

**SELF-REGULATION TRAINING AND RATIONAL EMOTIVE BEHAVIOUR  
THERAPY ON SELF-DEFEATING BEHAVIOUR AMONG ACADEMIC  
UNDERACHIEVING SECONDARY SCHOOL STUDENTS IN ABEOKUTA, OGUN  
STATE, NIGERIA**

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## CERTIFICATION

This is to certify that this research work was carried out by Adeyinka Oriade **TONADE** (Matric No.166157) in the Department of Counselling and Human Development Studies, Faculty of Education, University of Ibadan, Ibadan, Nigeria.

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## **DEDICATION**

This thesis is dedicated to the Most High God, the Ancient of Days, the promise keeping Father and the Helper of my Destiny.

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## ABSTRACT

Self-defeating Behaviour (SdB) is a behavioural pattern that is motivated by uncontrollable poor outcomes such as failing important task despite best intention. Some secondary school students particularly in Abeokuta exhibit SdB, which partly accounts for their academic underachievement. Previous studies largely focused on the causes of underachievement and SdB with little attention paid to interventions for correcting such behaviour. This study, therefore, was designed to determine the effects of Self-regulation Training (SrT) and Rational Emotive Behaviour Therapy (REBT) on SdB among academic underachieving secondary school students in Abeokuta. The moderating effects of gender and locus of control (LOC) were also examined.

The study was anchored to Behaviour Theory, while the pretest-posttest control group quasi-experimental design with a 3x2x2 factorial matrix was adopted. The Multistage sampling procedure was used. Three Local Government Areas (LGAs) were randomly selected in Ogun State. Simple random sampling technique was used to select one public secondary school from each of the LGAs. Thirty senior secondary school II students with consistent previous records of low grades and who scored below the bench mark of 40% in English and Mathematics achievement tests and had scores above the threshold of 2.50 on the Self-defeating screening tool were purposively selected from each school. The participants were randomly assigned to SrT (30), REBT (30) and the control (30) groups. The instruments used were Self-defeating Belief Questionnaire ( $\alpha = 0.91$ ) for screening, Self-defeating Behaviour ( $\alpha = 0.87$ ), Rotter's LOC ( $\alpha = 0.83$ ) scales and instructional guides. The Treatment lasted eight weeks. Data were analysed using Analysis of covariance and Duncan post-hoc test at 0.05 level of significance.

Majority of the participants were females (65.6%), and had external LOC (60.0%). There was a significant main effect of treatments on SdB among the academic underachieving students ( $F_{(2; 88)} = 191.90$ , partial  $\eta^2 = 0.83$ ). The participants in the SrT improved better ( $\bar{x} = 37.10$ ) than their counterparts in the REBT ( $\bar{x} = 41.40$ ) and the control ( $\bar{x} = 61.20$ ) groups. There was a significant main effect of gender on SdB ( $F_{(1; 88)} = 4.77$ , partial  $\eta^2 = 0.05$ ) in favour of female participants ( $\bar{x} = 45.54$ ). The two-way interaction effects of treatment and LOC; treatment and gender and gender and LOC were not significant on SdB of the participants. However, there was a significant three-way interaction effect of treatment, LOC and gender on SdB among the academic underachieving students ( $F_{(2; 88)} = 3.30$ , partial  $\eta^2 = 0.08$ ).

Self-regulation training and rational emotive behaviour therapy reduced self-defeating behaviour among academic underachieving secondary school students in Abeokuta, Ogun State Nigeria. Counselling and educational psychologists should adopt these strategies to reduce self-defeating behaviour among underachieving secondary school students.

**Keywords:** Self-defeating behaviour; Academic underachieving students in Abeokuta; Rational emotive behaviour therapy; Locus of control

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Academic underachievement is a negative influence on the students, parents, school and the nation's development. It is a complex and challenging phenomenon which appears a never-ending discussion in educational sector. Academic underachievement is a discrepancy between child's school performance and some index of the child's actual ability such as intelligence, achievement, creativity score or observational data. Such discrepancy between potential and actual performance implies a wide difference between what a child ought to be able to do and what a child is really demonstrating (Rim, 2016). Most of the students who underachieve usually perform less academically in school than would be expected on the basis of abilities as indicated by intelligence and aptitude tests. Such learners are mostly magical in their reasoning; expected to be trusted with fames and fortunes, possess external locus of control and overly dependent on teachers, other learners and significant others for a success and are mostly found indulging in series of unhelpful behaviour (Rim, 2016; Karaduma, 2014).

According to Heacox (1991; cited in Gallagher 2015), academic underachievers are classified into different categories, namely: the rebels, the conformists, the stressed learners, the struggling students, the victims, the distracted learners, the bored learners, the complacent learners and the single sided learners. The rebels are the categories of learners that do not see any relevance in classroom activities. For this group of students, getting school homework done is always not interesting and usually lack vision for the future. The conformists feel pressure from peers and want to have a sense of belonging but to the detriment of their academic performance. The stressed learners are anxious underachievers who possess high level of self-doubt thereby affecting their academic functioning. The struggling students are those who got stuck when school work becomes more demanding and requiring more study skill. The victims are the learners who are not willing to accept responsibility

for lack of success in the school setting but rather ascribe their failure to lousy teacher, friends, and even inanimate objects such as dogs, furniture and so on.

The distracted learners are the learners who have problems outside the academic setting which later affect the school performance. Other forms of distractions could be that the learner involved in too many extracurricular activities or combines job (hawking) with schooling. The bored underachievers are usually afraid of failure thereby choose to stay uninvolved in academic work. The complacent learners are the categories of learners who are fond of procrastinating mostly with school work and personal responsibilities thereby resulting to low performance in academic work; while the single-sided academic underachievers, are those who have restricted interest in a particular subject, for example, Fine Art or any other subject of interest. This is why Heacox (2014) described academic underachievers as those students who are smart and capable of high performance but who only engage in work or subject area that is of interest to them.

Some common self-defeating behaviour that are peculiar to academic underachievers are: inconsistency pattern of achievement in school subjects, lack of concentration in classroom, day dreaming, clowning and other work avoidance strategies, poor study skills, poor study habits, non-completion or avoidance of assignments, refusal to take note in the class, inability to form and maintain social relationship with peers, over-assertiveness and aggression or over-submissiveness and timid social behaviour, inability to deal with failures, avoidance of successes, lack of insight about self and other poor literacy skills (Ogbonnia 2015). Consistent manifestations of all or any of these attributes are indices of self-defeating attitudes which are common among adolescents in secondary schools.

Yearly, the rate of academic underachievement of senior secondary school students in the country is alarming. For instance, since 2015, there has been steady decline in the percentage of passes in the results of public senior secondary schools students released by WAEC, especially in core subjects like Mathematics and English Language. The WAEC May/June 2016 examination results in Nigeria further revealed that out of a total of 1,544,234 candidates that sat for the examination, a total of 529,425 which represents 38.68% obtained credit in five subjects while 61.32% got D7 – F9 grades in the basic subjects (Zalmon & Wonu, 2017). Specifically, the

recent past(2015–2019) academic sessions in the public secondary schools in Abeokuta, Ogun State witnessed quite alarming woeful performance of candidates who sat for public examination in the State. This ugly situation really beckons for an urgent attention. Records have also shown that the State has been wiggling between 19<sup>th</sup> and 20<sup>th</sup> position on WAEC rating amidst the 36 States of the federation (Inyang, 2018).

Thus, whichever form academic underachievement takes and whatever factors that may be responsible, behavioural disturbance is inevitable to the affected students because failure to meet academic expectation mostly lead students to see themselves as failures and as a result placed self-imposed limit on what is actually possible (Adelodun, 2013). Also, such students tend to be doubtful about life success, portray low level of academic interest, socially withdrawn, develop low self-esteem, low self-concept, low self-efficacy, feelings of depression and development of series of Self-defeating behaviour (SdB).

Self-defeating behaviour is any deliberate or intentional behaviour that has clear, definite or probable negative effects on the person exhibiting the behaviour and on the person's general performances and conducts (Beaumeister, 2008). In a very broad sense, SdB could be manifested by anyone in response to any (given) circumstance. In actual fact, the rate at which underachieving secondary school students engage in such act is quite at an alarming rate. There are several cases of truancy, gambling, thefts, sexual- promiscuity, impersonation and the likes which are mostly manifested by secondary school students all of which are capable of causing failure or bringing troubles to the students. It is a kind of behaviour disorder which comes to play when someone habitually undermines himself or is drawn to a situation where he would be disappointed, fail or be mistreated. Actually, challenges in academic terrain are not unexpected but there are several healthy ways by which one can successfully navigate through. However, it has been discovered that in a bid to respond to academic challenges such as: persistent failure, academic disappointment and poor performances, most underachievers usually take on SdBs as the last option. Little did such underachieving students know that self-defeating behavioural patterns do possess the capacity of jeopardizing future and reducing an individual to a mere entity or a non-achiever if not timely harnessed.

Omar, Faisal and Qasem (2012) explain that self-defeating behaviour is a self-restricting strategy where people intentionally limit themselves in order to prevent responsibility for failure. Hence the usual saying that, “everyone is an architect of his/her fortunes as well as misfortunes.” SdB creates a block in the road of students’ success and does more harm than good to students indulging in such act. It is worthy of note that it is not the lack of knowledge, effort or even desire that keeps students from achieving set goals but rather the negative thoughts or the negative attitude that confuses the issue and disrupt the outcomes. In other words, SdBs is seen as acts that takes students away from optimal achievements.

Beaumeister and Scher (1988) identified three major types of self-defeating behaviour on the basis of intentionality. The first model is called “The Primary self-destruction.” This describes those individuals who deliberately and intentionally choose an action or character that brings harms/problems to self, (e.g. Truancy). The second one is called ‘Tradeoffs’ This is when a person chooses a certain option that has some benefits but also has the potential to cause more problems to the person as well (impersonation, substance use). The third category of self-defeating behaviour is “Counterproductive strategies.” This type involves individuals pursuing desirable outcomes but chooses a strategy that produces the opposite of the desired result, (e.g. procrastination). However, there may be several other types of SdBs that this study might not have captured due to the peculiarity of such behaviour to the person exhibiting them.

Most secondary school students engage in self-defeating behaviour for several reasons. For instance, when a student’s ego is threatened by persistent failure, inability to cope with academic rigours, etc., such a student could resort to SdB as a defence mechanism in a bid to cope with the academic challenges. Poor self-concept is another reason for self-defeating behaviour. The self-perception by an individual goes a long way in determining the type of character such an individual exhibits. Similarly, self-esteem is an obvious reason for behaving in self-defeating ways. Kernis (2003) opined that individuals with low self- esteem usually have feelings of poor acceptance and poor social interaction. David (2015) explains that lack of self-regulation, the inability to control oneself and adapt to situations of life – causes SdB. This implies that any students who could not: put himself together even when failed

in one attempt, determine to succeed, go back to the drawing board, or think of a positive way out when confronted with academic challenges, will most likely take solace in defeat and resign to fate.

