was considered a disruption of school activities.

Consequently, three groups (E1, E2, and C) were used in this study: two of the groups (E1 and E2) received experimental treatment by different measures of the independent variables to illustrate the differences between the two groups while the third group, the control (C) which served as placebo received conventional counselling. Then, the three groups (treatment 1, treatment 2 and Control group) were measured. The researcher went on to compare, the three groups pretest and posttests scores. The symbols below summarized the design of the study as follow:

Table 1: Non Randomized Pre-test - Post-test - Control Group Design

Group	Pre-test	Research condition	Post-test
Experimental (1)	O1	X1(treatment)	O2
Experiment (2)	O1	X2(treatment)	O2
Control (3)	O1	X (conventional counselling)	O2

Key

O1 - stands for the pre-test that was given to all the students

X1 - stands for training 1 (AT) which was given to the experimental group 1

X2 -stands for training 2 (SI) which was given to the experimental group

X- stands for the conventional counselling (placebo) had with the control group

O1 - stands for the post-test that was given to both the experimental and control group

Area of the Study

The study was conducted in Orlu Education Zone, Imo State. Imo is one of the 36 States Of Nigeria and lies in the South East geo-political zone of Nigeria. The state capital is Owerri and its major commercial cities are Owerri, Orlu and Okigwe. It occupies the area between the lower River Niger and the upper and middle Imo River (Ahiarakwem, Onyekuru, Idoko, 2012). Imo State is bordered by Abia State on the East, River Niger and Delta State to the West, Anambra State on the North and Rivers State to the South and the chief occupation of the local people is farming (Vanguard, Nigeria, 2 June, 2015).

The state is made up of six educational zones namely: Okigwe Zone 1 and Zone 2, Orlu Zone 1 and Zone 2 and Owerri Zone 1 and Zone 2 respectively. According to the Record and Statistics of Field Survey, 2018 (SEMB): The respective population of secondary school students in Imo state are as follows: Okigwe Zone I (14517), Okigwe Zone II (16830), Orlu Zone I (41198), Orlu Zone II (25679), Owerri Zone I (73377) and Owerri Zone II (35159). There are a total of 122 public secondary schools and 378361 students in Imo state. The study was carried out in Orlu Education Zone I and II. The area is mostly known for

trading, commerce and industries. Orlu Education Zone was chosen for this study because of the nature of the place. The researcher is very conversant with the area and this gave room for easy accessibility and coordination of the study. Besides, the area has large students' enrollment and the academic inclination of the indigenes increased in recent time after the emergence of the past and present governors of Imo State who are the proponent of free education. Hence, classes in most of the schools observed by the researcher are usually overpopulated and tend to pose a challenge for the teachers in grappling with behavioural problems when it arises. In addition, the area has a serene environment which has attracted people of all works of life.

However, the researcher observed that due to distractions and various activities taking place in the area, inadequate attention by parents, teachers and significant others around have led the students to abandon school for trading. The students seem to have a low perception of themselves and their ability to succeed academically. Also the students could have also been negatively influenced by numerous restaurants, hotels, commercial vehicles, Okada motor cycle riders and keke Napep (tri-cycle) riders which had been attributed to the psychological breakdown and conflicts in an inter-personal relationship and low self-esteem among secondary school students in the area.

Population of the Study

The population of this study is 1,850 SS 1 male and female secondary school students from co-educational secondary schools in Orlu Education Zone of Imo state. These are secondary school students identified to have exhibited low self-esteem behaviour. Co-educational secondary schools were considered appropriate for the study because it enables the researcher to ascertain the effects of the techniques on the male and female that are staying together and interacting in the same school settings.

In determining the population of the study, the researcher administers a psychological instrument named: index of self-esteem questionnaire to only SS 1 students in the co-educational secondary schools in Orlu education zone. Those in SS 1 were considered to be appropriate in this study because they were not yet in the examination classes (JSS 3 and SS 3). Similarly, those in SS 2 and other lower classes were excluded based on the need to maintain an intact class and to avoid possible disruption of school activities that may arise from mixing people from different classes. In selecting the population for the study, the focus was on students with low self-esteem. The researcher with the help of research assistants went to all the schools in Orlu education zone to distribute the self-esteem questionnaires to all the students in SS 1 classes.

The researcher was personally involved in the administration of the instrument in order to clarify any misunderstanding of the instrument that may arise. The researcher used Igbo language diction to explain the items in the questionnaire for easier comprehension and motivation. The questionnaire was handed to each student individually and instructions were read out and explained. Respondents were encouraged to ask questions for further clarification. The students were given between 20 to 30 minutes each to respond to the questionnaire items. The questionnaires were retrieved from the students immediately they have responded to the questionnaire items and were handed to the researcher for collation and scoring. Each response was scored according to the specification on the index of self-esteem (ISE) questionnaire manual scores that are above the norm 30.89 for male students and 32.04 for female students indicated the presence of low self-esteem and below this was the indication of having high self-esteem.

Sample and Sampling Technique

The sample size for the study is 144 SS1 (male = 74, female = 70) students. This comprise of all the SS1 students with low self-esteem identified in three co-educational

secondary schools purposively selected for the study. In selecting the sample for the study, all co-educational schools with students identified with low self-esteem in each of the educational zones were considered. Subsequently, three schools with the highest number of low self-esteem were then selected. The number of male and female students identified with low self-esteem in each of the selected schools is: 34, 42 and 68, totaling 144 students. The participants in each of these schools served as the experimental groups, namely; group I, II and control group participants respectively.

Instruments for Data Collection

The instrument for data collection was the questionnaire developed by Walter W. Hudson (1982) and re-standardized for Nigerian use by Onighaiye (1996). The ISE is a 25-item scale designed to measure the degree, severity or magnitude of problem with self-esteem. The instrument is titled "Index of Self-Esteem (ISE). It served as a dialogistic (pre-test) and evaluative (post-test) instrument. The proponent of this instrument found out that it is an accurate measure of self-esteem in individuals of 12 years and above. The scale consists of 25-items with statements which deal with general feeling about oneself. The inventory was designed to measure the self-perceived and self-evaluative component of self-esteem. The items were patterned on a five scale-point scale, ranging from rarely or none of the time, little of the time, some of the time, a good part of the time and most or all of the time with corresponding values of 1, 2, 3, 4 and 5.

1. Rarely or none of the time
2. A little of the time
3. Some of the time
4. A good part of the time
5. Most or all of the time

The instrument has thirteen directly worded statements while twelve items were reversely worded. The scale states elements of self-esteem by asking the respondents to reflect on their feelings. The norms are the mean scores obtained by the general population. Items 1, 2, 8, 9, 10, 11, 12, 13, 16, 17, 19, 20 and 24 were scored directly. That is, 1, 2, 3, 4 and 5 were respectively assigned to rarely or none of the time and most of the time on the rating scale. For items 3, 4, 5, 6, 7, 14, 15, 18, 21, 22, 23 and 25, the scoring was reversed. A total of 25 items was obtained by adding all the item scores. To obtain the respondents index of self-esteem (ISE) score, 25 was subtracted from the total score.

According to Onighaiye (1996), the norms for the scale are 30.89 for males and 32.04 for females. Any score higher than the norms for the males and females are considered to imply that the student has low self-esteem.

Validation of the Instrument

The instrument (Index of Self-Esteem) (ISE) is an adopted instrument which has already been standardized. It is developed by Walter W. Hudson (1982) and revalidated by Onighaiye (1996) for Nigerian use. This current researcher therefore adopted the Index of Self-Esteem (ISE) and did not have need to do any further validation.

Reliability of the Instrument

The instrument, Index of Self-Esteem (ISE) has good internal consistency reliability among samples of secondary school students within the average age of 12 years. The instrument has a reliability coefficient value of .93.

For Nigerian sample, this researcher adopts the internal consistency reliability coefficient of 0.93 for the Index of Self-Esteem (ISE) as determined by Onighaiye (1996). The reason for the adoption is because the study was conducted among male and female secondary school students in setting akin to that of the current study. The instrument was

considered is considered adequate and a reliable measure for the study because of the high coefficient reliability indices obtained for the instrument.

Method of Data Collection

After the pre-test administration of the Index of Self-Esteem (ISE) to find out the male and female secondary school students with low self-esteem, and after the six weeks experimental and control groups treatment. The researcher gave instruction on how to complete the questionnaire to the participating students. The nature of students' responses and the purpose for which it will serve was clearly explained to the students. The researcher with the research assistants then assisted and guided the students on how to appropriately respond to the questionnaire items. The questionnaire sheet was retrieved from the students immediately they have responded to the items and were handed to the researcher for onward collation and scoring.

Training of Research Assistants

Three research assistants took part in this study. These comprise the guidance counsellors in each of the selected schools with highest number of students identified with low self-esteem. These research assistants were trained on collection of the research instrument, both pre-treatment and post-treatment. The research assistants were informed about the purpose of the study and the methods to be used. The materials to be used in facilitating the sessions were given to the research assistants more than 3 weeks before the tutorial and they were required to read through the materials before attending the training session. During each of the training session, the researcher discussed the materials with them and supply answers to any question asked.

The information made available to research assistants guided them in understanding every step to be followed in carrying out the study. It enabled research assistants to strictly follow the laid down procedure in the process of carrying out the study. The researcher also used the medium to familiarize self with the research assistants and address any issue or question that is raised concerning the research process.

Experimental procedures

This is the procedure the researcher adopted to ensure a successful implementation of the treatment programme. The researcher obtained the consent of the school principals for carrying on with the research through a consent letter that was given to the principals for approval. The experimental training and the control group conventional counselling sessions then took place at the various schools. On the training days, the participants in each group stayed in an enclosed classroom within their respective schools.

The researcher, through the assistance of the guidance counselors in the schools conducted a training programme which was held for six weeks and comprised of twelve sessions of treatment, two sessions per week. The researcher explained the Index of Self-esteem questionnaire clearly to the participants. The instrument was administered to the participant by the help of the research assistants before the treatment programme commenced in order to obtain a pre-test score for all the participants identified with low self-esteem. The students were properly monitored as they respond to the questionnaire items.

The treatment sessions were carried out in the classroom. The day and time for each group's training was established and maintained throughout the treatment. Each treatment session lasted for 40 minutes using the counselling scheduled periods as specified by the school. The male and female secondary school students with low self-esteem and who participated in the study formed the groups in the respective schools. The students made up the groups as follows: two experimental groups and one control group. The participants in the

experimental groups were exposed to assertiveness training and self-instruction techniques respectively while those in the control group were exposed to conventional group counselling.

Each of the groups received treatment once a week for six weeks of treatment. After the six weeks of experimental treatment and conventional counselling. The Index of Self-esteem questionnaire was re-shuffled and re-administered on all the participants in both the experimental and control groups. The scores obtained were regarded as the post-test. The post-test scores along with the earlier elicited pre-test scores were then collated and subjected analysis. The researcher working collaboratively with the statistician, then determined the statistical difference between the experimental groups and control group scaled scores which were interpreted and presented in tables.

Control of Extraneous Variables

The researcher took the following steps to prevent or at least minimize the incidence of extraneous variables in the experiment that may affect the result. Some of these steps were:

1. To avoid the effect of using schools from different socio-economic and socio-geographic locations, students in the secondary schools in Orlu Education Zone of Imo State were used for the study. The researcher avoided the subjects' interaction by not having the control group and the experimental groups in the same school.
2. When the gap between the pre-test was too short, the effect of remembering would confound the result of the study and when the gap is too long, the effect of forgetting would be significant. To avoid these extraneous variables, the researcher made sure that the gap between the two testing was moderate by using six weeks gap. This did not only help to control the pre-test sensitization, but also minimized the effect of maturation and history.

3. Again the posttest was reshuffled in order to make the participants respond to the items of the questionnaire without bias and not knowing that they were responding to the same instrument.
4. ANCOVA was used to take care of any differences in the groups for the study. It was used to ensure that any group difference is controlled.

Method of Data Analysis

The completed copies of the instruments (Index of Self-Esteem (ISE)) were collected and scored following the provided instructions in the manual. The decision taken was based on the norm and the post-test mean scores of the groups. Any score above the general norm of 31.47 indicated students with low self-esteem and scores of male students above 30.89 and scores of female students above 32.04 respectively indicated low self-esteem in relation to gender. The data collected were analyzed in line with the research questions and hypotheses. Statistical mean scores were used to answer the research questions while Analysis of Covariance (ANCOVA) was used to test the hypothesis at 0.05 levels of significance. It was used to determine if there is any significant difference in the mean score of the two groups.

A technique is considered effective when the post-test mean score of a treatment is below the general norm of 31.47, but the one with a higher mean score above 31.47 is considered ineffective. For the null hypotheses, when the P value is less than 0.05 level of significance. The null hypotheses are not rejected, so the effect of the technique on low self-esteem of students is then considered not significant.

CHAPTER FOUR

ANALYSIS OF DATA AND RESULTS

In this chapter, the data collected from the field for this study were analyzed and the summaries were presented in tables to highlight the findings. The presentation was sequential starting with the answer to the research questions and then the testing of the null hypotheses.

Research Question 1

What is the difference in the pretest post-test mean score of Low Self-Esteem students exposed to assertiveness training technique and that of those exposed to conventional counselling?

Table 2: Mean Pretest Posttest Scores of Low Self-Esteem Students in Experimental (ATT) and Control Groups (Norm 31.47)

Source of variation	N	Pretest Mean	Posttest mean	Mean loss	Remark
Assertiveness Training	34	46.37	29.74	16.63	Effective
Control	68	42.74	38.71	4.03	

Table 2 reveals that the students exposed to assertiveness training technique had pre-test mean score of 46.37 and post-test score of 29.74 with lost mean of 16.63 in their low self-esteem, while their counterparts in the control group who received conventional counselling had pre-test mean score of 42.74 and post-test score of 38.71 with lost mean of 4.03. With post-test mean score of 29.74 below the norm of 31.47. Therefore, assertiveness training technique is effective in enhancing secondary school students' low self-esteem.

Research Question 2

What is the difference in the pretest post-test mean score of Low Self-Esteem students exposed to self-instruction technique and that of those exposed to conventional counselling?

Table 3: Mean Pretest Posttest Scores of Low Self-Esteem Students in Experimental (SIT) and Control groups (Norm 31.47)

Source of variation	N	Pretest Mean	Posttest mean	Mean loss	Remark
Self-instruction	34	41.77	30.19	11.58	Effective
Control	68	42.74	38.71	4.03	

Table 3 reveals that the students exposed to self-instruction technique had pre-test mean score of 41.77 and post-test score of 30.19 with lost mean of 11.58 in their low self-esteem, while their counterparts in the control group who received conventional counselling had pre-test mean score of 42.74 and post-test score of 38.71 with lost mean of 4.03. With post-test mean score of 30.19 which is below the norm of 31.47. Therefore, self-instruction technique is effective in enhancing secondary school students' low self-esteem.

Research Question 3

What is the difference in the pretest post-test mean score of Low Self-Esteem students exposed to assertiveness training technique and that of those exposed to self-instruction technique?

Table 4: Mean Pretest Posttest Low Self-esteem scores of students in Assertiveness Training and Self-instruction Techniques (Norm 31.47)

Source of variation	N	Pretest Mean	Posttest mean	Mean loss	Remark
Assertiveness Training	34	46.37	29.74	16.63	Effective
Self-instruction	68	41.74	30.71	4.03	

Table 4 reveals that the students exposed to assertiveness training technique had pre-test mean score of 46.37 and post-test score of 29.74 with lost mean of 16.63 in their low self-esteem, while their counterpart students exposed to self-instruction technique had pre-test mean score of 41.77 and post-test score of 30.19 with lost mean of 11.58 in their low self-

esteem. With both techniques having post-test mean score below the norm of 31.47 and had a narrow difference in their lost means. Both techniques are effective in enhancing secondary school students' low self-esteem. However, assertiveness training technique with a mean loss of 16.63 is more effective to self-instruction technique with a mean loss of 11.58.

Research Question 4

What is the difference in the pretest post-test mean score of Low Self-Esteem male and female students exposed to assertiveness training technique and that of those exposed to conventional counselling?

Table 5: Mean Pretest Posttest Low Self-esteem scores of Male and Female students in Assertiveness Training Technique

Source of variation	N	Pretest Mean	Posttest mean	Mean loss	Remark
Male	27	47.59	29.70	17.89	Performed Better
Female	41	45.56	29.76	15.80	

Table 5 reveals that the male students exposed to assertiveness training technique had pre-test mean score of 47.59 and post-test mean score of 29.70 with lost mean of 17.89 in their low self-esteem. The male students' post-test mean score of 29.70 is below the norm of 32.04, this indicated that the male students responded positively to assertiveness training technique. Also, the female students exposed to the same assertiveness training technique had pre-test mean score of 45.59 and post-test score of 29.76 with lost mean of 15.80 in their low self-esteem. The female students' post-test mean score of 29.76 is below the norm of 30.89, this indicated that the female students equally responded positively to assertiveness training technique. It is proven that assertiveness training technique is effective in enhancing both the male and female secondary school students' low self-esteem. However, there is a narrow difference in the lost mean between the male and female students, indicating that the male

students with a mean loss 17.58 performed better than their male counterparts who had a mean loss of 15.80.

Research Question 5

What is the difference in the pretest post-test mean score of Low Self-Esteem male and female students exposed to self-instruction technique?

Table 6: Mean Pretest Posttest Low Self-esteem scores of Male and Female students in Self-instruction Technique

Source of variation	N	Pretest Mean	Posttest mean	Mean loss	Remark
Male	23	43.30	29.70	13.60	
Female	19	46.37	29.74	15.58	Performed Better

Table 6 reveals that the male students exposed to self-instruction technique had pre-test mean score of 43.30 and post-test score of 29.70 with lost mean of 13.60 in their low self-esteem. The male students' post-test mean score of 29.70 is below the norm of 32.04, this indicated that the male students responded positively to self-instruction technique. Also, the female students exposed to the same self-instruction technique had pre-test mean score of 46.37 and post-test score of 29.74 with lost mean of 15.58 in their low self-esteem. The female students' post-test mean score of 29.74 is below the norm of 30.89, this indicated that the female students equally responded positively to self-instruction technique. It is a proof that self-instruction technique is effective in enhancing both the male and female secondary school students' low self-esteem. However, there is a narrow difference between the lost mean of male and female students. The female students with a mean loss 15.58 performed better than their male counterparts with a mean loss of 13.60.

Null Hypothesis 1

There is no significant difference in the mean low self-esteem scores of secondary school students exposed to assertiveness training and those who received conventional counselling.

Table 7: ANCOVA summary of the Low Self-esteem Scores of Secondary School Students Exposed to Assertiveness Training and Those in the Control Group

Source of Variation	SS	df	MS	Cal.F	Pvalue	P \leq 0.05
Corrected Model	12478.84	1239.423				
Intercept	1089.217	1	1089.217			
Pre-test	654.827	1	654.827			
Treatment model	12235.279	1	2235.279	59.21	.000	S
Error	3737.467	9937.752				
Total	115454.000	102				
Corrected Total	6216.313	101				

In table 7, it was observed that at 0.05 level of significance, 1 df numerator and 101 denominator, the calculated F is 59.21 with P value of .000 which is less than 0.05. Therefore, the null hypothesis is rejected. So, the effect of the assertiveness training technique on the secondary school students' low self-esteem is significant.

Null Hypothesis 2

There is no significant difference in the mean low self-esteem scores of secondary school students exposed to self-instruction technique and those that received conventional counselling.

Table 8: ANCOVA summary of the Low Self-esteem Scores of Secondary School Students Exposed to Self-Instruction Technique and those in Control Group

Source of Variation	SS	df	MS	Cal.F	Pvalue	P \leq 0.05
Corrected Model	12308.270 ^{a2}	1154.135				
Intercept	654.563	1	654.563			
Pre-test	954.805	1	954.827			
Treatment model	12235.924	1	1223.924	24.55	.000	S
Error	3639.730	73	37.752			
Total	93804.000102	76	49.859			
Corrected Total	5948.000	75				

In table 8, it was observed that at 0.05 level of significance, 1 df numerator and 75 denominator, the calculated F is 24.55 with P value of .000 which is less than 0.05. Therefore, the null hypothesis is rejected. So, the effect the effect of the self-instruction technique on the secondary school students' low self-esteem is significant.

Null Hypothesis 3

There is no significant difference in the meanlow self-esteem scores of secondary school students exposed to assertiveness training and those exposed to self-instruction technique.

Table 9: ANCOVA summary of the Low Self-esteem Scores of Secondary School Students Treated with Assertiveness Training and Those Treated with Self-Instruction Technique

Source of Variation	SS	df	MS	Cal.F	Pvalue	P≤0.05
Corrected Model	107.658 ^{a2}	829				
Intercept	2052.379	1	2052.379			
Pre-test	102.279	1	102.279			
Treatment model	24.946	1	24.946	2.143	.146	NS
Error	1245.433	10711.640				
Total	99754.000102	110				
Corrected Total	1353.091	109				

In table 9, it was observed that at 0.05 level of significance, 1 df numerator and 109 denominator, the calculated F is 2.14 with P value of .146 which is greater than 0.05. Therefore, the null hypothesis is accepted. So, there is no significant difference in the effectiveness of assertiveness training technique and self-instruction technique on secondary school students' low self-esteem.