Self-defeating behaviour could be in form of excessive worry, substance abuse, procrastination, compulsive behaviour, withdrawal, lack of motivation, fear of failure, inferiority complex, fear of stating one's point of view, guilt, mistrust, unrealistic fear, losing tempers, fear of success among others (Urell, 2008). In addition, individuals exhibiting such behaviour (SdBs) usually have pessimistic view of the world and mostly have the notion that everyone is born to suffer and die. Such students really don't see anything worth hoping or striving for and are mostly occupied with lots of "poor me" attitude. Also, if such students got entangled in challenging situations in academic terrain, thoughts of "no way out again" comes to their mind and it's usually sustained and acted upon. Consequently, such students usually have problems with success; dabbled into several tasks but end up completing none. Lateness to school and poor attendance in class are peculiar to such students and are mostly engulfed in all forms of uncontrollable habits (Furnham, 2016; Omar, Faisal and Qasem, 2012).

It should however be noted that any individual identified to be manifesting self-defeating behaviour does so in response to a particular challenging situation encountered in any field of endeavour, one of which may be underachievement and if not timely fixed could increase dropout rate or lead to criminality, prostitution, gambling, substance abuse, gangsterism and in extreme cases, suicide attempts. In spite of various researches on academic underachievement and its attendant effects among secondary school students by researchers, the issue remains a recurrent one that seems unabated in educational system. This may be due to inappropriate approaches employed to provide lasting solutions to the problem, this is why Sousa (2003; cited in Ogbonnia 2009) observed that the concept is a behaviour and not an attitude or habits. Thus, human behaviour can assume change over time and can be more directly modified as opposed to attitude. In other words, if academic underachievement serves as a precursor to SdB, behavioural approaches could be helpful in changing such behaviour. Consequently, the present study investigated the effectiveness of two psychological interventions, Self-regulation Training (SrT) and



Rational Emotive Behaviour Therapy (REBT) on self-defeating behaviour among academic underachieving secondary school students.

Self-regulation Training is the ability to monitor and control one's behaviour, emotions or thoughts and altering them in accordance with the demands of the situation (Cook and Cook, 2009). As a matter of fact, there are significant overwhelming events in individuals' life, which can result in changes in the nervous system which may negatively impacts the way a person feels and relates to others. Take for instance, a creature that is tackled with a life intimidating circumstance in their natural habitat may respond in nature by hostility, fleeing or chilly and if the mammal ultimately stays alive, it releases the energy from its nervous system through quivering, wavering and twitching. This discharge leaves the living thing ready to fully counter any subsequent threat and such mammal can move through this progression timeless number in a day without experiencing any negative effects or exhibiting symptoms of trauma. In the like manner, human beings only differ from animals in the area of a well-developed "neo cortex or thinking brain" but are identical in innate responses to threat. In line with this, Miller (2016) explains that self- regulation is a gentle, mind and body modality that works with the nervous system to heal the events of life that have been overwhelming. That is, when the nervous system becomes deregulated or imbalance, there is probability of an individual to begin to experience such symptoms as depression, examination anxiety, sleeplessness, fear of success, irritability and other mental, emotional and physical symptoms. It is believed that, SrT will assist individuals to acquire basic skills in effective self-control that will enable an individual to develop a positive thinking about self, others and the external world; be self-determined to be successful in any field of endeavour and then stamp out any form of "poor me" attitude.

SrT focuses on three major aspects of an individual. These are the physical, emotional and cognitive aspects. The physical self-regulation has to do with learning about the warning signs and how to calm down when feeling these warning signs. The emotional self-regulation deals with learning about how to accurately label one's emotion and express them in healthy ways and as well take ownership of them. The cognitive self- regulation is all about learning to identify and challenge unhealthy thinking, get needs met in healthy ways, plan and solve problems. Thus, SrT assists

school going adolescents to strike a balance in the nervous system so as to regulate the bodily reactions to life occurrences; feel a sense of control; experience an overall sense of psychological well-being and ability to manage an unavoidable academic stress (Canadian Foundation for Trauma Research and Education, 2013).

Since most SdBsemanatefrom lack of self- regulation, researchers have stressed that the rightful application of SrT would be beneficial in enhancing students' better academic performance, problems solving skills, reading comprehension, physical health, emotional wellness, positive social interaction, higher level of intrinsic motivation, self-worth, perceived competence, self-efficacy, moral cognition and moral conduct, fewer behaviour problems and lower level of psychopathology (Cook and Cook 2009; Schunk and Zimmerman, 2007).

Another therapeutic intervention used in this study is Rational Emotive Behaviour Therapy (REBT). The therapy was propounded by Albert Ellis in the 1950s, and has been proved to be effective in the management of various forms of maladaptive behaviour. The therapy is a detailed, active directive, philosophically and empirically founded. It centres on how to help people to resolve emotional and behavioural problems and disturbances so as to lead a happier and more fulfilling life. The theorist had earlier practiced psychoanalysis but later came to disagree with its view point that any emotional problems suffered by an individual have their roots in the early childhood experiences. In seeking to develop a more reasonable, more practical but quite different therapeutic approach, Ellis (1950) got an inspiration from among other sources, Epictetus, a first century AD Greek philosopher, who posited that "people are disturbed not by things but by the views which the disturbed person takes of such an event or circumstance." This statement primarily forms the cornerstone of REBT.

In addition, Ellis (1962) differed strongly with some Orthodox theologians that the stimulus (S) caused a response (R) but proved the fact that the organism (O) intervened between S and R. and then emphasized the "system of faith". In the ABC model that was later upgraded to the ABCDE model. A represents the activation event. This event follows b, belief. This belief will then have an emotional or behavioural result, described as C. If the belief is irrational or follows negative

consequences, according to REBT, it would need to be changed. This change occurs through the introduction of a disruptive intervention, classified as D. Essentially, D is the application of ways to help clients challenge their irrational beliefs. This intervention will follow E, some new impact, and the new effect will lead to a new feeling and a new behavioural change. In other words, REBT assumes that if the evaluator's belief about "A", the activation factor is static, divorced, phantom and dysfunctional, "C", the emotional and behavioural result is likely to be destructive and self-destructive. Conversely, if a person's faith is preferred, flexible and constructive, the result is likely to be self-help and constructive.

Although, REBT has been used to treat series of maladaptive behaviour such as depression, addiction, guilt, shame, avoidance, anxiety, mental health of athletes and the likes (Turner, 2016). Nevertheless, the study expectantly hopes that it would be beneficial to individuals experiencing SdB and as a result make such individuals emit desirable behaviour and live a well-adjusted lives. However, there are several extraneous factors both internal and external that can influence the effectiveness of the two interventions considered in the study. On this premise, this study considered gender and locus of control as moderating variables.

Gender is a social construct which refers to the ways in which societies distinguish between boys and girls; men and women and assign them social roles. In other words, gender is a conceptual category referring to masculine and feminine qualities, behaviour patterns, roles and responsibilities (Kelleher and Jha, 2006). Locus of Control (LOC) however is a person's belief about controlling life events. LOC is simply an individual's response to the circumstances. Individuals often feel personally responsible for the events that occur to them. The persons in this category are said to have internal control while individuals who have an external control centre usually feel that the results in life are determined by forces beyond control (Hills, 2016; Findley & Cooper, 1983; Smith, 2003). In other words, the place of the control means the extent to which a person believes that the occurrence of life depends on his own behaviour and therefore can be controlled or, alternatively, whether the events are the result of non-emergency factors such as luck, fate or others (Elliot, 1997). Apparently, most people fall between these two parties, to form a constant distribution of the position of control beliefs.

The rationale for the moderating variables is that both gender and locus of control are prominent factors on self-defeating behavioural patterns among school going adolescents as established on existing literature (Kelly, 2016; Ozer & Ferrari, 2011). Thus, the study utilized both gender and locus of control to moderate the effect of the two psychological interventions on the self-defeating behaviour of academic underachieving students in secondary schools.

## **1.2 Statement of the Problem**

Over the years, the results of most public senior secondary school students in both internal and external examinations have become so worrisome to students, parents, teachers, researchers, counselling psychologists and the larger society. More disturbing are the negative implications of the poor outcomes of the internal and external examinations (NECO-SSCE and WAEC-WASCE) on the psychological wellbeing, general conducts, future educational advancements and life attainments of the concerned students. This unsatisfactory development of recurring poor performance of students in public senior secondary schools across the nation apparently portrays the affected as underachieving students. Most academic underachieving students usually conclude that, it is difficult to perform above certain criterion/level. Consequently, disruptive tendencies, extreme coldness or quietness in classroom, poor attendance, feeling like a victim, poor organizational skills, to mention but a few, are mostly manifested by the affected students.

More often and compounding, underachieving students are mostly called different names as ‘never-do-well’, ‘moron’ or ‘dullard’ by their teachers, parents and peers. As a result, majority of the underachieving students usually lose confidence in self, their teachers, parents and peers, and as such, become doubtful about life success, portray low level of academic interest, become socially withdrawn, develop low self-esteem, low self-concept, low self-efficacy, feeling of depression and the likes. These negative attributes often interact to suppress students’ academic achievement and mostly trigger the development of SdBs among underachieving secondary school which has led to psychological and social problems such as: heightened poor academic performance, school dropout, several forms of aggressive behaviour and suicide attempts as last option. Several efforts have been made to

provide lasting solution to the menace but have yielded little or no result probably due to inappropriate approaches employed in fixing the problem.

With regards to Ogun State in the Southwest Nigeria, the State government and the educational administrators often take pride in acknowledging and rewarding secondary school students with outstanding performances in public examinations, especially through presentation of scholarship awards to the successful candidates and awards of excellence to the managements of the schools that present such candidates. As commendable as this appears to be in the State's bid to motivate performing students in their academic pursuits and gain further recognition as a frontline State that cherishes educational values and attainments in the country, it is pertinent to observe that the percentage of academic underachieving students who have not been favourably considered but rather neglected to bear their burdens is still on the high side (Yusuf, 2015). Whereas, such underachieving students can as well come out with good performances in both internal and external examinations like their achieving mates if appropriate measures are taken to assist them to overcome the basis of underachievement which culminated to the manifestation of SdBs.

It is pertinent to note that most of the students who suffer from SdBs are able to recognize the fact that the behaviour is unhelpful and could hamper their ability to succeed; but the challenge is that these students are seemingly unable to change the negative behaviour to a more constructive pattern unless such learners are helped with necessary psychological interventions. Therefore, if left unattended to, through therapeutic interventions, such academic underachievers would apparently become torn in the flesh of the performing students later in life and constitute nuisance to the society at large. It is on this premise that the researcher investigated the effectiveness of SrT and REBT on SdB among academic underachieving secondary school students in Abeokuta, Ogun State.