Hypothesis 4

There is no significant difference in the mean low self-esteem scores of male and female secondary school students exposed to assertiveness training

Table 10: ANCOVA summary of the Low Self-esteem Scores of Male and Female Secondary School Students Exposed to Assertiveness Training and Those That Received Conventional Counselling

Source of Variation	SS	df	MS	Cal.F	Pvalue	P≤0.05
Corrected Model	28.665 ^{a2}	14.333				
Intercept	1153.246	1	1153.246			
Pre-test	28.621	1	28.621			
Treatment model	.8231	.823		.098	.756	NS
Error	548.570	658.440				
Total	60702.000110	68				
Corrected Total	577.235	67				

In table 10, it was observed that at 0.05 level of significance, 1 df numerator and 67 denominator, the calculated F is .098 with P value of .756 which is greater than 0.05. Therefore, the null hypothesis is accepted. There is no significant difference in the effect of the assertiveness training technique on the low self-esteem of male and female secondary school students.

Hypothesis 5

There is no significant difference in the mean low self-esteem scores of male and female secondary school students exposed to self-instruction technique.

Source of Variation	SS	df	MS	Cal.F	Pvalue	P≤0.05
Corrected Model	107.658 ^{a2}	829				
Intercept	2052.379	1	2052.379			
Pre-test	102.279	1	102.279			
Treatment model	24.946	1	24.946	2.143	.146	NS
Error	1245.433	10711.640				
Total	99754.000102	110				
Corrected Total	1353.091	109				

Table 11: ANCOVA summary of the Low Self-esteem Scores of Male and Female Secondary School Students Exposed to Self-Instruction Technique and Those That Received Conventional Counselling

Source of Variation	SS	df	MS	Cal.F	Pvalue	P \leq 0.05
Corrected Model	119.371 ^a 2	59.685				
Intercept	745.216	1	745.216			
Pre-test	106.922	1	106.922			
Treatment model	31.0701	31.070		1.861	.180	S
Error	651.106	398.440				
Total	39052.0007	42	16.695			
Corrected Total	770.476	41				

In table 11, it was observed that at 0.05 level of significance, 1 df numerator and 67 denominator, the calculated F is 1.861 with P value of .180 which is lesser than 0.05. Therefore, the null hypothesis is rejected. There is a significant difference in the effect of the self-instruction technique on the low self-esteem of male and female secondary school students.

Summary of the Major Findings

From the Analysis, the Following Major Findings were made:

1. Assertiveness training technique is effective in enhancing low self-esteem among students.
2. Self-instruction technique is effective in enhancing low self-esteem among students.
3. Assertiveness training technique and self-instruction technique differ in their effectiveness in enhancing students' low self-esteem.
4. Assertiveness training technique is more effective in enhancing low self-esteem among students than self-instruction technique.
5. The effect of assertiveness training technique in enhancing students' low self-esteem is significant.
6. There is no significant difference in the effectiveness of assertiveness training and self-instruction techniques in enhancing students' low self-esteem.

7. The difference in the effectiveness of assertiveness training technique on male and female secondary school students is not significant.
8. The difference in the effectiveness of self-instruction technique on male and female secondary school students is significant.

CHAPTER FIVE

DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

In this chapter, the findings of the study were discussed. To do this, the result of the research questions and hypotheses were analyzed and discussed under the following subheadings: Discussion of the Results, Implications for the Study, Conclusion, Recommendation, Limitations of the Study, Suggestion for Further Research and Summary.

Discussion of the Results

The discussion of the results is presented under the following major headings:

1. Effect of assertiveness training technique in enhancing the low self-esteem of secondary school students.
2. Effect of self-instruction technique in enhancing the low self-esteem of secondary school students.
3. Difference in the effectiveness of assertiveness training and self-instruction techniques in enhancing the low self-esteem of secondary school students.
4. Difference in the effectiveness of assertiveness training technique between male and female secondary school students' low self-esteem.
5. Difference in the effectiveness of self-instruction technique between male and female secondary school students' low self-esteem.

The Effect of Assertiveness Training Technique in Enhancing the Low Self-esteem of Secondary School Students

The results showed existence of statistical significant differences at the level ($\alpha \geq 0.05$); in performance between the experimental and control groups. The result of the study indicated that assertiveness training technique is effective in enhancing secondary school

students' low self-esteem. This shows that the practical assertiveness skills which the training offered to those in the experimental group were learnt; the students interacted and imbibed the numerous incorporated skills displayed within the training period. Hence, they were affected more by the training than those in the control group who received the conventional counselling. It shows that the training has effect because it incorporated various skills in the training which the students imbibed and actively practiced during the training. The students, who could not express themselves before the training improved in their expressive skills, make request without demeaning themselves. The researcher opines that guidance counsellors should use assertiveness training in helping students to enhance their self-esteem, as the intervention has proved its efficacy over conventional counselling. Students have learnt to interact in a relationship with reduced anxiety and can express their needs, opinions and interest without violating the rights of others.

The present finding is in consonance with the results of Hamoud, El Dayem and Ossman (2011) who declared that behaviour is assertive and self-esteem can be learned and that students can benefit greatly from training programs on self-assertion to increase the skills of assertive behaviour and self-esteem. In line with this finding, assertiveness skills training program has good experimental support in enhancing mental health and improving interpersonal skills and a variety of research have reported the positive effect of this kind of training on enhancement of self-esteem, social compatibility and social skills (Barton-Arwood, Morrow, Lane & Jolivette, 2008), In addition, The present finding is in consonance with the results of Tannous (2015) who explained that the implementation of assertiveness training technique has a positive role in the development of self-esteem among students, especially those with low emotional-behavioral traits. He also opined that the group training activities involved in the program gives the participants the freedom, enthusiasm, thinking ability, continuous feedback and openness to debate without inferiority complex. Equally, the

supportive atmosphere, respect for the beliefs of the students and their ideas, as well as the interaction of the researcher had a positive role in increasing the intention of the students to participate actively. Thus, the results of this study is in consistent with the results of the study conducted by Makhinjaand (2009) which indicated the effectiveness of assertiveness training program on self - esteem and academic achievement in adolescents. Similarly, Lee, Chang, Chu, Yang, Ou, Chung and Chou (2013) indicated that among patients with chronic schizophrenia, assertiveness, levels of social anxiety and satisfaction with interpersonal communication significantly improved immediately after the intervention and at the 3-month follow-up in the intervention group; generalized estimating equation (GEE) assertiveness significantly improved from pre- to post-intervention and was maintained until the follow-up; anxiety regarding social interactions significantly decreased after assertiveness training; and satisfaction with interpersonal communication slightly improved after the 12-session intervention and at the 3-month follow-up. He concluded by stating that assertiveness training is a non-invasive and inexpensive therapy that appears to improve assertiveness, social anxiety and interpersonal communication among in patients with chronic schizophrenia. Akbari, Mohamadi and Sadeghi (2012) also supported the result of this finding as they indicated the effectiveness of assertiveness training methods on self-esteem and general self-efficacy of students.

The finding of this study equally tallies with Alkawaldehy (2011) who affirmed the effectiveness of assertiveness training in improving the self-esteem and adjustment among victims of bullying students. Furthermore, the findings of this work are in line with Ranjbarkohn and Sajadinejad (2010 who revealed the effectiveness of assertiveness training on self-esteem and depression in students of Isfahan University of Medical Sciences. Kashaniand (2010) also pointed out the Effectiveness of Social Skills Training (Assertiveness) on Assertiveness and Self-Esteem Increase of 9 to 11 Year-old Female

Students in Tehran, Iran. More so, Özşaker (2013) revealed the effectiveness of assertiveness training on the self-esteem of Turkish adolescents on athletes and non-athletes that their results showed the effectiveness of assertiveness training to improve self-esteem among the students. In addition, Nnodum (2010); Pope et al (2006) indicated that assertiveness training was effective in enhancing social skills of primary school isolates. Significantly, students' low self-esteem improved when treated with assertiveness training. In the same vein, RezanCecen et al. (2009) in a research assessed the effectiveness of audacity program on assertiveness in a group of adolescents. Assertiveness as an independent variable was trained by the school counselor for 50 to 70 minutes over 12 sessions. The results of covariance analysis showed that assertiveness training help students express themselves. The assertiveness training enabled the students' communication skill to increase and so express their feelings and needs in ways that do not violate the rights of others while asserting their own rights.

The Effect of Self-Instruction Technique in Enhancing the Low Self-esteem of Secondary School Students

The results showed existence of statistical significant differences at the level ($\alpha \geq 0.05$), in performance between the experimental and control groups. This shows that students exposed to self-instruction technique had higher post-test mean self-esteem score and greater mean gain score than students that received conventional counselling. Self-instruction technique is very effective in enhancing the self-esteem of secondary students because of its peculiarity at modifying behaviour and rendering cognitive restructuring. This technique involves guided self-talk, self-monitoring and thought stopping of the student's mindset or schema through information inculcated. It comprises of numerous therapeutic elements within one therapy intervention whereby the clients receive information that gear them to understand and monitor their behaviours or attributes that precipitates their distress before,

during and after carrying out daily activities. Through self-instruction technique, the students were able to recognize the consequences of their low self-esteem towards daily life challenges and the need for mind repositioning.

The result of the finding is in line with Adani, Eskay and Onu (2012) which indicated that self-instruction technique was effective in improving the achievement in algebra of students with learning difficulty in mathematics. Ley (2010) also corroborated that proper application of self-instruction method in teaching and learning encourages skills acquisition and development of values. On his own part, Borich (2011) revealed that self-instruction technique is an effective method used in teaching and learning situations which involves getting students to unleash their imaginative and intuitive capacities through learning. The result of the finding also agrees with Wild and Duinn (2008), who carried out a study on the effects of corporative competitive and individual use of self-instruction technique on learner's achievements in library skills. In the study, a self-instructional mode is combined with cooperative, competitive and individualized technique in the teaching of library skills. The researchers therefore concluded that students should be taught how to adopt library skills using self-instruction techniques. The result showed that self-instruction technique can be applied in a group counselling setting in carrying out daily life challenges, which library skills is inclusive.

Furthermore, the result corresponds with (Mkpa, 2009; Borich, 2011) who were in support that self-instruction technique was effective in teaching and learning. Self-instruction technique is effective because it is a cognitive behavioural treatment, involving self-regulation of behaviour by means of restructuring, recognizing the importance of cognitive processes and maintenance of psychological problems and their remedy. The result is in line with Wachella and Katz (2009), who examined the effectiveness of self-instruction technique for reducing test anxiety and improving academic self-esteem in a high school and college

students with disabilities. The result showed significant improvement in the treated people. The result also confirms the study of Halderman, Alipourb, Majidi and Maleki (2012) on the effectiveness of self-instruction technique on improvement of reading performance and reduction of anxiety in primary school pupils with Dyslexia. The result showed that self-instruction technique has significant effect on improvement of reading performance and on reduction of anxiety symptoms in pupils. At the end of five months, a follow up tests given, showed the effect was retained. The researchers therefore conclude that self-instruction technique is effective in the reduction of anxiety among primary school pupils with Dyslexia. From the numerous literatures, it is clearly proven that self-instruction technique aims to give clients control over their behaviour through guided self-talk that gradually becomes self-generated.

The Difference in the Effectiveness of Assertiveness Training and Self-instruction Technique in Enhancing the low Self-esteem of Secondary School Students

The difference in the effectiveness of assertiveness training and self-instruction technique is in line with the above findings as in the table which revealed that there is no significant difference in the effectiveness of assertiveness training technique and self-instruction technique on secondary school students' low self-esteem. The mean post test score and mean gain score of students exposed to assertiveness training and self-instruction techniques were greater than that of students exposed to conventional counselling. However the result indicated that assertiveness training is statistically superior to self-instruction technique in enhancing the low self-esteem of secondary school students.

The result of the findings corresponds to the findings of Becks (2008) who pointed out that self- Instruction technique empowers people to grab firm of their own thought process and fix the mental mistakes they make that leads to problems. Haddadian, Alipourb, Majidi and Maleki (2007) are in support that self-instruction technique is effective in the

improvement of reading performances and reduction of anxiety in primary school students with Dyslexia. Bryantand (2015) corroborated that proper application of self-instruction technique on the classroom performance of three "impulsive" preschool children using a multiple-baseline design across subjects yielded positively. Baker and Butler (2007) concurred by testifying of the effectiveness of self-instruction technique on Adolescents attitudes, experiences and state anxiety. McGuire and McGuire (2016) expatiated more when they revealed in their study that self-instruction technique is quite effective because self-esteem increases more when the target person is made to pay attention to the desirable characteristic he or she has than the undesirable characteristics that does not hold for him or her.

The Differences between the Male and Female Students' Self-esteem Exposed to Assertiveness Training

The result reveals that assertiveness training technique is more effective on low self-esteem of the male students than on their female counterparts. The ANCOVA shows that there is a statistically significant difference in mean self-esteem scores of male and female secondary school students exposed to assertiveness training. The null hypothesis of no significant difference between the two groups was therefore not rejected but accepted. Therefore, there is significant difference in the effect of assertiveness training on the self-esteem of male and female secondary school students. This shows that the male students adjusted more positively than the female students, indicating that the males have higher self-esteem than the females exposed to the training. It also shows that the male students exhibited special interest hence the excessive attention being paid on their self-image by the males. It can also be due to chance because both the males and females benefited equally from the technique.

The present finding is in line with Gull et al., (2012) whose results showed statistical significant difference at ($\alpha > 0.05$) in favour of the male employees on a scale of self-esteem and in favour of the female employees on a scale of assertiveness. The studies carried out by researchers contrary to the belief of gender gap reported by Erol and Orth (2011). Wesley and Mattaini (2008) also reported that both boys and girls have similar levels of self-esteem during childhood but that gender gap emerges by adolescence when the boys reported higher self-esteem, while others believed that the girls' self-esteem plummets in adolescence and never recovers. Anyamene, Nwokolo and Ezeani (2015), in their study reports a higher self-esteem on the females than the males. However, it is suggested that the higher self-esteem shown in the females than in the males may have been as a result of an individual process in which one's personal distinguishing interest is emphasized. Moghtader (2009) revealed that self-esteem means imaginary and belief that any individual has got about him and that the female student's idea is more concerned with all aspects of its physical, social, intellectual and mental self than their male counterparts. The female student's imagination about any of the above factors creates a specific and certain behaviour that is peculiar to the female gender.

Females are believed to have lower self-esteem during adolescents, emanating from physical changes being experienced during the stage of life, excessive attention being paid to their self-image enabled them to be enthused during the training, having been exposed to the benefits in the package. This interests and enthusiasm must have triggered the higher level witnessed. This interest corresponds with self-determination theory because they were determined to better their lives, they were provided with the social support and the relatedness made them to experience better wellbeing. Assertiveness training enables one to acquire new social skills through provision of adequate information and considerable practice offered by a professional.

The Differences between the Male and Female Students' Self-esteem Exposed to Self-Instruction Technique

The result of the finding shows that there is no statistically significant difference in mean self-esteem scores of male and female secondary school students exposed to self-instruction technique. The null hypothesis of no significant difference between the two groups was therefore not rejected but accepted. Although, both the male and female students' self-esteem improved significantly yet there is no significant difference in the effect of self-instruction technique on the self-esteem of male and female secondary school students. This could be attributed to the fact that both genders were attentive and enthusiastic about the activities. Therefore, the significant effect of self-instruction technique was not due to gender.

Self-instruction technique has more positive effect on the self-esteem of female secondary school students than on the male students' self-esteem by comparison. This is in line with Adeyemi (2013) in her study titled the effectiveness of self-instructional and bully-proof strategy on the management of school violence among transitional students in junior secondary schools in Ibadan, Nigeria. Aremu, Adeyemi and Oke (2016) in collaboration reveal that exposure to self-instructional training gives a student the ability to reason positively and independently with limited dependence on others. That is, the student' self-efficacy and understanding of self-worth is enhanced. Students exposed to self-instruction technique will have enhanced self-regulatory, monitoring and evaluation skills. This will lead to reduction of school violence and enhance their self-esteem. In light of this, the students will find adjustment at the transitional phase easy in the school community and become better managers of their emotions. support this finding include Finekelhor, Omrod, Turner, Hamby and Kracke (2009) and Osterman, Bjorkqvist, Lagerspetz, Charpenter, Caprara and Pastorelli

(2010) which affirm that significant reduction occur in physical violence at post intervention through the use of social awareness and social problem solving skills. They conclude that the use of self-instruction technique will lead to increased self-control and self-esteem among individuals.

Anyichie and Onyedike (2012), in their study investigated the effects of self-instruction technique on students' achievement in solving Mathematical word problems. Their research revealed the effect of gender on mathematical word problem achievement among senior secondary school students was found insignificant. However, a significant interaction effect was observed between gender and learning strategy. Thus, males in the experimental group significantly performed better than their female counterparts. In agreement, Carlson, Heth, Miller, Donahoe, Buskist and Martin (2007) concurs that self-instructional technique is the guidance of behaviour by previously established discriminative stimuli, especially verbal stimuli such as rules. In fact, they reveal that Self-instruction technique is recognized as an important predictor of student academic motivation and achievement. This process requires students to independently plan, monitor, and assess their learning. This interest corresponds with self-determination theory because they were determined to better their lives, they were provided with the social support and the relatedness made them to experience better well-being. However, few students naturally do this well Sharon, Tadlock & Roberts (2011). It is therefore, opined that both the males and females should be given such training to help in enhancing their self-esteem since it is beneficial to both groups. It also means that from the result that self-esteem is gender depending and not gender specific, so it is beyond gender variable. Further studies could be done on self-instruction technique with more participants, in a new location and on gender to generate more evidence.

Conclusions

Low self-esteem enhancement for secondary professionals is particularly important because the opinion of any individual about the personal character so much determines his imagination about his environment and society. If self-imagination of someone were positive and relatively well-balanced the person is known mentally healthy, conversely a person with an unbalanced and negative self-esteem was known mentally unhealthy person. Self-esteem is related to their cultural and social life background. The main reason for establishing self confidence in individuals should be searched in their relationship with its community, especially during an important period of secondary school age. Warm and supportive family environment, parents and other adults with reasonable expectations of the ability and capability of secondary school students and also respect and giving importance to them could ameliorate low self-esteem in students.

One of the important factors of an effective relationship between the individuals is the ability or inability of a person's assertiveness. Assertiveness training and self-instruction techniques enable a person to operate effectively in dealing with stressors factors. This increases the self-confidence, the logical expression of ideas and emotions reduce anxiety, improve community relations, respect for others` rights and eventually increase the ability of coping with stress. In the above mentioned techniques, to evaluate the effect of assertiveness training and self-instruction has been used, the null hypotheses were rejected and contrary hypothesis is confirmed. This means that assertiveness training and self-instruction techniques would greatly enhance low self-esteem

Implication of the Study

The findings of this study have numerous implications and they are as follows:

The guidance counsellors should use the techniques in enhancing low self-esteem of their clients. This is because there has been evidence of lack of social skills on some students, such

as the inability to express opinions and needs openly; directly and also standing up for their rights. Such students internalize their feelings and fight over minor provocations and flouting school rules and regulations. They lack the effective antidotal method of getting out of their challenges.

Another implication of the training outcome is that the students are capable of expressing their needs and display behaviours which they had found difficult exhibiting before now. Also students can now assert their rights without violating the rights of others. This is due to the fact that they were taught the verbal and nonverbal assertive behaviours and components. They can now transfer the knowledge and skill to other real life situations to deal with any self-defeat.

In addition, self-instruction technique which uses self-talk, self-regulation, thought-stopping, self-monitoring and preparation, use of language and information in changing behaviour is capable of enhancing students' low self-esteem. Therefore, the school counsellors should employ the use of self-instruction technique in treating students with low self-esteem, so that such students do not lose interest in academics and therefore drop-out of school.

Counsellors can also identify students with low self-esteem by administering the index of self-esteem (ISE) used in this study. Similarly, the implication is that when the low self-esteem is identified, it could be modified within six weeks. An additional implication is that since the success of these techniques have been proven in the enhancement of self-esteem within a reasonable period of time; teachers and other stakeholders should encourage and direct students with similar challenges to meet with the school counsellor for either personal or group counselling.

Recommendation

1. Students, especially the persons with low self-esteem should be exposed to appropriate techniques like assertiveness training and self-instruction techniques as this would help to improve their low self-esteem.
2. The use of assertiveness training and self-instruction techniques has been shown to be effective secondary school students' low self-esteem. It should be encouraged, practicing school guidance counsellor should learn to use the both techniques to assist students develop confidence.
3. The use of assertiveness training and self-instruction techniques should be commenced in full force in secondary schools irrespective of students' gender and age as a way of handling students' low self-esteem.
4. The school management should organize workshop / seminar by inviting all members of the Parents Teachers Association (P.T.A) in order to sensitize them on how to combat the low self-esteem of their wards. Through the workshop / seminar where parents will be taught the interpersonal relationship skills inherent in assertiveness training technique and self-management technique such as unconditional positive regard, role play, empathy and stop thought techniques.

Limitations of the study

In a research work of this magnitude, it is natural to encounter some limitations in the course of the research work; this study is not an exception. Among them are:

1. Unavailability of adequate literature in the area of using self-instruction technique in treating low self-esteem.
2. School principals and school giving their co-operation and consents.
3. It was impossible to have the actual number of students who began the treatment to remain intact at the completion of the treatment; in this case, each of the students that

started the experiment and did not attend the whole sessions of the treatment was not included in the study.

Suggestions for Further Studies

Based on the results of the study, the following areas are suggested for further studies:

1. This study can be replicated in areas where similar studies have not been done.
2. Similar, studies could be carried out including such variables as: age, school type (primary, tertiary, private, boys only or girls only), class level and many more.
3. A comparative study of either assertiveness training or self-instruction technique and other counselling techniques on enhancing low self-esteem could be carried out.

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APPENDIX A

ASSERTIVENESS TRAINING TECHNIQUE

TREATMENT PLAN FOR STUDENTS WITH LOW SELF-ESTEEM

Treatment Plan for intact class SS 1 students of Technical Secondary School, Isieke (TSS), Orlu Education Zone, Imo State.