### **1.3 Purpose of the Study**

This study mainly investigated the effectiveness of SrT and REBT on Self-defeating behaviour among academic underachieving secondary school students in Abeokuta, Ogun state. Specifically, the study:

- examined the main effect of treatments (SrT and REBT) on self-defeating behaviour among academic underachieving secondary school students.
- investigated the effect of locus of control on self-defeating behaviour among academic underachieving secondary school students.
- determined the effect of gender on self-defeating behaviour among academic underachieving secondary school students.
- examined the effect of treatments and locus of control on self-defeating behaviour among academic underachieving secondary school students.
- investigated the effect of treatments and gender on self-defeating behaviour among academic underachieving secondary school students.
- determined the effect of gender and locus of control on self-defeating behaviour among academic underachieving secondary school students.
- ascertained the interaction effect of the treatments (SrT and REBT) and the moderating variables (gender and locus of control) on self-defeating behaviour among academic underachieving secondary school students.

#### **1.4 Hypotheses**

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant main effect of treatments on self-defeating behaviour among academic underachieving secondary school students.
2. There is no significant main effect of locus of control on self-defeating behaviour among academic underachieving secondary school students.
3. There is no significant main effect of gender on self-defeating behaviour among academic underachieving secondary school students.
4. There is no significant interaction effect of treatments and locus of control on self-defeating behaviour among academic underachieving secondary school students.
5. There is no significant interaction effect of treatments and gender on self-defeating behaviour among academic underachieving secondary school students.
6. There is no significant interaction effect of gender and locus of control on self-defeating behaviour among academic underachieving secondary school students.

7. There is no three-way interaction effect of the treatments, gender and locus of control on self-defeating behaviour among academic underachieving secondary school students.

### **1.5 Significance of the Study**

The effectiveness of any well conducted research to the general populace is to serve as an eye-opener to the various causes of nagging issues or long standing challenges in the domain of study and to proffer possible way forward. Consequently, this study would be of great assistance to the students, parents/guidance, educational administrators, school counsellor, the policy makers, government and researchers.

The students who are the direct beneficiaries of the learning outcomes, would be much acquainted with the details of self-defeating behaviour and its attendance effects on academic performance. The outcome of the study would also make obvious the potency of self-regulation training and rational emotive behaviour therapy on self-defeating behaviour of academic underachievers. Consequently, the students would be well enlightened that response(s) towards events of life bring about the consequences encountered and not the life occurrence or activating agents itself. As a result, the students would be able: to confidently control their learning environment; live above inferiority complex amidst their counterparts; adapt to a well-adjusted life and contribute meaningfully to the growth of the society and as well overcome any form of behavioural disturbances and psychological imbalance that could hamper desired learning outcomes.

The outcome of this study would enable the parents and guardians to rebuild their hope on the child whom they might have written off. This is because the rightful application of SrT and REBT would greatly enable the affected child to believe in 'self' as a performing entity and not a complete failure. The study would also be beneficial to educational administrators, as well as governments at all levels. The outcome would assist the government to see the need to employ and empower more counsellors in schools for effective discharge of their duties. It will also help the school authorities to understand the fact that every child is important and the need not

to give up on any underachieving student, but rather refer them to school counsellors if found exhibiting self-defeating behavioural patterns.

Through the result obtained from this study, the policy makers would also see the need to review the school curriculum and make it flexible so as to accommodate the educational need of an average learner. This is because rigidity of the contents of the subject-matter at times contributes to students' failure.

Furthermore, the study would enable school counsellors to adopt the two interventions, SrT and REBT as psychological techniques in handling students with self-defeating behaviour. Most importantly, the study would serve as a bridge to the gap between research and practice. That is, people will be more aware of the effectiveness of psychotherapies on behaviour rather than ascribing all self-defeating behaviour to any form of spirituality. The output of this study will equally help to determine the efficacy of SrT and REBT on specified behaviour and will serve as reference material to others that may be interested in carrying out similar study. More importantly, the outcome of this study will add to the existing body of knowledge in providing additional literature on self-defeating behaviour among academic underachievers in secondary schools in Nigeria.

## **1.6 Scope of the Study**

This study investigated the effectiveness of SrT and REBT on Self-defeating behaviour among academic underachieving secondary school students in Abeokuta, Ogun state. It also explored the overriding effect of gender and locus of control on Self-defeating behaviour among the participants. The participants were male and female academic underachieving secondary school students.

## **1.7 Operational Definition of Terms**

Terms are operationally defined as used in this study:

**Self-defeating Behaviour:** This is any deliberate or intentional behaviour that has clear or definite negative effects on underachieving secondary school students.

**Self-regulation Training:** It is a therapeutic training that helps underachieving secondary school students to monitor and control their thoughts, emotions and behaviour in order to successfully navigate their learning experiences.



**Rational Emotive Behaviour Therapy:** It refers to a comprehensive cognitive behaviour therapy that teaches underachieving secondary school students on how the belief system largely determines how one feels and acts towards life occurrences.

**Locus of Control:** This is a person's perception about the underlying root causes of success or failure in life endeavour.

**Academic Underachievers:** These are secondary school students who perform less than expected in school on the basis of abilities as indicated by aptitude tests.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

This chapter deals with the review of relevant literature. The review was done both theoretically and empirically.

#### **2.1 Theoretical Review of Literature**

##### **2.1.1 Concept of Underachievement**

The great importance of Education to the development of any nation cannot be over emphasized. However, the downward trend in the nation's educational programmes and outcomes has really been of global concern. The most worrisome is the underachievement among school age students. Overtime, several authors have explored the concept of underachievement from different perspectives and have come-up with diverse definitions. According to Aremu (2003; cited in Ogundijo, 2014), academic underachievement is a performance adjudged by the examinee/testee and some other significant as falling below an expected standard. That is, a child's performance that does not commensurate with the child's ability and the desired expectation.

Balduf (2009), also defined underachievement as a severe discrepancy between expected performance measured by standardized achievement test scores, cognitive or intellectual ability assessments and actual achievement as measured by class grades and teacher evaluations. Similarly, Nooe and Dipane (2014) defined academic underachievement as failure to meet the academic requirements of the school setting. Also, Shappiro (2011) explain that academic underachievement is a child's poor function in the classroom. Uwakwe, Oke and Aire (2000) opined that underachievement is a broad term that envelops academic failure and poor academic performance. According to these authors, academic failure is the performance that falls below a specified standard, usually called a pass mark while poor academic performance is a performance that falls below a desired standard. That is, students who fail to meet up with the set standards pass mark and possibly with a desired standard mark are said to have underachieved.

According to Giorard and Smith (2004), underachievement simply means low achievement. That is, lost connection between child effort and result. Gillis (2005) noted that low achievement is the failure to realize potential, particularly in terms of specific educational outcomes. Potential is one of the basic principles in the provision of education as defined in the UN Convention on the Rights of the Child (1989). Article 29 obliges signatory states to agree that child education must be directed to the development of the child's personality, talents, mental and physical capacities to the fullest extent possible. Mofield, Parker, and Ghosh (2015) express the view that academic failure is a situation in which student's performance does not meet expectations based on measured student potentials. These authors further reiterated that poor academic performance is often influenced by three major stresses: (1) the need to be extra smart, intellectual or both; (2) the desire to be very creative and unique, which can be translated into non-conformity and (3), quests for admiration by colleagues on the appearance and popularity.

Many other scientists have both introduced the diversity of the definition of the concept of achievement. Luus (2011) stated that low achievement is: failure to achieve good results in school, inadequate use of potentials or failure to achieve self-realization. It was also emphasized that academic achievement is a significant difference between the potential and performance indicated against the scope of assessments in the school context that indicate high performance. Gagne (2011) states that poor achievement comes to play when gifts do not develop into talents, perhaps by choice of the student or by the interaction between students' personal qualities such as abilities and environmental factors. Underachievement can also be considered as the product of multiple variables at the external and internal levels. These external variables include environmental factors such as family and school. While internal variables may include low effort, avoidance of tasks, low self-expectations or extremely high and desires for social acceptance. In addition, Smith (2007) identified lack of motivation for the student, attitudes toward schooling and the background of the home.

On the contrary, Nooe and Dipane (2014) opined that underachieving learners might not really lack motivation as thought other scholars but might only be distracted by extracurricular activities within and outside school premises. This is why Mandel

and Marcus (1995); Voegeli (2013) asserted that underachieving students are highly motivated learners but in directions other than getting good grades. Mandel et al (1995) explain further that a student who appears disinterested, fails to contribute to classroom discussion, turns in shoddy homework and most times lays head on the desk is highly motivated to keep silent in the classroom and not to participate and the simple meaning of such act is that the student is not motivated to do what the teacher has asked them to do.

Ogbonia (2009) express the opinion that in considering the actual meaning of underachievement, abilities and performances of a learner should be regarded as non static phenomena but that which are inconstant flux and that can assume change over time. It was further emphasized that students' performance varies at different times and could be better depending on the degree of preparation before examinations and that the same student with the same amount of preparation may not even perform well, as at other times. It was equally reiterated that failure to perform to the expected level may be as a result of factors external to the student's intellectual and cognitive ability as well as emotional, behavioural and maturational issues. Thus, if students see themselves as failure, such students may eventually place self imposed limit on what is possible (Rogers, 2012). Be that as it may, the common denominator to the concept of underachievement is the inability of the learners to maximize the potentials in academic arena. That is why such learners are mostly referred to as underachievers in educational setting.

Underachievers are the students who perform more poorly in school, typically as school grades became worse than predicted mental or educational ability. The ability is usually measured by intelligence quotient (IQ), aptitude, or educational achievement tests (Fei, 2016; Reis & McCoach, 2000). According to Voegeli (2013), underachievers are students who have not figured out how to learn productively or those who choose not to make a concentrated effort in school. That is, the set of students who resist achieving academically, wasting talents and potentials as the end result. In the view of Sousa (2009), underachievers are the group of learners who do not perform according to expectations in a particular subject area. Such learners do not show interest or do well in their studies and may be adjudged to have been limited by culture, language, and gender from performing to the optimum.

Regardless of how underachievement is defined, it has been noted to have far reaching effects on student's psychological wellbeing as well as future life choices. It is equally significant to series of self-defeating behaviour (SdB) such as lowered academic self-concepts, lower expectations for future success, truancy, substance abuse, and delinquencies, early school leaving or drop-outs and gangsterism (Townsend, 2016; Fortni, Marcotte, Potvin & Joly 2006, Kanevsky & Keighly, 2003). The consequences of which can yield increased social costs including a greater reliance of social assistance. That is, people who underachieve while in school might not be able to gain meaningful employment to support themselves and family members later in life and at such instance might lead to dependence on friends and relatives for general welfare, housing, health care and in extreme cases may even turn to crime.