Approach: Assertiveness Training

Theories Employed: Carl Rogers's Client Centered Theory, Albert Ellis Rational Emotive Behaviour Theory (REBT) and Joseph Wolpe's Theory of Assertiveness Training

Skills: Rapport, confidentiality, Questioning, Observation, Clarification, Assignment, Reinforcement, Modelling, Behaviour Rehearsal, Goal Setting, Free Information, Role-Playing, Goal Setting, Feedback.

Materials: Researcher, pieces of chalk, chalk board, duster, students and exercise books

Mode: Group Counselling

Recipients: Intact class of SS I Male and Female Students

Duration: Six weeks, once a week, each session last for 40 minutes.

General Objectives: At the end of the session, students should be able to:

overcome their low self-worth and self-confidence.

State the need for and benefits of assertiveness training.

Recognize the ground rules that will guide their conduct in an interpersonal relationship.

Specific objectives: By the end of the lesson the subject is able to:

Cognitive Domain: State the meaning of assertiveness Training.

Affective Domain: Appreciate the meaning of assertiveness Training.

Psychomotor Domain: Demonstrate assertiveness Training.

Entry Behaviour: Students talk and encourage themselves on facts, events and situations as they build up confidence.

Set Induction: The therapist dramatizes a scenario, sings that dying in silence is dying in the mud while reaching the sky.

Table: 12: Assertiveness Training Technique Treatment Plan

WEEK	Content Development	Activities of the Researcher	Students Performance Activity (SPA)	Instructional Materials (IM)	Instructional Skills and Strategy (ISS)	Duration
25/9/2017 1	Step 1 Introduction Familiarization The school's dean of studies introduced the researcher to the students as instructed by the Principal.	The researcher tries to familiarize herself with the student by cheerfully greeting the students with beaming smiles.	The students welcomed the researcher	The chalkboard, pieces of chalk, duster and manuscript.	Explanation and use of examples	5 mins.
	Establishment of Rapport	She introduces herself as a counsellor, a researcher and a friend, that has come to partner with them for duration of once a week for six weeks.	Introduces themselves and Listened attentively.			8 mins.
	Step 2 Orientation	Motivational activities. She explained the modalities of the programme. She highlights the rules and regulations guiding the training.	Listening			12 mins.
	Step 3 Functions of a counsellor	She defines and describes the duty of a counsellor. The researcher distributes the Index of self-esteem (ISE) to the students as she explains the 25 items in Igbo diction for clearer understanding.	Listening and asking questions			20 mins.
2/10/2017 2.	Step 1 Review of previous meeting.	Rehearsing previous discussions and asking questions.	Raising of hands and answering questions. Clapping			10 mins.
	Step 2 Teaching on self-esteem.	The researcher explains what self-esteem entails. The researcher Lists and identify the symptoms of low self-esteem.	Watching, listening and writing.			15 mins.

		The researcher asks the students to read out what they have written on their take home assignment.				
	<p>Step 3 The content of assertiveness training technique</p> <p>Assignment</p> <p>Feedback</p>	<p>Therapist explains what assertiveness training technique entails.</p> <p>The researcher instructs each participant to pair up with someone else and be assertive</p>	Listening, focusing and asking of questions.			20 mins.
<p>9/10/2017</p> <p>3.</p>	<p>Step 1 Developing Assertion Skills and Understanding Value Conflicts.</p> <p>Assignment</p>	<p>Highlights the 12 Bill of Rights.</p> <p>The researcher encourages participants to react and respond to any principle(s) in the Bill of Rights with which they have reservations or disagree.</p> <p>She illustrates the various conflicts that participants have revealed through their reactions to the Bill of Rights.</p> <p>The researcher instructs each participant to pair up with someone else and describe the hopes and fears each has: (a) about being in this training exercise in particular and (b) about being assertive in general.</p> <p>The researcher ask the participant to identify his or her goal, label what he or she would feel like in the situation, and describe the probable behavior of the person being asserted to.</p>	<p>The students responded with eyes full of surprises as they listen attentively.</p> <p>The participants in their various groups acted life situations in which they would like to be more assertive.</p>			15 mins.

	<p>Step 2 Overview of the concept of assertiveness training technique.</p> <p>Step 3 Benefits of the assertiveness training technique.</p>	<p>She summarizes key assertive principles to be discussed during the first session, defines assertiveness, and describes the homework assignments to be completed before the next week.</p> <p>The researcher outlined the various Benefits of the assertiveness training technique.</p>	Watching, listening and writing.			15 mins.
16/10/2017 4.	<p>Step 1 Consequences of low self-esteem.</p>	She outlines the various consequences of low self-esteem.	The students listened and jotted some points down. They outlined how low self-esteem has affected their individual lives.			15 mins.
	<p>Step 2 Assertive communication skills</p>	<p>The researcher explains the meaning of assertive communication skills. She outlined various assertive communication skills and its benefits. She taught the students how to imbibe the assertive communication skills. Ask the participant to identify his or her goal, label what he or she would feel like in the situation, and describe the probable behavior of the person being asserted to.</p>	Listened attentively. jotted points and asked questions.			15 mins.
	<p>Step 3 Verbal and Non verbal communication</p>	<p>Explained and gave examples of verbal communication.</p> <p>Explained and gave examples of non verbal communication.</p> <p>Outlined the differences of verbal and non verbal communication.</p>				
23/10/2017 5.	<p>Step 1 How to say 'No' (to refuse unreasonable requests).</p>	<p>Explain that to say 'No' means to refuse unreasonable request. Narrate how negative childhood experience and other factors tend to form destructive patterns of behaviour.</p>	<p>The students listened and copied note.</p> <p>Some students outlined some of alternative positive or</p>			

		<p>Outlined the things that make it difficult for people to say 'No'.</p> <p>Dramatized how people die in silence due to not saying 'No'.</p> <p>Answered and asked the students questions.</p> <p>She gave assignment to the students.</p>	<p>helpful thoughts to counter the negative beliefs.</p> <p>The students rehearsed and role played the modelled behaviours.</p> <p>Raised their hands answered and asked questions.</p>			
	Step 2 Dealing with criticism.	<p>The researcher defined criticism</p> <p>Outlined some of the reasons why people feel hurtful, devastated or rejected when criticized.</p> <p>Explained the importance of criticism.</p> <p>Enumerated the various ways of dealing with criticism.</p>	<p>The students listened and jotted down the clarifications.</p> <p>The students rehearsed and role played the modelled behaviours.</p> <p>Raised their hands answered and asked questions.</p>			15 mins.
	Step 3 Assertion Skills Practice Role Play – Personal Life Situations	<p>The researcher took roll calls and appreciated the students for been regular to the programme.</p> <p>She grouped the students and made them to demonstrate assertion skills in various life situations.</p>	<p>The student showed great excitement in the researcher's modeling.</p> <p>The students role-played their personal life situations.</p>			15 mins.
30/10/2017 6.	Step 1 Receiving or accepting of compliments.	<p>Explain the meaning of compliments.</p> <p>How to express gratitude when giving a compliment</p>	<p>The students listened attentively.</p> <p>They role-played receiving of compliments from their classmates.</p>			15 mins.
	Step 2 Giving of compliments to others	<p>Explain the meaning of Giving of compliments to others.</p> <p>She makes the students to think of the exact words to be used before giving compliments in order to avoid fumbling with words.</p> <p>Teach the students to be specific about what they</p>	<p>The students listened attentively and jotted down the lectures.</p> <p>They are meant to brainstorm on the previous assignments.</p>		15 mins.	

		will want to compliment on, either on shoe, hair-do or necklace (this will make the person complimented feel they really took time to notice what they complimented him/her about). Explain how the students should mean what they say by their gesture (and do not overdo it). Modeled how the students should smile and appear receiving it, feel you really mean it.	They will role-play all they will observe from the researcher. They will rehearse the steps necessary for appropriate compliment as they will be giving several roles to practice.			
	Step 3 Revision and administration of post-test.	The researcher and the client made a review of the previous lesson on assertiveness training technique.				
		The researcher welcomes the students, praises them for being regular and punctual and dedicated to the end of the programme.				

Assertiveness Training Technique Treatment Plan

This section comprised activities of the researcher and low self-esteem of SS I Intact class students of technical secondary school, Isieke (TSS),Orlu Education Zone, Imo State comprised the participants of the programme. The researcher played the role of assertiveness training therapist and she gave reinforcement present of #200 was given to the best student at the end of the programme. The activities were centered on the practice and mastery of the techniques involving assertiveness training. The treatment package lasted for a period of six weeks. The activities of both the researcher and the students as seen in Table -- made the programme successful.

Week One

This week programme took place on the 25th of September, 2017. It began by creating rapport with the subjects. The students were given the opportunity to contribute maximally in the programme. Introduction, Familiarization, establishment of rapport, Orientation,

Functions of a counsellor were topics treated in week one. The students received the researcher with gladness.

Week Two

This week programme took place on the 2nd of October, 2017. It involves review of previous meeting, teaching on self-esteem and the content of assertiveness training technique. The researcher taught, wrote on the chalkboard, asked and answered questions from the students while the students listened, jotted notes, asked and answered questions. Assignment was given to the students based on the lessons.

Week Three

This week programme took place on the 9th of October, 2017. It involves review of previous meeting, teaching on Developing Assertion Skills and Understanding Value Conflicts, Overview of the concept of assertiveness training technique and benefit of the assertiveness training technique. The researcher taught, wrote on the chalkboard, asked and answered questions from the students while the students listened, jotted notes, asked and answered questions. Assignment was given to the students based on the lessons.

Week Four

This week programme took place on the 16th of October, 2017. It involves review of previous meeting, teaching on Consequences of low self-esteem, Assertive communication skills and Verbal and Nonverbal communication. The researcher taught, wrote on the chalkboard, asked and answered questions and gave assignment to the students while the students listened, jotted notes, asked and answered questions.

Week Five

This week programme took place on the 23rd of October, 2017. It involves review of previous meeting, teachings on How to say 'No' (to refuse unreasonable requests), dealing with criticism; assertion skills practice role play – personal life situations. The researcher

taught, wrote on the chalkboard, modelled, role-played, asked and answered questions from the students while the students listened, jotted notes, role-played the modelled behaviour, asked and answered questions. Assignment was given to the students based on the lessons.

Week Six

This week programme took place on the 30th of October, 2017. It involves review of previous meeting, teachings on Receiving or accepting of compliments, Giving of compliments to others and Revision and administration of post-test. The researcher taught, wrote on the chalkboard, modelled, role-played, asked and answered questions from the students while the students listened, jotted notes, role-played the modelled behaviour, asked and answered questions. The researcher expressed her gratitude to all the students by declaring a seven times bravo to the students.

APPENDIX B**SELF-INSTRUCTION TECHNIQUE****TREATMENT PLAN FOR STUDENTS WITH LOW SELF-ESTEEM**

Class: SS 1

Class average age: 14years

Approach: Self instruction technique

Skill: Questioning, Observation, Clarification, Rapport, Exploration, Brainstorming, Prompting, Assignment, Reinforcement.

Recipients: Senior Secondary School 1(SS1) male and female intact class of students in Comprehensive Secondary School, Awo-omamma, Imo state.

Theory: Cognitive behavioural theory

Mode of instruction: Group counselling

Treatment procedure: Intact class in the experimental schools.

Materials: Researcher, students, writing materials, chalkboard, chocolate sweets, instructional charts, pins.

Duration: Six weeks, once a week of 40 minutes per session.

Specific objectives: By the end of the lesson the subject is able to:

Cognitive Domain: State the meaning of self-instruction.

Affective Domain: Appreciate the meaning of self-instruction.

Psychomotor Domain: Demonstrate self-instruction.

Entry Behaviour: Students talk and encourage themselves on facts, events and situations using positive statements.

Set Induction: The therapist dramatizes a scenario, sings as a man thinks in his heart so he is.

Table: 13: Self-instruction Technique Treatment Plan

WEEK	Content Development	Counsellor Performance Activity (CPA)	Students Performance Activity (SPA)	Instructional Materials (IM)	Instructional Skills and Strategy (ISS)	Duration
26/9/2017 1	Step 1 Introduction Familiarization The school's dean of studies introduced the researcher to the students as instructed by the Principal.	The researcher tries to familiarize herself with the student by cheerfully greeting the students with beaming smiles.	The students welcomed the counsellor.	The chalkboard, pieces of chalk, duster and manuscript.	Explanation and use of examples Role-play Modelling Feedback	5 mins.
	Establishment of Rapport	She introduces herself as a counsellor, a researcher and a friend, that has come to partner with them for duration of once a week for six weeks.	Introduces themselves and Listened attentively.			8 mins.
	Step 2 Orientation	Motivational activities. She explained the modalities of the programme. She highlights the rules and regulations guiding the training.	Listening			12 mins.
	Step 3 Functions of a counsellor	She defines and describes the duty of a counsellor. The researcher distributes the Index of self-esteem (ISE) to the students as she explains the 25 items in Igbo diction for clearer understanding.	Listening and asking questions			20 mins.
3/10/2017 2.	Step 1 Review of previous meeting.	Rehearsing previous discussions and asking questions.	Raising of hands and answering questions. Clapping			10 mins.
	Step 2 Teaching on low self-esteem.	The researcher explains what low self-esteem entails The researcher Lists and identify the symptoms of low low self-esteem. The researcher asks the students to read out what they have written on their take home assignment.	Watching, listening and writing.			15 mins.

	<p>Step 3 The idea of Self-instruction technique</p> <p>Assignment</p>	<p>Researcher explains what Self-instruction technique entails.</p> <p>Every individual talk to him\herself one time or the other in other to achieve a goal.</p> <p>The Researcher explains that we often tell ourselves to do something and we do it.</p> <p>The use of positive self-talk to direct one's own behaviour in order to achieve a goal is indeed necessary, especially when it involves in the eradication of an undesirable behaviour from the structure. This is called self-instruction.</p> <p>The individual takes responsibility for reminding and directing him/her rather than relying upon a teacher or facilitator. He/she achieves the goal of doing a thing with minimum guidance and personal effort.</p> <p>For an instance, if one sees his/herself as a never do well, such an individual can be librated using self-instruction optimistic statements like 'I am born to rule', 'I can make it', I am a winner.</p> <p>Talking to oneself using a positive statement is a mental exercise that requires focused attention and concentration. It is a personal effort to manage one's emotion control and control a behaviour using words.</p> <p>Talking to oneself controls and directs the mindset, influences action and propels an individual into positive inclinations.</p> <p>Poor reasoning and negative perceptions which leads to low self-esteem and undesirable behaviours</p>	<p>Listening, focusing and asking of questions.</p>			<p>20 mins.</p>
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		<p>prevents a person from functioning well and developing into a reputable and successful citizen. Therefore, to prevent such ills, a student must self-talk positive statement.</p> <p>This positive statement serves as an instruction, in the face of any ugly circumstance and life challenges that prompt one to accept self-defeat. It will help the student to reframe from negative self-worth; thereby the low self-esteem is enhanced by this self-instruction technique.</p> <p>The researcher instructs each participant to pair up with someone else and be assertive.</p>			
10/10/2017 3.	<p>Step 1 Develop ways for self monitoring of negative thoughts.</p> <p>Step 2 Record keeping</p>	<p>Welcomes the students and take roll call.</p> <p>Rehearsed the previous week's discussions.</p> <p>She asks the student to present the various symptoms and thoughts they experienced in their day to day activities, in their categories as classified last week.</p> <p>The researcher then gives the students another sheet of paper and asks the students to put down behaviour self monitoring sketch.</p> <p>When you remember any negative thought when difficult task is anticipated, put it on top of the sheet and do the following:</p> <p>Worry about performance or not being prepared for the tasks ahead.</p> <p>Date time what did you do? Example of such thoughts under concern of performance; - I just want to finish and get out of here and</p>	<p>The students responded with great excitement.</p> <p>They listened attentively.</p>		15 mins.

		<p>hope for the best. I am tense</p> <p>I worry so much over something that does not matter</p> <p>I am worried</p> <p>I do not know anything, what's the matter</p> <p>I often feel the urge to lean on someone's assistance to complete my task.</p> <p>I do not know anything.</p> <p>I am just a no good, tremble worthless person.</p> <p>When you notice such thoughts in your mind, write the date time and then what you did. Then study your list and see if you can change any of your worrying thoughts, ask yourself how rational is each thought? How much evidence do you have for such a belief? Can you change your thoughts to something reasonable?</p> <p>Put these positive thoughts down by the side of each negative thought. Hence, the researcher agrees with the clients to keep a diary of events and situations in the natural environment.</p>				
	Step 3 Recitation of positive statement.	She summarizes key assertive principles to be discussed during the first session, describes the homework assignments to be completed before the next programme.	Watching, listening and writing.			15 mins.
17/10/2017 4.	Step 1 Consequences of low self-esteem.	She outlines the various consequences of low self-esteem.	The students listened and jotted some points down. They outlined how low self-esteem has affected their individual			15 mins.

			lives.			
	Step 2 Benefits of self-instruction technique.	The researcher explains the meaning of low self-esteem. Ask the participant to identify his or her goal, label what he or she would feel like in the situation, and describe the probable behaviour of the person being defeated.	Listened attentively. Jotted points and asked questions.			15 mins.
	Step 3 Negative and positive thoughts.	Explained and gave examples of negative thoughts. Explained and gave examples of positive thoughts. Consequences of negative thoughts and positive thoughts.				
24/10/2017 5.	Step 1 How to self-talk.	Narrate how negative childhood experience and other factors tend to form destructive patterns of behaviour. Outlined the things that make it difficult for students to confidently instruct themselves into obtaining a successful existence. She answered and asked the students questions. She gave assignment to the students.	The students listened and copied note. Some students outlined some of alternative positive or helpful thoughts to counter the negative beliefs. The students rehearsed and role played the modelled behaviours. Raised their hands answered and asked questions.			
	Step 2 Dealing with self-condemnation.	The researcher defined and explained self-condemnation. Enumerated the various ways of dealing with criticism.	The students listened and jotted down the clarifications. The students rehearsed and role played the			15 mins.

			modelled behaviours. Raised their hands answered and asked questions.			
	Step 3 Self-instruction skills Practice Role Play – Personal Life Situations	The researcher took row calls and appreciated the students for been regular to the programme. She grouped the students and made them to demonstrate assertion skills in various life situations.	The student showed great excitement in the researcher’s modeling. The students role-played their personal life situations.			15 mins.
31/10/2017 6.	Step 1 Thought replacement exercises Thought involved in cognitive behavioural therapy. Self-instruction technique uses thought stopping as an approach in behaviour modification.	Explain Thought Stopping	The students listened attentively. They role-played receiving of compliments from their classmates.			15 mins.
Step 2 Thought Stopping	Explain the meaning of Thought stopping	The students listened attentively and jotted down the lectures. They are meant to brainstorm on the previous assignments. They will role-play all they will observe from the researcher.They will rehearse the steps necessary for thought stopping			15 mins.	
	Step 3 Revision and administration of post-test.	The researcher and the client made a review of the previous lesson on self-instruction technique.				
		She welcomes the students, praises them for being regular and dedicated to the end of the programme.				

Self-instruction technique Treatment Plan

This section comprised activities of the researcher and low self-esteem of SS I Intact class students of Comprehensive Secondary School, Awo-omamma, Orlu Education Zone, Imo State comprised the participants of the programme. The researcher played the role of self-instruction therapist. The activities were centered on the practice and mastery of the techniques involving self-instruction technique. The treatment package lasted for a period of six weeks. The activities of both the researcher and the students as seen in Table -- made the programme successful.

Week One

This week programme took place on the 26th of September, 2017. It began by creating rapport with the subjects. The students were given the opportunity to contribute maximally in the programme. Introduction, Familiarization, establishment of rapport, Orientation, Functions of a counsellor were topics treated in week one. The students received the researcher with gladness.

Week Two

This week programme took place on the 3rd of October, 2017. It involves review of previous meeting, teaching on self-esteem and the content of self-instruction technique. The researcher taught, wrote on the chalkboard, asked and answered questions from the students while the students listened, jotted notes, asked and answered questions. Assignment was given to the students based on the lessons.

Week Three

This week programme took place on the 10th of October, 2017. It involves review of previous meeting, record keeping teaching on develop ways for self monitoring of negative thoughts and building up of positive thoughts to replace them, Recitation of positive statement. The researcher taught, wrote on the chalkboard, asked and answered questions

from the students while the students listened, jotted notes, asked and answered questions. Assignment was given to the students based on the lessons.

Week Four

This week programme took place on the 17th of October, 2017. It involves review of previous meeting, teaching on Consequences of low self-esteem, Benefits of self-instruction technique, negative and positive thoughts. The researcher taught, wrote on the chalkboard, asked and answered questions and gave assignment to the students while the students listened, jotted notes, asked and answered questions.

Week Five

This week programme took place on the 24th of October, 2017. It involves review of previous meeting, teachings on how to self-talk, dealing with self-condemnation; self-instruction skills practice role play – personal life situations. The researcher taught, wrote on the chalkboard, modelled, role-played, asked and answered questions from the students while the students listened, jotted notes, role-played the modelled behaviour, asked and answered questions. Assignment was given to the students based on the lessons.

Week Six

This week programme took place on the 31th of October, 2017. It involves review of previous meeting, teachings on Thought replacement exercises, Thought replacement exercises, Revision and administration of post-test. The researcher taught, wrote on the chalkboard, modelled, role-played, asked and answered questions from the students while the students listened, jotted notes, role-played the modelled behaviour, asked and answered questions. The researcher expressed her gratitude to all the students by declaring a seven times bravo to the students.

Evaluation

The researcher asks the following questions:

- (i) Did you enjoy the programme?
- (ii) What do you understand by self-instruction?
- (iii) Verbally explain how you feel and react in the midst of life challenges?
- (iv) Why is self-instruction important?
- (v) How is self-instruction used?