### **2.1.2 Prevalence of Underachievement among Secondary School Students**

A developing collection of research has revealed that underachievement is a scourge that wins at all capacity levels – the monstrosity of which isn't confined to specific gatherings neither restricted to poor people; however, that which influences understudies from both lower and higher pecuniary status. Aremu (2003; referred to in Ogundijo, 2014) expressed that scholarly underachievement isn't just disappointing to the learners and the guardians however that its impacts are similarly grave on the general public. In times gone by, the western education came into Nigeria through the South-west region of Nigeria, Ogun State to be specific and this undeniably made the region had an edge in educational progress vis-a-vis other geopolitical zones of the country. However, the recent breakdown made it obvious that those other parts of the country have not only aligned with, but have widely overtaken the South-west in academic race. This is traceable to the past five years of leading by the South-east and South-south States in the WAEC rating leaving Ogun State in the rear position. For instance, since 2015-2019 while the schools in the South-East soar higher in the WASSCE academic year, Ogun State has been wiggling between 19<sup>th</sup> and 20<sup>th</sup> position while Lagos State is the only Southwest State that remains amidst the top 10<sup>th</sup> position (Inyang, 2018; Oluwole, 2017).

Available figures made it known that over 1.6 million applicants wrote the May/June 2019 examination in Nigeria, 1,020,519 entrants which translates to

64.18% got credits and above in basic subjects while 1,309,570 candidates representing 82.35% obtained credit grades in the least of five (5) subjects with or devoid of English Language and/or Mathematics (Komolafe, 2019). Even at that, it is perturbing to note that Ogun State still could not rise above the bottom list of 19<sup>th</sup> position amongst the 36 states of the Federation. In the same 2019, mass failure of candidates that sat for the West African Senior School Certificate Examination (GCE) was also recorded. Available statistics revealed that out of 12,202 applicants that was enlisted for the examination, 11,892 (6,180 male and 5,712 female) were examined, out of which only 3,102 candidates which translate to 26.08% made credit grades in the basic subjects, leaving about 73.92% at a disadvantage while the results of about 3.16% was withheld due to various cases of examination anomalies. The overall performance in the examination could therefore be adjudged as appalling as merely 26.08% of the candidates that participated in the exam got results that met the criteria for university admissions. The implication is that some of the larger percentage who were not so fortunate to meet up with the required grades might feel discouraged and loose interest in schooling and likely revert to series of unhelpful behaviour. More worrisome is the fact that not more than 17.5% of over 11,000 entrants in the 2018 West African Senior School Certificate Examination obtained credit passes and above in basic subjects together with English Language and Mathematics (Odunsi, 2018). Counting down to 2015, Ogun State with 75,994 entrants remained in the 19<sup>th</sup> position in the West African Senior School Certificate Examination. Available records showed that 25,006 candidates which amount to 32.89% obtained the required grade levels particularly in core subjects leaving about 63.5% at the poor ends (Abbah, 2016; Yusuf, 2015; Eguridu, 2015; Akinfolarin, Babalola & Aladetan, 2017). However, the Federal Government had to postpone the 2020 WAEC and NECO Exams indefinitely due to an emergence of nationwide pandemic, COVID-19, while the stakeholders earnestly await the smooth conduct and outcome of the examination when the coast is clear. It is the believe of the researcher that the prompt utilization of the product of this study would yield positive outcome both on behavioural adjustment and better academic performance of school going adolescents in subsequent attempts.

### **2.1.3 Characteristics of Academic Underachievers**

Karaduma (2014) reported that the real capacity of the achievers may be masked because of their low tendencies, which are often detected by poor, stable performance, low IQ, or achievement scores over time, a large difference between IQ scores and tests achievement and a significant difference between achievement test scores or clear academic skill levels and school grades. Underperforming students sometimes fail to meet school requirements and this mostly tempts parents and teachers to believe that the current level of student performance is a precise reflection of the child's abilities and skill levels. Furthermore, Akban, Ojinnaka and Ekanem (2010) confirmed that behavioural disorder is one of the hallmarks of academics underachievers. One of these is aggressive behaviour. Aggression is a strong, verbal or physical action that may be appropriate, preventive or inappropriate, as in the case of hostile or destructive behaviour. Underperforming trainees have been found to be aggressive, hostile or disgruntled (Reis and Mc Coach, 2000). It has also been shown that such learners engage in lots of troubles that eventually lead to distraction from schoolwork, resulting in scores lower than the learner's competence (Nooman, Hanif & Rina, 2016). According to Ogundokun and Adeyemo (2010), most academics suffer from some personal deficits, such as severe anxiety, self-humiliation, defensive behaviour in the face of power, a sense of rejection, and unrealistic goals. Von (2007) reported that academic trainees usually portray low self-esteem; low self-concept, low self-efficacy and are usually isolated. It was also emphasized that the categories of learners who visualize these qualities don't always believe in their ability to perform better in school.

It has also been found that learners with Attention deficit hyperactivity disorder (ADHD) usually have problems in attracting attention in the classroom for a long period of time and are easily distracted, leading to reduced achievement (Neuman,2014). According to Osiki and Busari (2002), academic students must be depressed persons. Depression is characterized by inability to focus, negative thinking and low energy level, and it's capable of interfering with the normal academic functioning. The social trend is another feature identified. Rees and Mac Koch (2000) reported that academic trainees tend to be more social than academics. In other words,

these learners do not always see the need for learning but prefer events/activities outside the classroom/ school settings. This is why Karaduman (2014) reported that most students who are not academically successful usually have an outside interest where their talents and abilities are displayed to the maximum. Such areas can be: computer games, music and dance, sports activities, active volunteers in their religion or community organizations and so on. In addition, poor performing trainees were found to be less dependent on their character. That is, being able to recover from high-stress situations – to be able to cope well with stress and have lesser psychological, behavioural or educational problems (Traver, 2004). Heacox (1991) reported that underachievers are noted for certain characteristics such as disruptive tendencies, extreme coldness or quietness in classroom, poor attendance, feeling like a victim, under challenged, poor organizational skills, procrastination, fear of success and fear of failure.

Furthermore, David, Rim and Siegle (2011), stated that differential thinking pattern is a correlate to underachieving performance. Thinking has to do with storing perceived information and remembering. Lack of convergent thinking skills is another feature of underachievers. Rathus (2006) posit that underachievers are more of divergent thinking skills as it affords them the opportunity to paraphrase when answering questions. In the like manner, underachievers are noted for poor performance on sequential tasks (repeating digits sentences, coding, computation and spelling). It was emphasized that underachievers usually have problems with memorizing details and as a result, spends extra time and effort before information could be grasped and retained and again, ability to regurgitate is always a barrier. One of the very many distinguishing characteristics of underachievers is lack of insight and critical ability. Critical thinking is a reflective thinking that affords an individual to be insightful before any decision; lack of insight and critical ability usually prevents underachievers from relating new information to the prior knowledge. Similarly, prompt use of defence mechanisms is not farfetched from underachievers. This is done in order to compensate for the threatened ego. In addition, underachievers are mostly found employing maladaptive strategies in response to the challenging situations encountered in their studies. However, those maladaptive strategies are usually



unsuitable and improper for normal functioning or academic survival (Boyd and Bee, 2006).

#### **2.1.4 Types of Academic Underachievers**

Different types of underachievers within the school setting have been identified on the basis of outrageous poor performances and several other forms of distinguishing characteristics (Gallagher, 2015, Chere & Hialele 2014; Menezes. 2014 and Roberts, 2004). Some of the identified categories are: coasting, anxious, identity-search, deviant and wheel-dealer underachievers. Each of these types manifests behaviour that are self-defeating in nature. Coasting underachievers are otherwise known as the “complacent learners”, “passive paul learners” or “dependent conformers.” This group of underachievers does not only procrastinate with school work but also neglect personal responsibilities which culminate to poor grades. Rahal (2010) reported that the coasters are the easygoing, lazy and unmotivated underachievers who do not appear to have any significant problem that justifies continuous poor performances. Such learners operate on the platform of flimsy excuses and series of avoidance strategies to school work. In addition, such learners are usually found giving up at the slightest provocations and settles for low marks or poor grades.

Another type of underachiever is the anxious underachiever. The anxious underachievers are worriers. These set of learners nurses fear of failure and never thought the work done is in anyway good enough. The anxious underachievers look at the world through other’s eye rather than theirs. Such learners are fond of looking ahead and imagining the worst. The anxious underachievers are also known as “the stressed underachievers and perfectionists” who worry a lot about their failures and as a result begin to avoid school under the disguise of physical ailments or any other avoidable grounds (Sue and Sue 2003).

The identity searching underachievers are the categories of learners that are so opinionated and so determined to be dependent to such an extent of getting distracted from their school work (Marcus and Mendel 1995). Learners in this category are always in search to discover what is meaningful and to avoid what is considered

meaningless such as being motivated to succeed in some subjects but not others when it comes to their school work depending on the value attached to each subject. For example, an identity searching learner, who is willing to become a newscaster, may not want to put in any effort in Mathematics or any science related subjects. This behaviour is prominent among school age in mid to later adolescence and by the high school level (Rahal, 2010).

The defiant underachievers usually turn everything into power struggle. Kumar (2012) viewed the defiant underachievers as such learners who usually feel insecure, possess low sense of self and are mostly being caught between independence and dependence world. The defiant underachievers often times see themselves as separate individuals in the adult world but without solidified sense of self. Such learners are mostly caught in the web of striving to find what role to occupy such that it becomes a great deal to record success. These set of learners are oppositional learners that are constantly at parallel ends with the authority figures and significant others around them (Ogundokun & Adeyemo, 2010). This type of learners usually do things that annoy others all in the pretence that “I don’t know” and mostly blame others for their actions. It was further stressed that such learners unconsciously get caught in the substantiated belief that freedom and independence are achieved by defying the authority. Other characteristics of the deviants’ underachievers include; temperament, argumentative traits especially with authority and are fond of shifting blames of failure on others both animate and inanimate objects (Rimm, 2016; Kumar 2012).

The Wheeler-dealer underachievers are the gathering of students who take part in all types of hostile social practices, for example, lying, cheating, harming properties and skipping classes. The wheeler-dealer underachievers frequently centres around exercises that have minimal long haul esteem while overlooking significant encounters important to their prospects. Such students usually keep other wheeler-dealer underachievers as companions thus moving in groups; show little enthusiasm for centre subjects and goes about as though nothing is at stake. Such students are noted for-conflicting patterns of display, accusing others or occasions out of hand, profoundly innovative in undue rationalization, steady shirking in moral obligation regarding disappointments, or even at times for their triumphs. Also, these under-achievers generally pass their concerns to other people and latently await another person to

assume responsibility for their conditions. The wheeler-dealer underachievers often live for the minute and for the prompt prize subsequently the indication of certain introverted conduct, such as, cheating, lying, taking and the preferences. These students are such that doesn't have tolerance to do any sort of tranquil and industrious reasoning that school work requires but instead put little exertion in their school work (Kumar 2012). Despite the fact that, students in all the distinguished classes show indications of self-defeating behaviour, be that as it may, the identity searching underachievers are the fundamental focal point of this assessment on the grounds that these groups of students are in the youthful stage and are susceptible to series of SdBs.

### **2.1.5 Causes of Underachievement**

There are many factors that cause academic underachievement. Banerjee (2016) reported that underachievement of school going adolescents are majorly facilitated by perceived discrimination, oppositional culture, less supportive schools and teachers, futility culture-temporary immigrant status, neighbourhood effects and several forms of familial factors. Furthermore, Karaduman (2013) classified causes of academic underachievement into; individual, family, environmental and school related factors.

#### **Individual / Family factors**

The individual related factors are the factors resident in individual learners that majorly hamper good academic achievement. Some of these include personality features (low self-esteem, low self-efficacy, being more socially than academically oriented, anxious, impulsive, low self-concept, inattentive, hyperactive or distractible; lack of insight and less resilient). According to Rimm (1996); Fei, (2016), physical and long term illness might be responsible for child's underperformance. It was emphasized that a student that misses school for a specific period of time due to ailment might not be able to catch up with his peers at his return. According to Shapiro (2011), academic underachievement might be as a result of difficulty in reading and writing, attention deficit hyperactivity disorder (ADHD) or mixed, receptive – language-disorder (Tuner 2008). Also, Mc Athur et al (2001) posited that students with RELD may have difficulty in reading and writing and as a result, poses difficulty with arithmetical word problems. In the view of Reis and Mc Choach (2000), negative peer influence can account for underachievement. It was further

emphasized that sometimes students tend to be highly peer oriented to the level of avoiding school work or trying to perform at levels more like peer group for the sake of peer approval.

Family factors in underachievement trend among school going adolescents usually emanate from family background. Ableman (2007: cited in Luus, 2011) reported that family factors that contributes to child's underachievement may be parenting style (authoritarian parenting style) where parents place demands on a child that is usually beyond the chronological age and ability level of the child. It was further stated that family factors may be as a result of parent's socio economic status, language barrier (if foreigner), motivation modelling, parents time to time relocation that warrants change of school, divorce and the likes. Voegeli (2008) expressed that poor nutrition may also be a cause. In addition, Bridger and Evans (1998) opined that emotionally distant families where peer group assumes greater significance may also serve as correlates to underachievement. Different demands of the home and school on the child, lack of proper monitoring of the child's school work, poorly used reinforcement and inappropriate nurturing are all correlates of poor performances.

### **School / Home-Environmental factors**

The school factors have also been found prominent in militating against the realization of students' potentials, thus leading to underachievement Koroye (2016). School is the place where most underachievement behaviour becomes visible. In the school setting, the organization of teaching and the personality of the teacher were the two main factors that influenced the achievement of students in the classroom (Karaduman, 2013). Mathew and McBee (2007) reported that the school is an educational environment which impacts on the motivational state of learners but that if such environment is not conducive in terms of structures, facilities and personnel, underachievement may result. Furthermore, Mathew et al (2007) asserted that amongst school factors that contribute to students' underachievement is poor school management. School management involves the day to day organization of teaching and learning process which is not only meant for the principal of the school but also the teachers, non-teaching personnel, parents and relevant stakeholders.

Another factor resident in school is the physical environment. According to Busari and Tonade (2016), a well fixed furniture, equipped laboratory and libraries,

affordable textbook and other writing materials usually facilitate effective teaching and learning. Hence, a mismatch between the need of the child and the school environment may pose academic threat to the learner. Other researchers posit that defects in teaching styles, unavailability of instructional materials, inflexible curricular and inadequate age grouping is detrimental to student's achievement (Luus, 2011; Wear mouth, Richmond, Glynn, and Benyman 2004; Seely, 2004). In the view of Babatunde, (2015); Owoeye, (2011); and Zyngier, (2014) extremely large class size is a major cause of underachievement among students. It was stressed that in a situation where the class size is extremely large, students that require teacher to student's attention might be over looked and the unique needs of such learners might not be met. Furthermore, unhealthy teacher to learners' relationship has been found to be a correlate of student's underachievement in a school setting (Overall and Sangster (2003). Often time, learners usually prefer teachers that are approachable and who would take interest in them. Prah (2005), equally identified Language of instruction (LOI) as a road block to academic achievement. It's quite disturbing to note that English language which is the Lingua Franca in Nigeria is yet to be understood by many students and that alone is a barrier to academic success.

The environmental factors have equally been found prominent amidst the causes of underachievement (Okoza, Aluede, Justina and Akpaida, 2012; Shamaki, 2015). Some of the basic environmental factors of underachievement among school going adolescents are: un-conducive learning environments, insufficient learning materials, low progression neighbourhoods, peer pressure, moving from regular classroom to an appropriately challenging one, loneliness and isolation from classmates (Karaduman, 2013). In addition, Holmes, Slaughter and Kashini (2001; cited in Goodman, 2009) observed that children who are exposed to violent home environments are more likely to develop personality or conduct disorder, which invariably affects good academic performance.

### **2.1.6 Consequences of Underachievement**

The upshot of underachievement is not always borne by students alone but by more or less the entire populace. Shappiro (2011) reported that failure to meet academic expectations may result to behavioural disturbances which may be quite severe among school going youngsters. It was further emphasized that these behaviour

may be inform of sadness, worry, hyperactivity, inattention, irregular attendance in classroom, non-compliance with homework, truancy, stealing, isolation, aggressiveness, cheating, bullying, promiscuity tendencies, impersonation, frustration and in extreme cases, suicidal attempts all of which are self-defeating in nature. Consistence with this was the assertion of Reber and Reber (2001) who maintained that persistent failure can negatively impact on individual's psychological well-being which invariably affects socio emotional well-being and the total personality of such. In the view of Uwakwe, Oke and Aire (2000), the outburst of underachievement to the society may be more pronounced in the political sector, in that every modern society needs well trained, skilled and successful human resources in the art of governance and the running of the affairs of the state but where underachievement obtains, such vision would be eroded. A clear evidence is the current state of the nation where 'Godfatherism' leads to the helms of affairs and not always by merit. It was further emphasized that academic underachievement has a gross consequence on the economic sector of a country reason being that an underachiever in any sector would mean "a half- baked" that would not only lack the requisite skills to sail the ship of the sector but also constitute a nuisance to the division (Uwakwe et al 2000). In addition, there may be gross effects on the school that is known to be producing more of poor performing graduates. Such school would be stigmatized as never do well school and no parent/guardian would want to be associated with such school. Also, parents whose child underachieves would not only feel unfulfilled (especially in African setting where parents' success is evaluated by the relative success of their children) but also be downcast to invest any further on educational matters of the child and possibly on his siblings.

### **2.1.7 The Concept of Self-defeating Behaviour**

Generally, behaviour is anything an organism does. Behaviour could either be covert or overt. It could also be desirable, excessive, deficit, weakly manifested or maladaptive. However, studies have shown that individuals manifest divers' kind of behaviour in response to situations in their lives. In many instances, people see certain challenging situations as such that cannot be controlled. In a bid to respond to such challenging situation, some resign to fate or take to maladaptive behaviour. This

behaviour is found to be self-defeating in that it does no man any good but rather worsen the situation. A growing number of psychologists and erudite scholars have made concerted effort to define the term SdB and identify the nitty-gritty of same (Baumeister and Scher 1988; Curtis 1989; Widiger, 1995).

Self-defeating behaviour was conceived to mean a repetitive pattern of behaviour in which individual attempts directed at basic human needs lead to unintended and harmful consequences. Self-defeating behaviour usually reflects a self-perpetuating negative spiral in which the continuous attempts of individuals to realize an unmet goal constantly lead to a greater sense of frustration, despair, and apparent lack of control (Brownson and Hartzler, 2000). Also, self-defeating behaviour is an effort or action in the past that helps an individual to deal with a harmful experience but which later works against the individual thus preventing him from responding to new moments of life in a healthy way (Matchsoul, 2012). Self-defeating behaviour is a series of negative features that affect student performance. This means that students who have self-defeating behaviour frequently complain about their ability to perform. Self-defeating behaviour is a personal style in which a person becomes an aggression against the self. Examples of common behavioural traits of self-defeat include weak time management, lack of motivation, and the desire for compromise at the intermediate level (Kenedy, 2010).

Wiest (2018), affirmed that self-defeating behaviour is predominantly motivated by the quality of individual's thoughts and this forthwith impacts a person's demeanour and dealings with life experiences. This is why it is imperative to discover, and work on, self-defeating thoughts, and then wards off beliefs and ideas that are intrinsically restrictive. Wiest further emphasized that most people suffering from self-defeating thoughts are quite aware but getting to change the pattern to more constructive ones is the challenge. Freshwater (2018) described self-defeating behaviour as a recurrent unhelpful patterns of behaviour taking the form of unconstructive thinking, self-help, substance use, poor nutrition, inactive lifestyle, imbalance emotions, faulty conclusions, stress reactions, self-limiting beliefs, doubts, rejection, toxic relationships, co-reliance, anger, perfectionism, and not caring for one's intellectual and bodily health. The researcher was more categorical that such behaviour as self-defeating behaviouris mostly developed at a low point in a person's life and continues to be in

use even when it's no longer appropriate to do so, thus making it "Self-Sabotage." Kalan, Kay and Dutri (2014) explain that self-defeating behaviour is a pattern of behaviour that is stimulated by unmanageable outcomes such as random negative outcomes, and the failure of an important task despite the best intention and ends on the losing side of the coin face. Thus, the appearance of self-defeating behaviour in individuals often stems from the belief of the basic individuals, the erroneous conclusion (about the self, people around the world) and need. In some way, the fundamental belief of an individual that the failure of a task in one attempt could mean "not doing good" or "continuous failure", and the need to defend the ego that has been threatened by uncontrollable situations, serves as a precursor to some self-defeating behaviour. The International Encyclopaedia of Social Sciences (2008) defines self-defeating behaviour as any behaviour that leads to a lower rate of reward/cost than is available through alternative behaviour. This is the behaviour that involves the choice of suffering, failure to realize potential, fear of success, tangible helplessness and procrastination. In short, self-defeating behaviour often occur as a result of irrepressible situations.

Otaru (2015) reported self-concept (which is a sign of self-defeating behaviour) as the mental image of oneself which invariably influences a person's personality, self-esteem, body reflection and tasks in the world of endeavour. It was reiterated that self-acceptability is perhaps the basis for all motivated actions such as self-defeating behaviour. The researcher further emphasised that the said self-belief is an individual's discernment through varieties of occurrences within the academic environment and interaction with significant others as well as age grades. This implies that any self-defeating behaviour pattern such as self-concept is not a genetic make-up but that which is formed through social experiences, personal values and cultural moulds and this predisposes such behaviour to change. In Turner's (2008) perspective, SdB requires students to procrastinate, going extra miles to avoid looking brainless in front of teachers and their colleagues even if it involves undermining themselves along the line. Turner also assumes that individuals who exhibit SdB are always keen on how others perceive them from their own perception. Baumeister and Scher (1988) define self-defeating behaviour as any deliberate or intentional behaviour that has clear, specific or possibly negative effects on the self or on the overall performance



and demeanour. The intent of self-defeating behaviour is central to the context where people sometimes hurt themselves by mistake. In the opinion of social psychologists, self-defeating behaviour is any behaviour that usually ends with an undesirable result. In other words, SdBs come when an individual wants to achieve certain goals but what a person engages in makes it less likely to achieve such goals.