Conclusion

Self-instruction technique is a treatment measure that involves the use of positive statement in form of instruction or directive to manage one's own emotion and control the mindset from perceiving negatively. We are going to use positive statement in this programme to overcome self-defeated mindset. Such statements as I can do all things through Jesus Christ that 'strengthens me', 'I am a champion'. Always memorize and internalize those statements and use them whenever you are faced with any situation that triggers you to belittle or discourages you.

Conventional Counselling Activities of the Control Group for Commercial Secondary, Ubogwu, Orlu Education Zone, Imo State.

Approach: Counselling Tips on Academic Success

Skills: Study tips, Observation, Interview, Rapt listening, Questioning, Note taking, goal setting, feedback.

Materials: Researcher, pieces of chalk, chalk board, duster, students and exercise books

Mode: Group counselling

Recipients: Intact class of SS I Male and Female Students

Duration: Six weeks, once a week, each session last for 40 minutes.

Structure: There are numerous strategic tips towards academic success but for this study, the counselling centered on rapt attention to instruction, note taking, identifying key points, summarization and the use of acronyms.

General Objectives: At the end of the session, students should be able to:

Help students overcome failure in an examination.

State the need for and benefits of Counselling Tips on Academic Success.

Recognize the ground rules that will guide their conduct in an interpersonal relationship.

To assist the students to overcome academic failure as a result of low self-esteem, so as to be fully prepared during examination and achieve success and have their self-esteem enhanced.

Specific objectives: By the end of the lesson the subject is able to:

Cognitive Domain: State the meaning of Counselling Tips on Academic Success.

Affective Domain: Appreciate the meaning of Counselling Tips on Academic Success.

Psychomotor Domain: Demonstrate Counselling Tips on Academic Success.

Entry Behaviour: Students talk and encourage themselves on facts, events and situations as they build up confidence.

Set Induction: The therapist dramatizes a scenario, sings that if you have anything to do, do it well.

Table: 14: Counselling Tips on Academic Success Lesson Plan

WEEK	Content Development	Counsellor Performance Activity (CPA)	Students Performance Activity (SPA)	Instructional Materials (IM)	Instructional Skills and Strategy(ISS)	Duration
27/9/2017 1	Step 1 Introduction Familiarization The school's dean of studies introduced the researcher to the students as instructed by the Principal.	The researcher tries to familiarize herself with the student by cheerfully greeting the students with beaming smiles.	The students welcomed the counsellor.	The chalkboard, pieces of chalk, duster and manuscript.	Explanation and use of examples	5 Mins.
	Establishment of Rapport	She introduces herself as a counsellor, a researcher and a friend, that has come to partner with them for duration of once a week for six weeks.	Introduces themselves and Listened attentively.			8 Mins.
	Step 2 Orientation	Motivational activities. She explained the modalities of the programme. She highlights the rules and regulations guiding the training.	Listening			12 Mins.

	<p>Step 3</p> <p>Functions of a counsellor</p>	<p>She defines and describes the duty of a counsellor.</p> <p>The researcher distributes the Index of self-esteem (ISE) to the students as she explains the 25 items in Igbo diction for clearer understanding.</p>	<p>Listening and asking questions</p>			20 Mins.
4/10/2017 2.	<p>Step 1</p> <p>Review of previous meeting.</p>	<p>Rehearsing previous discussions and asking questions.</p>	<p>Raising of hands and answering questions.</p> <p>Clapping</p>			10 Mins.
	<p>Step 2</p> <p>Teaching on low self-esteem.</p>	<p>The researcher explains what low self-esteem entails.</p> <p>The researcher Lists and identify the symptoms of low self-esteem</p> <p>The researcher asks the students to read out what they have written on their take home assignment.</p>	<p>Watching, listening and writing.</p>			15 Mins.
	<p>Step 3</p> <p>Listing and identification of reasons for academic failure.</p> <p>Assignment</p>	<p>Therapist Listed and identified skills for academic pursuit and success.</p> <p>Explains what the researcher instructs each participant to pair up with someone else and mention things that had led to individual's academic failures.</p>	<p>Listening, focusing and asking of questions.</p>			20 Mins.

<p>11/10/20 17</p> <p>3.</p>	<p>Step 1</p> <p>Study time table</p> <p>Assignment</p>	<p>Explains the importance of studying time table.</p> <p>The researcher encourages the participants to plan their personal study time table.</p>	<p>The students responded with eyes full of surprises as they listen attentively.</p> <p>The participants in their various groups acted life situations in which they would like to be more assertive.</p>			<p>15 Mins.</p>
	<p>Step 2</p> <p>Overview of the concept of assertiveness and benefit of the training.</p>	<p>She summarizes key assertive principles to be discussed during the first session, defines assertiveness, and describes the homework assignments to be completed before the next session.</p>	<p>Watching, listening and writing.</p>			<p>15 Mins.</p>
<p>18/10/20 17</p> <p>4.</p>	<p>Step 1</p> <p>Consequences of low self-esteem.</p>	<p>She outlines the various consequences of low self-esteem.</p>	<p>The students listened and jotted some points down.</p> <p>They outlined how low self-esteem has affected their individual lives.</p>			<p>15 Mins.</p>

	<p>Step 2</p> <p>Goal setting</p>	<p>The researcher explains the meaning of goal setting.</p> <p>She outlined various skills of goal settings and its benefits.</p> <p>She taught the students how to imbibe the skills.</p> <p>Ask the participant to identify his or her goal, label what he or she would feel like in an examination situation.</p>	<p>Listened attentively.</p> <p>jotted points and asked questions.</p>			15 Mins.
	<p>Step 3</p> <p>Explaining low self-esteem and its benefit towards academic success</p>	<p>Explain the various benefits towards academic success.</p>	<p>The students listened and jotted with great enthusiasm.</p>			
<p>25/10/2017</p> <p>5.</p>	<p>Step 1</p> <p>The use of acronyms during examination preparation</p>	<p>Explain the use of acronyms during examination preparation.</p> <p>Narrate how negative childhood experience and other factors tend to becloud memorization.</p> <p>Outlined the things that make it difficult for people pass examination.</p> <p>Answered and asked the students questions.</p> <p>She gave assignment to the students.</p>	<p>The students listened and copied note.</p> <p>Some students outlined some of alternative positive or helpful thoughts to counter the negative beliefs of inability to pass examination.</p> <p>The students rehearsed and role played the modelled behaviours.</p>			15 Mins.

			Raised their hands answered and asked questions.			
	Step 2 Dealing with fear during examination.	The researcher explained the various causes of fear during examination. Outlined some of the reasons why people fail examination. Explained the importance of early preparation before examination. Enumerated the various ways of dealing with criticism.	The students listened and jotted down the clarifications. The students focused on the chalkboard as the researcher taught the lesson. Raised their hands answered and asked questions.			15 mins.
	Step 3 Steps towards examination success.	The researcher took roll calls and appreciated the students for being regular to the programme. She grouped the students and made them to demonstrate the various steps towards examination success.	The student showed great excitement in the researcher's lessons. The students role-played their personal life situations.			15 Mins.
1/11/2017 6.	Step 1 Activities in week 3 were repeated.	Rehearsed all the Activities in the week 3.	The students listened attentively. They role-played with their classmates.			15 Mins.
	Step 2 Activities in week 4 and 5 were repeated.	Rehearsed all the Activities in weeks 4 and 5.	The students listened attentively and jotted down the lectures. They are meant to brainstorm			

			<p>on the previous assignments.</p> <p>They will role-play all they will observe from the researcher.</p> <p>They will rehearse the steps necessary for obtaining success in an examination.</p>			
	<p>Step 3</p> <p>Revision and administration of post-test.</p>	<p>The researcher and the client made a review of the previous lesson on assertiveness training technique.</p>				
		<p>The researcher welcomes the students, praises them for being regular and punctual and dedicated to the end of the programme.</p>				

The researcher requests the students to give their cooperation. She receives and welcomes the students to the counselling programme. She announces that the programme has six weeks duration and that students will benefit from it if they come regularly and punctually. She then tells the student to make general introduction of themselves (the students introduce themselves). She commences by explaining the main topic which bothers on how to get rid of low self-esteem. She explained low self-esteem as a psychological construct that has many consequences on both the students and the school socially and academically if not enhanced. Socially, she continued, low self-esteem leads to social vices, kidnapping, armed robbery, abortion, sexual miscreants and its resultant unwanted pregnancy that leads to untimely death. Academically she continued, it can cause poor academic performance and

dropping out of school. She announced to the student that through the inventory administered to them earlier, that results showed the existence of low self-esteem in them and that it is necessary they learn how to help themselves get rid of the problem and have a better relaxed attitude toward daily life situation.

The researcher explained the importance of finding the times and places when and where to do one's work as essential to being successful and reaching one's goals. She further said that being more alert in the morning or early evening will help one decide when to schedule study time. She said it is also necessary to have a quiet place set up for studying, which should be free from distractions and that every material needed for effective study session like dictionary, notebooks, calculator etc should be available at hand. She emphasized on the importance of communication and establishment of positive relationship with one's instructors, she quoted the adage which says:- "If at first you do not succeed, try and try again" which translated that, "to succeed you need to exhaust all possibilities and paths to success until you reach your goal" explain further that the best way to lose one's fear of the unknown is to familiarize oneself thoroughly with challenges, so that it no longer remains an unknown She further explained on the importance of making preparations months in advance in order to have plenty of time to make progress, and make brain perform at its best provided one takes good care of his body, and physically maintain a healthy life style, including healthy foods, because one's brain needs good nutrition, adequate sleep short frequent breaks, reduction on dependence on caffeine or nicotine, avoidance of alcohol or smoking.

Question Time: The researcher welcomes questions from students which she answers to their satisfaction.

Closure: Before closing time she assigns the students to write out their patterns of following their academic work, when they go home. She thanked them for listening and contributing in the discussion and questioning.

Week 2

Date: 4/10/2017

Topic: Explaining self-esteem and its benefit towards academic success

Step 1: The researcher bid the students welcome as she asked after their welfare. She ensured that all the students were present in the classroom.

Step 2: She re-activated the awareness of the students towards the counselling programme by revising the previous things she communicated to them in the previous session. As she ask question, she listens to ensure that they are still in tune and interested to continue in the counselling programme.

Step 3: The researcher defined and explained the meaning of self-esteem. She also highlighted the numerous benefits accrued to getting the self-esteem enhanced for obtaining academic success.

Question Time: The researcher welcomes questions from the students which she answered to their satisfaction.

Closure: The researcher counselled the students to imbibe self-esteem in order to achieve academic success. She ask the students to ponder on what they have heard and they were asked to be expectant for the next session.

Week 3

Date: 11/10/2017

Topic: listing and identification of skills for academic pursuit and success

Step 1: The researcher welcomes the students and asks after their welfare. She ensured that all the students were present in the classroom.