On the contrary, if the goal is reached, but the way it is achieved has caused more destructions than positives, such an act is simply self-defeating. Berglas and Bumister (1993) defineself-defeating behaviour in such a way as to cause harm, loss, failure or self-suffering through one's actions and inactivity. It was further emphasized that students who have SdBs often complain of their ability to perform. Thus, this is where past negative experiences are generalized to the point that any new experience will also be negative (Buckley, 2012). From Brenner's point of view (2009), self-defeating behaviour is an activity that continues to be performed forcibly in spite of adverse consequences. Harris (2013) reported that self-defeating is any behaviour that has been unconsciously learned and kept but which is unhealthy and ultimately harmful. Such behaviour include procrastination, forgetfulness, overly stressful reactions to events, failure to achieve goals for no reason, avoidance of negative, aggressive behaviour, misuse of materials, defence, shyness, denial or any other unbalanced posture (Skodol, Oldham, Gallerher, 1994; Kenedy, 2010).

In addition, self-defeating behaviour often originates from childhood in the form of a coping mechanism when confronted with distress, shock, or feeling of weakness, danger, or harm, the subconscious responds by seeking a reaction that would reduce the immediate threat or stress at the moment – not considering the longer term consequences of the act. However, since the approach worked once, the subconscious subsides for future reference, so the next time an individual experiences discomfort, the subconscious brings this behaviour back even if the proper response to the matter is not within reach, and then defeats self-response (Lyon 2015). Among the many definitions of SdB, a noteworthy point that is fundamental to all definitions is that they create more problems for anyone who manifests them.

### **2.1.8 Types/Examples of Self-defeating Behaviour**

Every human being is susceptible to self-defeating behaviour but with varying degree and at different instances. Evans (2012) stated that many people develop self-defeating behaviour within their personal and working lives or their relationship with others. It was further emphasized that such behaviour can happen at any point in a person's life and that more than one type of SdB can run concurrently. Beaumeister and Scher (1988) identified three models of self-defeating behaviour on the basis of intentionality. These include:

#### **2.1.8.1 Primary self-destruction**

The first model entails the deliberate desire to harm the self. Here the main target of defeat is the 'self'. The person chooses an action because it is likely to bring harm or failure to the self. In the view of Kerig (2017), primary self-destructive behaviour is an array of self-mischievous acts, including suicidal thoughts and all forms of desperate and irresponsible behaviour. It was emphasized that such behaviour are common among school going adolescents especially those who are psychologically traumatized in the area of their studies. Nollan (2019) referred to primary self-destructive behaviour as an impulsive behaviour that causes emotional or physical harm to the person engaging in the behaviour. It was emphasized that most individuals engaging in self-destructive deeds start off in a satisfying mood until it begins to yield unfavourable outcomes. For example a school going adolescent may take pleasure in avoiding the morning class in order avoid a lousy mathematics teacher until it becomes a habit (truancy) which would be detriment to the person's life/educational attainments.

Several authors have found that primary self-destructive behaviour is mostly propelled by hopelessness, negative experiences leading to poor coping skills, neglects by significant others, a distorted view of self, the world, and other people, chaotic childhood, family, school, and social environments and low levels of self-esteem among school going adolescents. In all of these, it was discovered that female adolescents engage in self-destructive belief and conducts than their male counterparts (Brown, 2017; Cruz, Narciso, Muñoz, & Pereira, & Sampaio, 2013). Examples of Primary self-destructive behaviour include: maintaining offensive friendships and becoming a victim, alienating behaviour to isolate self from others, deliberate sabotage of school, work, or relationships and self-defeating thoughts such as, "I know I'm going to fail"etc. The possibilities of primary self-destruction is anything from inner guilt, negative attitude towards the self, low self-efficacy, low self-esteem, awareness of

the self- shortcomings and the desire to escape from the disliked self and situation. A typical example is a student who turns negative attitude towards school work as a result of demands from parents and teachers. The demands may be out of proportion to the child's chronological age, intelligence quotient or learner's ability and the interest of the learner (Beaumeister and Scher, 1988).

#### **2.1.8.2 Trade-off Self-defeating Behaviour**

The trade-off pattern self-defeating behaviour involves choosing some response options that have certain benefits associated with some harmful self-costs. In the trade-off mode, damage or self-risk is accepted as a necessary accompaniment to achieve some other objectives. For example, a student who smokes after the repeated failure of the main subject realizes that smokers may die young, but such a person would rather trade the costs of substance use (health risks, addiction, embarrassment, serious behaviour, legal problems) for the time benefits. Consequently, the long-term costs are much greater than the benefits. In other words, self-defeating trade-offs occur when a person chooses poorly between options, perhaps because of misjudgement of being unable to perceive the social environment accurately or because short-term benefits seem falsely beyond long-term risks or costs (Fiester, 1995).

#### **2.1.8.3 Counterproductive Self-defeating Behaviour**

The third model of self-defeating behaviour involves having a focus for achievement but chooses a wrong application that prevents the desired outcome. In other words, an individual may seek some positive goals but chooses an approach that impairs the likelihood of success. The likely causal factors was identified to be one or the combination of lack of insight into self, distorted perception of others or distortion of probabilistic judgment. A typical example of counterproductive self-defeating behaviour is procrastination (Beaumeister and Scher, 1988). Furthermore, self-defeating behaviour could be in form of excessive worry, substance abuse, lying, truancy, dependency, passive aggressive behaviour, defensiveness, excessive guilt, withdrawal, lack of motivation, losing temper, unrealistic fear, impersonation, cheating, feeling of meaninglessness, fear of stating one's point of view and any negative belief held about oneself, events and others (Urell 2008).

### 2.1.9 Characteristics of People with Self-defeating Behaviour

Individuals with self-defeating behaviour usually possess certain characteristics some of which may be easily identified while some may be harder to spot (Evans, 2012). Urell (2008) identified procrastination as one of the behaviour peculiar to individuals with SdB. Such individual or learners tend to procrastinate in the area of starting a project and making postponement of its completion. For example, feeling good to watch an episode instead of getting a homework done, is a way of ignoring the long-term consequences of either getting an F-grade (Failed) or to pull an all-nighter to get it done. It was further emphasized that such learners usually have desires for addiction and compulsive behaviour such as substance abuse, compulsive gambling and all forms of uncontrollable habits. Lots of “poor me” and “no one understands me like me” attitude are peculiar to individuals exhibiting self-defeating behaviour. In addition, the pessimistic view of the world that “everyone is born to suffer and die” and lots of poor attitudes to work, such as poor attendance and performances, inability to finish tasks started and several forms of negative self-talk such as “I hate Mathematics”, “I can’t do this, it’s just too hard” are peculiar to individuals manifesting SdB.

Dubin (1992; cited in Kennedy, 2010) reported that people with self-defeating behaviour usually engage in habits such as excuse making (wherein responsibilities are shifted to the situation) power obsession, staying in a downward spiral, revenge through poor performance and generalisation of the negatives. Wayne,(2003) asserted that individuals with SDBs are mostly guided by poor orientation and self-verbalization such as, *I can be better off by avoiding life’s difficulties, unpleasantness, and responsibilities; events in my past are the causes of my problems – and they continue to influence my feelings and behaviour; my life should be void of discomfort and pain.* Similarly, Luna (2012), reported that self-defeating is characterized by the following:

- **Housing self-defeating mindset:** This is a conscious and an unconscious negative self-talk such as: “I’m going to fail, I just know it”, “I’ll never get out live and this will completely destroy me” are all indexes of self-defeating mindset.
- **Failing to take action:** Being passive or inability to take action to remedy issues that can pose threat is an evidence of SdB.

- **Forced incompetence:** This is a way of portraying oneself as unintelligent or incapable of successful accomplishment of tasks. Luna (2012) remarked that such act usually stem from lack of confidence in one's abilities especially in academic pursuit.
- **Self-harm:** Self-hatred births self-harm both of which has a telling effect on physical and mental well-being.
- **Self-pity:** Self-pity mostly manifest in an unconscious manner and it usually keep people inactive thereby making individuals to be wallowing in misfortunes.
- **Social suicide:** One of the features of people with SdB is social suicide. This is a deliberate act of alienating oneself from peers and possibly from people that could be of help.
- **Hiding from emotions:** People with SdB always failed to acknowledge negative emotions that are inimical to emotional, psychological and physiological well-being.
- **Refusing to be helped:** Individuals with self-defeating behaviour usually push away advice, avoid counselling psychologists, and relevant personnel that could be of help.
- **Spending too much:** This could be regarded as any form of wasteful spending, such as chronic gambling.
- **Physical neglect:** Negligence to the general well-being of the body could hamper mental wellness. This could be getting poor sleep, refusing to exercise, eating unhealthy food and the likes.
- **Mental neglect:** Failure to identify and appropriately fix psychological based challenges such as stress, anxiety, depression, obsessive compulsive disorders (OCD), paranoia etc. is an indication of SdBs (Luna,2012). Others include:
  - obstinacy: belief to always be right
  - Pleasing others at the expense of one's own glee
  - fixation about aptness
  - Failure to be accountable for self-inaccuracy
  - Procrastination, inadequacy and wavering
  - Inability to seek help
  - Fear of taking academic risks
  - Negative self-talk
  - Self-guilt and feeling contemptible of success in life
  - Negativism

- Escapism
- Preventable martyrdom: This act entails holding onto false narratives rather than making efforts to improve themselves or their circumstances.
- Self-sabotage: This implies setting oneself up for failure from the onset. This may be as a result of low self-esteem (Nollan, 2019).

According to Lyon (2015), self-defeating behaviour is a character pattern that influences the self-worth or keeps an individual stuck in the vicious cycle of self-doubt. The scholar further stated that an individual who perceives self in a negative light would always emit behaviour in line with the self-perception. It was further reiterated that individuals with SdBs are mostly identified with certain characteristics such as: (1) Avoidance behaviour: This involves avoiding certain people or situations with the idea that it would also mean avoiding hurt, pain, disappointment or failure. It could also mean delaying of tasks, stopping an activity part way through, or giving a task or challenge minimal effort. Often time, the logic behind avoidance behaviour is, “If I don’t participate, I can’t lose.” (2) Perfectionism: a perfectionist tries to do things perfectly, even if it’s not within realistic bound. In most cases, if things don’t work out as planned, most people feel disappointed, and begin to direct aggression to self and others. (3) Hiding behaviour: This behaviour occurs when a person is ashamed or embarrassed to show the real self. Such a person might try to cover up parts of the identity, such as academic incompetence, personality traits, or appearance so as to avoid being perceived like everyone else, and therefore able to fit in. (4) Being passive: For example, a passive student is the one who sits quietly in the classroom; always agreeing to the teachers statements even when there are lots of difficult concepts that need teacher’s explanation. (5) Attention-seeking: individuals manifesting attention seeking behaviour are usually so concerned about getting the approval of others. A typical example is the conformist or wheeler-dealer underachievers. (6) Aggression: Often time, individuals express aggressive behaviour as a way of shielding others from one’s low self-esteem and personal deficits. This could take the form of self-defence such as lashing out at others, shouting, bullying and demeaning others. Lyon (2015) further emphasized that such self-defeating is detrimental to a person’s life and future aspiration even though it may be beneficial in the short-term, but usually have a gross long term effects.

Similarly, Keller (2018) also identified some defining characteristics of individuals with self-defeating behaviour. For example, such a student may help fellow students to copy notes and submit assignments, but unable to write for self-using flimsy excuses. In addition to several characteristics accrued to individuals exhibiting SdBs, Wei and Ku (2007; cited in Atkinson, 2017) stated that self-defeating behaviour is primarily characterized by paying long-term psychological consequences for perceived immediate short-term benefits. That is, individual with SdBs usually opt for the momentary gain at the expense of the long term cost which mostly outweighs the later.

#### **2.1.10 Prevalence of Self-defeating Behaviour among School-going Adolescents**

In Nigeria today, self-defeating behaviour is a wide-ranging mannerism among school-going adolescents which affects multiple areas of life, especially academic performance of students. Agbeniga, Ayodele, Adeoye, & Oyerinde (2015) identified impulsivity as one of the ranges of SdBs and emphasised the fact that adolescence is a stage when explosive nature and spontaneity is on the increase. It was further stressed that at this stage, teenage brain tends to be more responsive to environmental stimuli which facilitates impulsivity without being mindful of the negative consequences of these reactions to the impulsive individual or others. Aliogo (2018) while emphasising the relevance of education to the entire populace did mention that Nigeria still has the world's highest number of students with poor attendance in school measuring up to 10.5 million and that 60 per cent of those students are in the northern region. It was much reiterated that about 60% of students in this category are girls, and that many of those enlisted often drop out early perhaps due to poor perceptions of the value of education for girls and/or early marriage syndrome among other reasons. This corroborates the study of Jaradat (2006) who affirmed that female students perceptibly have a larger amount of irrational mentality than male students.

Shahnawaz (2016) in a study on the role of gender, perfectionism and self-esteem on procrastination among students affirmed that procrastination is a maladaptive behaviour which accounted for about 57.9% in male students and 42.1% among female students. It was further stressed that all variables of concern (perfectionism, poor self-esteem, procrastination) are self-defeating in nature and are

correlate of poor academic performance, sense of guilt, depression and the likes. According to Smith (2007; referred to in Joubert, 2015), procrastination has been found predominant among adolescents during secondary school years, rating more than 50% of the students engaging in academic procrastination and are found to be persistent throughout other higher levels of education. Onwuegbuzie (2004) reported a range of 40-60% of students with academic procrastination while Ferrari, Johnson and McCown (1995) reported same to be as high as 95% among school-going adolescents.

In a study conducted by Idowu, Aremu, Olumide, and Ogunlaja (2018), a trade-off pattern of self-defeating behaviour was found predominant among selected secondary schools in form of substance use. The result reported 39% of school-going adolescents' involvement in the substance use while 35.5% of the substance abusers reported doing so for enhancement of academic performance. The researchers further revealed that the fraction of respondents who were substance abusers was significantly higher among students who had not received any formal orientation on the subject at school compared to those who had (47.5% vs 29.7% ; $p=0.023$ ). Similarly, Ogunsola and Fatusi (2016) reported 65.7% of school-going adolescent in rural schools and 66% in urban areas as having alarming rates of involvement in substance use in Osun State, Nigeria. The outcome of these findings may not be unconnected with the fact that most adolescents engage in self-defeating behaviour as a means of escape to an unfavourable events or hurtful academic experiences in their lives not minding the greater costs such behaviour would generate later in life.

### **2.1.11 Causes/Consequences of Self-defeating Behaviour**

Studies have indicated that numerous pointless practices (SdBs) start from negative self-attributions and additionally ineffective endeavours at supporting connections. People with adverse self-attributions generally have faith in self insufficiency and endeavour to make up for the apparent deficiencies. These compensatory responses give rise to self-defeating behaviour when such responses strengthen the negative self-attribution (Brownson and Hartzler, 2000). Omar, Faisal and Qasem (2013) recorded various components that may encourage reckless conduct. A portion of these are: (1) Low confidence: individuals with low confidence will undoubtedly be discouraged, on edge and touchy. (2) Social avoidance: people who ascribe poor social aptitudes to self are less inclined to put forth any attempt to shape



new connections and reinforce the current ones. Thus such an individual may encounter frail social associations which will just serve to fortify the prior conviction. As it were, socially barred individuals are occasionally forceful and are not always ready to get along with others. (3) Failure of individuals to direct themselves or their practices tends to yield irrational conducts, for example, chance taking and stalling. (4) Negative considerations or the internal identity discourse. This explains the fact that the failure of people to accomplish their goals and objectives sometimes isn't because of the absence of information, endeavours or even wants but the adverse contemplations or the internal identity discourse that keeps the proposed outcomes and wanted results under control. (5) Fatigue. James (1998) revealed that sane conduct requires a degree of internal control, asset, information and knowledge and that the nonattendance of it might make an individual to act in the turnaround and then (6) Rejection and belongingness.

Essentially, Renn, Allen, Fendorf, and Davis (2005) distinguished six factors that could add up to self-defeating behaviour. These are: dawdling, off base self-evaluation, failure to postpone delight, enthusiastic retention of self and expanded duty. Furthermore, people take on SdBs as a method for ensuring the character of the sense of self. Baumeister (1997) recommends two essential wellsprings of self-defeating behaviour: conceit and disappointment of self-guideline. Egoism is characterized with regards to great self-saw properties, while self-guideline alludes to the degree to which the individual controls his insight, conduct and feelings. When confronted with a self-image undermining force, the sense of self isn't constantly versatile and sly in its reaction; thusly, personality pressure can prompt enthusiastic reaction and an inclination to refute the long haul benefits for quick delight. While trying to safeguard the self, an individual may adopt SdBs, not exclusively to accomplish momentary delight, but to lessen tension and undesirable emotions (Sear, 1997).

Likewise, Seltzer (2011) recognized three extra reasons for self-defeating behaviour, one of which is horrendous experience. It was repeated that horrendous experience could pose grave danger to the stamina of a person's inner self. It was additionally clarified that such experience ordinarily sharpens an individual and also make individuals to go overboard to any spur as comparatively akin to the dreadful occasions prior experienced. In this manner, the relentlessness of such response makes

it reckless. It was expressed that SdB has its root from any substance relationship or exercises that once assisted with diminishing pressure and uneasiness level. Likewise, any distinctive character that isn't relieved (loner/outgoing person) can advance pointless conduct. For instance, a bashful individual from the beginning may develop to create social phobic or remain socially impeded (Seltzer, 2011).

Greenman (2015) identified several other causes of self-defeating behaviour in individuals. The researcher explains that an unfavourable occurrence(s) in a person's life is the first and the principal factor leading to the manifestation of self-defeating behaviour. This is in consonance with the assertion of Sharma (2018) who affirmed that self-defeating behaviour is an unconstructive patterns of behaviour accrued over time and activated by circumstances that may seem unmanageable. These events now prompt an individual to adopt SdBs as the safest behaviour to put up and it is sustained. Afterwards, the behaviour is taking on when faced with another life threatening issues believing things would fall apart or probably become awful without the self-defeating behaviour. The reaction is mostly in the unconscious that denies the long term effects on the person's later life. However, using SdBs overtime grossly affects one's emotional--physical well-being and educational attainments. Worst of all, most individuals engaging in self- defeating behaviour apportion the blame of the outcome of their demeanour to anyone or anything other than themselves and sees "the self" as a victim of circumstance. In addition, self-defeating behaviour results when faulty conclusions are used as guiding principle for successive thoughts and actions. Such conclusions are majorly the starting point for all SdBs. Often time, such conclusion may be of incorrect evaluations about the situation and again, some individuals do take on self-defeating behaviour to mask emotions and feelings when distressed (Freshwater, 2018).

Taking all things together, any conduct an individual only depend on to battle the difficulties of life or to lessen pressure which later hinders one's prosperity or future fulfilment can be summarized to mean self-defeating behaviour. Hence, if the said behaviour is not harnessed in a timely fashion among high school students with poor academic achievement, this may lead to heightened poor academic performance, a high sense of guilt, dropout, criminality, selective recall of personal shortfalls, prostitution, gambling, psychological difficulties and drug abuse. Self-blame, gangs, emotional

distress, high mental consequences, including depression, worry, trepidation, solitude, and loss of self-worth and many other forms of habits that are uncontrollable (Atkinson, 2017; Lester & Hoffman, 1992).

#### **2.1.12 Self-regulation Training**

Self-regulation is a recurrent procedure that encourages self-created musings, sentiments, and activities that are arranged and consistently adjusted to the fulfillment of individual objectives (Leidinger and Perels, 2012). As it were, self-regulation is such a proactive procedure whereby people reliably arrange and deal with their musings, feelings, practices and conditions to achieve objectives (Boeckaerts and Corno, 2005; Zimmerman, 2002; referred to in Ramdass and Zimmerman, 2007). Moreover, self-regulation is the self's ability to change one's practices in understanding to certain norms, beliefs or objectives resulting from the inner or societal desires (Baumeister and Vohs, 2007; Barros, Goes and Pereira, 2015). Likewise, Carver and Scheier (2011; referred to in Berkman, 2015) clarify that self-regulation is the capacity to establish mentally inaccessible objectives for mentally proximal ones. It additionally includes coordinating ones conduct towards an objective in a way that suffers after some time and furthermore suits other progressing objectives and the requirements of regular day to day existence. Ultimately, self-regulation is the procedure through which people deliberately coordinate activities, thoughts, and sentiments towards an objective (Berkman, 2015). Also, self-regulation is a procedure whereby people get the skills expected to change their practices and turn out to be free issue solvers and increase a more noteworthy feeling of individual control and dominance over their lives. Additionally, fulfilment of adequate self-administrative skills is related with different constructive life results, for example, scholastic accomplishment, physical and emotional wellness, better relational connections and bliss while shortages in self administrative skills corresponds to an extensive rate of individual and social issues and mental issue including animosity, uneasiness, criminal conduct, sadness, and drive control issues, as in, pigging out and liquor misuse (Tsukavama, Toomey, Faith, and Duckworth, 2010; Sander and Mazzucchelli, 2013).