Step 2: The researcher and the students reviewed the work of the previous session. She ask The students to read out the study pattern one after the other based on the assignment given to Them, as they read, she takes note of certain areas that need to be addressed and also motivate them further by compliments.

Step 3: The researcher lists out the needed things and skills required for academic pursuit and success and explained its importance to the students. The students were to: copy their notebooks up to date, revise their note books after class instruction, jot down key striking points in a separate jotter, note down vocabularies that must checked up from the dictionary and many others.

Question Time: The researcher welcomes questions from the students which she answered to their satisfaction.

Closure: The researcher counselled the students to imbibe revise and implement what has been taught as an assignment.

Week 4

Date: 18/10/2017

Topic: Application of personal studying time table and goal setting

Step 1: The researcher receives the students into the present session with a warm welcome. She also ensured that all the students were present in the classroom.

Step 2: The researcher and the students reviewed the work of the previous session; explained the need and importance for a personal studying time table. She taught them how to prepare a time table for personal study and made the students to try designing theirs one after the other.

Step 3: The researcher explained the need and importance for goal setting. She took time to define and explain; the meaning of a goal, lists out their various goals or objective in their jotters, how to meet their target and achieve their goals based on their time table. The researcher also educated the students on goal checking. It involves evaluating themselves to

discover whether their goal were met or not.

Question Time: The researcher welcomes questions from the students which she answered to their satisfaction.

Closure: The researcher counselled the students to prepare their personal time table and set their goal for academic achievement as an assignment.

Week 5

Date: 25/10/2017

Topic: the use of acronyms during examination preparation

Step 1: The researcher receives the students into the present session with a warm welcome.

She ask them to present their assignment on personal time table and goal setting.

Step 2: The researcher explained the meaning of acronyms as a word formed from the initials or other parts of several words. She taught the students how to make acronyms out of every lesson taught by the teachers in the classroom. The essence of the acronyms that will enhance easy access to memorization was explained to the students. The researcher and students reviewed the work of the previous session; explained the need and importance for a personal studying time table. She taught them how to prepare a time table for personal study and made the students to try designing theirs one after the other.

Step 3: The researcher explained the need and importance for goal setting. She took time to define and explain; the meaning of a goal, lists out their various goals or objective in their jotters, how to meet their target and achieve their goals based on their time table.

Question Time: The researcher welcomes questions from the students which she answered to their satisfaction.

Closure: The researcher counselled the students to imbibe, revise and implement what they Have been taught as an assignment. The researcher administered the post-test to the students.

Week 6**Date:** 1/11/2017

Activities in the week 3, 4 and 5 are repeated.

Termination: The researcher made the following closing remarks as written below: - You know that in your activities as students, you must be able to separate who you are from what you do. Although you should put in your best effort, you cannot use your performance to determine who you are or will be in future. You always have more capability than might have been apparent in a particular context, try again. You have many strengths and talents. You are not your grades.

The researcher highlights that from all they have discussed- be strong, positive and calm, plan time for relaxation it will boost your efficiency, use these study skills techniques to see yourself doing well and have your low self-esteem enhanced. She then advises them never to give up on themselves and she will announce to them that the day is the final session. The researcher thanks the students finally for their commitment, hard-work and cooperation. She finally advice them that they should continue practicing the study skills processes, which she believes will help them to fully prepare and be acquainted with their low self-esteem level thereby equipping them for a better performance in future. The post-test is administered finally. The researcher renders great compliments to the students and the entire members of the school for the cooperation granted to her in accomplishing the field work.

APPENDIX D: Distribution of the Study Sample by Gender and Group Variables

Group	Male	Female	Total
Experimental I (AT)	23	11	34
Experimental II (SI)	23	19	42
Control I	28	40	68
Total	74	70	144

APPENDIX E
CONSENT LETTER

Department of Guidance and
Counselling, Faculty of Education,
Nnamdi Azikiwe University, Awka,
Anambra State.
25/9/2017

The Principal,
Comprehensive secondary school,
Awo-omamma, Imo state.
Dear Sir/Madam,

REQUEST FOR PERMISSION TO CONDUCT A RESEARCH IN YOUR SCHOOL

This letter serves as an application to conduct a research study in your school. I am a postgraduate student of the aforementioned institution. I request to administer a psychometric instrument to your SS1 students. The purpose is designed for my research dissertation on the effects of assertiveness training and self-instruction techniques on secondary school students' low self-esteem in Orlu Education Zone, Imo state.

The research approach is experimental in nature. The study is meant to be beneficial to your students; the school and many others in assisting to enhance low self-esteem. Your students will have the researcher's assurance that their responses to the items in the psychometric instrument will be treated as confidential. Your assistance in granting permission to this request will be highly appreciated. Thanking you in advance for your much esteemed co-operation.

Yours faithfully,

Ahiaogu, Ifeoma Celestina
(The Researcher)

APPENDIX F

Department of Guidance and Counselling,
Faculty of Education,
Nnamdi Azikiwe University,
Awka, Anambra State.

Dear Scholars,

The psychometric instrument is index of self-esteem designed for a research project on the effects of assertiveness training and self-instruction techniques on secondary school students' low self-esteem in Orlu Education Cone, Imo state. The items in the questionnaire are specifically designed to enable you present your feeling and knowledge about your personality. You have the researcher's assurance that your responses to the items in the psychometric instrument will be treated as confidential. Thank you.

INSTRUCTION: The following instructions are a number of statements which indicate how people see or feel about themselves. It is not a test, so there are no rights or wrong answers. Please read each statement carefully and shade the appropriate number to the right of each statement to indicate how the statement has described how you feel about yourself.

Please tick (√) in the box, which best represents your opinion in each of the case below:

Name of School: -----

Sex: Male Female

Using these 5- scales:

Rarely or none of the time	-	1
A little of the time	-	2
Some of the time	-	3
A good part of the time	-	4
Most or all the time	-	5 indicate the followings:

INDEX OF SELF- ESTEEM (ISE)						
		1 Rarely or none of the time	2 A little of the time	3 Some of the time	4 A good part of the time	5 Most or all the time
1d	I feel that people would not like me if they really know me well.					
2d	I feel that other get along much better than I do.					
3	I feel that I am a beautiful person.					
4	When I am with other people, I feel they are glad I am with them.					
5	I feel that people really like to talk to me.					
6	I feel that I am a very competent person.					
7	I think I make a good impression on others.					
8d	I feel that I need more self-confidence.					
9d	When I am with strangers, I am very nervous.					
10d	I think that I am a dull person.					
11d	I feel ugly.					
12d	I feel that others have more fun than I do.					
13d	I feel that I bore people.					
14	I think my friends find me interesting.					
15	I think I have a good sense of humour.					
16d	I feel very self-conscious when I am with strangers.					
17d	I feel that if I could be more like other people.					
18	I feel that people have a good time when they are with me.					
19d	I feel like a wall flower when I go out.					
20d	I feel I get pushed around more than others.					
21	I think I am a rather nice person.					
22	I feel that people really like me very much.					
23	I feel that I am a likeable person.					
24d	I am afraid I will appear foolish to others.					
25	My friends think very highly of me.					

APPENDIX G

SPSS OUTPUT

Means

Report

Group		Pre_test	Post_Test
Assertiveness training	Mean	46.3676	29.7353
	N	68	68
	Std. Deviation	7.67804	2.93521
Self-instruction Technique	Mean	41.7619	30.1905
	N	42	42
	Std. Deviation	8.37479	4.33499
Conventional Method	Mean	42.7353	38.7059
	N	34	34
	Std. Deviation	7.73935	10.75211
Total	Mean	44.1667	31.9861
	N	144	144
	Std. Deviation	8.12662	7.08489

Analysis of Covariance

Between-Subjects Factors

	Value Label	N
Group 1.00	Assertiveness training	68
Group 3.00	Conventional Method	34

Tests of Between-Subjects Effects

Dependent Variable: Post_Test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2478.847 ^a	2	1239.423		
Intercept	1089.217	1	1089.217		
Pre_test	654.827	1	654.827		
Group	2235.279	1	2235.279	59.209	.000
Error	3737.467	99	37.752		
Total	115454.000	102			
Corrected Total	6216.314	101			

a. R Squared = .399 (Adjusted R Squared = .387)

Analysis of Covariance

Between-Subjects Factors

	Value Label	N
Group 2.00	Self-instruction Technique	42
Group 3.00	Conventional Method	34

Tests of Between-Subjects Effects

Dependent Variable: Post_Test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2308.270 ^a	2	1154.135		
Intercept	654.563	1	654.563		
Pre_test	945.805	1	945.805		
Group	1223.924	1	1223.924	24.548	.000
Error	3639.730	73	49.859		
Total	93804.000	76			
Corrected Total	5948.000	75			

a. R Squared = .388 (Adjusted R Squared = .371)

Analysis of Covariance

Between-Subjects Factors

		Value Label	N
Group	1.00	Assertiveness training	68
	2.00	Self-instruction Technique	42

Tests of Between-Subjects Effects

Dependent Variable: Post_Test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	107.658 ^a	2	53.829		
Intercept	2052.379	1	2052.379		
Pre_test	102.279	1	102.279		
Group	24.946	1	24.946	2.143	.146
Error	1245.433	107	11.640		
Total	99754.000	110			
Corrected Total	1353.091	109			

a. R Squared = .080 (Adjusted R Squared = .062)

Means

Report

Gender		Pre_test	Post_Test
Male	Mean	47.5926	29.7037
	N	27	27
	Std. Deviation	8.02525	2.67200
Female	Mean	45.5610	29.7561
	N	41	41
	Std. Deviation	7.42983	3.12874
Total	Mean	46.3676	29.7353
	N	68	68
	Std. Deviation	7.67804	2.93521

Analysis of Covariance

Between-Subjects Factors

		Value Label	N
Gender	1.00	Male	27
	2.00	Female	41

Tests of Between-Subjects Effects

Dependent Variable: Post_Test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	28.665 ^a	2	14.333		
Intercept	1153.246	1	1153.246		
Pre_test	28.621	1	28.621		
Gender	.823	1	.823	.098	.756
Error	548.570	65	8.440		
Total	60702.000	68			
Corrected Total	577.235	67			

a. Means

Means

Report

Gender		Pre_test	Post_Test
Male	Mean	43.3043	29.6957
	N	23	23
	Std. Deviation	8.63099	4.00494
Female	Mean	39.8947	30.7895
	N	19	19

	Std. Deviation	7.87327	4.74434
	Mean	41.7619	30.1905
Total	N	42	42
	Std. Deviation	8.37479	4.33499

Analysis of Covariance

Between-Subjects Factors

		Value Label	N
Gender	1.00	Male	23
	2.00	Female	19

Tests of Between-Subjects Effects

Dependent Variable: Post_Test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	119.371 ^a	2	59.685		
Intercept	745.216	1	745.216		
Pre_test	106.922	1	106.922		
Gender	31.070	1	31.070	1.861	.180
Error	651.106	39	16.695		
Total	39052.000	42			
Corrected Total	770.476	41			

a. R Squared = .155 (Adjusted R Squared = .112)