In the perspective on Baumeister, Leith, Muraven and Bratslavsky (1998), self-regulation is the capacity to modify one's very own conduct, considerations,

sentiments, activities and different reactions to circumstances of life. It was noticed that self-regulation capacity is significantly more created and ground-breaking in people when contrasted and some different species with constrained limits. Baumeister et al (1988) expressed further that human and creature practices are significantly focused on reactions to improvement. It was accentuated that one missing actuality about the hypothesis of improvement – reaction is the likelihood of changing one's conduct that is; individuals have a sort of capacity to keep themselves from reacting to boost or issues in an ordinary, normal or characteristic way. For instance, an enticing steak set before an eager canine would without a doubt be devoured by the pooch decisively however on the off chance that a similar steak was put before a ravenous man, there would be motivation to eat the nourishment yet the reactions or the desire to do as such might be modified because of assortment of reasons extending from being on eating regimen, being a veggie lover, fasting, stresses over cholesterol and a few different reasons.

On this reason, self-regulation is in charge of decent varieties of human conduct. Besides, self-regulation has been discovered valuable in numerous regions and had been generally utilized in an assortment of mental fields. In research on instructive settings, self-regulation is delegated a vital factor for viable school-based learning and scholarly accomplishment (Boekaerts, Pintrich and Zeidner, 2000; Leidinger et al 2012). Moreover, self-regulation is a key to achievement throughout everyday life, for instance, for a school kid to live above board in any field of undertaking, such a kid must abrogate the regular reaction by putting additional push to examining and homework. A few different advantages of self-regulation include: capacity to control motivations, oppose assortments of allurements, defining and achieving objectives and numerous others. Moreover, self-regulation influences a lot of fields of undertaking, viz, scholastic execution, proficient composition, masterful work, logical discoveries and diverse parts of life. Zimmerman (2008) clarified that self-regulation works through three territories of mental working that are fundamental in learning. These are: subjective, persuasive and meta-psychological. It was additionally underlined that the three regions of self-regulation are entwined such that authority of one would enormously rely upon confidence in one's capacity and desire for progress. Accordingly, high self adequacy and elevated standards of

accomplishment would dependably prompt certain self-administrative practices, for example, persistency, utilization of various procedures to get to the foundation of difficult assignments, looking for help when stayed with troublesome homework tasks.

While focusing on the significance of self-regulation to scholastic accomplishment, Zimmerman (2002) clarified that it is the typical routine with regards to instructors to utilize their expert expertise to guarantee that self-regulation skills are built in learners right from the early evaluations. This is finished by helping the students to set objectives, dealing with their time on undertakings and imparting convictions of endeavours and desires for task that are finished in the classroom yet as understudies progressed to high evaluations, instructors steadily diminish the help and anticipate that the students should conform to self-regulation forms in free work. Notwithstanding, taking up a higher scholarly duty without being completely guided may present difficulties. All the more significantly, understudies who are self-regulated are dynamic members in their learning instead of depending exclusively on educators, guardians, or other outside change operators to grant information, these understudies play a functioning job in their very own learning and accordingly, instructors portray such understudies who show self-regulated conduct as self-starters with inconceivable constancy on instructional errands; competent in beating issues; and self-receptive to assignment execution results. Interestingly, understudies who need self-regulation much of the time are depicted as low achievers who for the most part show a greater amount of imprudent practices, set lower scholarly objectives, and are not as precise in evaluating their capacities. Also, such students will in general be increasingly self-basic, less effective, and surrender more effectively than achievers. Such insufficiencies regularly affect understudies' enthusiastic prosperity combined with low self-regard and are generally less characteristically spurred than achievers (Hallahan & Kauffman, 2011; Zimmerman, 2004; Adkins & Gavins, 2012).

Self-regulation Training (SrT) is a non-cathartic personality and body psycho physiological methodology which goes for lessening overabundance actuation in the sensory system (Canadian Foundation for Trauma Research and Education, 2013). The sensory system is the piece of a creature that arranges its activity and transmits signs to and from various pieces of the body (Longman Dictionary of Contemporary English, 2006). Be that as it may, a person's sensory system might be foiled or startled

by a few spontaneous happenings, for example, horrendous experience, stun, powerlessness to battle or escape, unexpected demise of a friend or family member, rehashed disappointment, dissatisfaction and the preferences. In accordance with this, Lacombe (2013) announced that such deregulation in sensory system may prompt a few maladaptive practices, viz, melancholy, uneasiness, over the top impulsive practices, seething, truancy, tranquilize misuse and so on. Consequently, SrT empowers the sensory system to coordinate such destroying occasions and conveys parity to the sensory system (Canadian Foundation for Trauma Research and Education, 2013). Essentially, Cook and Cook (2014) revealed that self-regulation is the capacity to screen and control one's conduct, feelings or musings and adjusting them as per the interest of some random circumstance. This incorporates the capacities to repress first reactions, oppose obstruction from immaterial incitement and to continue on applicable assignments notwithstanding when appears un-agreeable.

There have been a few different examinations on self-regulation forms. Bandura (1991) opined that self-regulation is a procedure through which an individual control his conducts. The scholar distinguished three noteworthy parts of self-regulation, one of which is self-perception. This includes appraisal of one's own contemplations and emotions in order to inspire oneself to progress in the direction of objective setting. Furthermore, an individual need to contrast the self-execution with the made standard while the third one is the self-reaction by which an individual rebuff or reward the achievement or disappointment in fulfilling a regulation. Schunk and Zimmerman (2003) included that, self-perception, self-assessment, self-responses are sufficient segments of self-regulation process as well as the self-viability. It was emphasized that if an individual meets a self-made standard, the dimension of self-adequacy would be expanded, in this manner spurring a person to work more diligently. In that unique situation, self-viability was characterized as the conviction that objective accomplishment is sufficient inspiration and can too mean how individuals assume judgment about capacity to play out specific errands.

Moreover, Baumeister, Vohs and Tice, (2007) distinguished four noteworthy parts of self-regulation. These include: setting a standard of alluring conduct, inspiration to satisfy the guideline, observing the circumstance and musings that goes before the breaking of such models and in conclusion, the self-discipline or the interior

solidarity to control desires. It was additionally clarified that self-regulation would not be taking care of matters where there is no set standard pursued by close checking taking note of the fact that people can lose control of accomplishment and mindfulness to conduct in the vacuum of self-regulation. In this manner, Baumeister et al (2007) infer that self-regulation is quality in the cerebrum.

Lately, Cambron, Kosterman, Catalano Guttmanova, Herrenkohl, Hill and Hawkins (2017) reported an impact of self-regulation in the both behavioural courses (aggression, bullying, delinquency, unlawful substance use, scientific diagnoses as in demeanour turmoil, oppositional defiant disorder, attention deficit hyperactivity disorder) and reduced academic performance of school going adolescents. The researchers describe self-regulation as “the control of intentional, emotional, and behavioural whims,” Pointing out that, poor self-regulation is effortlessly diagnosed through difficulty in sustaining attention, inability to effectively regulate behavioural itches, and challenges in handling strong emotions through socially appropriate ways. There are several qualities to self-regulation training in a person’s life. Majorly, self-regulated individuals are liable to perceive the good qualities in self and in others, take adversity as a pathway to success, maintain openness, be objective, put the best effort in a worthwhile task, not giving up in difficult times, remain supple and adapt to circumstances, take control of situations as and when due, calm down when upset, have a sense of self-acceptance when feeling down and are able to bounce back from failure and stay composed under pressure (Cuncic, 2018).

Self-regulation Training created by Brad Chapin (2014) is a widespread arrangement of skills that causes people to oversee reactions to occasions of life. Occasions are a piece of life that no man can avoid yet people can effectively control reactions to such events as fitting. Lacombe (2013) revealed that SrT gives exhaustive treatment to a scope of mental and physical side effects. Therefore, people who figure out how to direct their dimension of excitement will in general have more power over directing outrage, overseeing pressure and adjusting to change. Moreover, self-regulation training has been observed to be successful in improving scholarly execution, work execution, mental prosperity, athletic execution, relationship and the preferences (Chapin, 2014).

There are steps engaged with self-regulation training. The initial step is exposure. The client would initially be presented to the idea with confirmations that the skills would realize achievement, satisfaction, capacity to deal with one's considerations, emotions and practices in light of the difficulties of life and altogether impacts all parts of one's undertaking. There are three zones of fixation when showing introduction skills. These are: the physical, enthusiastic and subjective self-regulation.

- The Physical self-regulation has to do with learning about the bodily notice symbols and how to remain unruffled at the feeling of those forewarning signs. For instance, a speedily increasing heartbeat may be a sign that a person is entering a state of displeasure or a dreadful attack (Cuncic, 2018). Carlson, Bertrand & Ehrlich, (2001) however referred to *physical self-regulation* training as an aspect of SrT which consists of *training* in breathing, postural relaxation and the training on the sense of position of parts of the body in relation to other neighbouring parts of the body in the process of corporal self-regulation.
- The passionate self-regulation training includes learning to precisely name one's feelings, express them in solid ways and take responsibility for and not really enabling feeling to supersede one's senses. It has been found so significant to social and as well scholastic achievements of students (Acherman, 2019; Murray, Rosanbalm, Christopoulos & Hamoudi, 2015; referred to in Housman, 2017). According to Cuncic, (2018), emotional self-regulation is the ability to manage disturbing emotions and impulses. It helps an individual to be able to think before acting and enables a person to be optimistic in the face of adversity, waiting patiently and thinking through before making a plan. Bradley, Galvin, Atkinson, & Tomasino,(2012) emphasized that poor emotional self regulatory skills has a gross effect on a child's cognitive development and promotes several forms of impulsive and aggressive behaviour, attention and learning difficulties, inability to engage in pro-social relationships, and difficulty in establishing stable social bonds with peers and significant others.
- The intellectual self-regulation training anyway involves learning to recognize and challenge unfortunate reasoning, get needs met as suitable, plan and issue illuminate successfully. In addition, it involves the development of a set of helpful behaviour that positively impacts one's cognitive abilities and learning process. Cognitive self-regulation encompasses personal schemes, diligence and adaptive skills. In essence,



adequate exposure to cognitive self-regulation training enables individuals to be forthright in everyday life and in the globe of personal, social, professional and academic activities. It also helps to learn new information and skills, plan effectively, determine strategies for actions, implementation of plans, comprehend language, use verbal skills efficiently, retain and manipulate information to solve multifaceted problems as it unfolds (Santosh, Roy & Kundu, 2015). Several other authors have linked intellectual self-regulation skills to better performance on cognitive tasks, career and academic success (Jonker, Elferink-Gemser, Toering, Lyons & Visscher, 2010; referred to in Barutchu, Carter, Hester & Levy, 2013). Consistence with this, was the assertion of Baird, Scott, Dearing, & Hamill Skoch, (2009) who maintained that cognitive self-regulatory success brings about academic self-efficacy in learners. This implies that a learner who is adequately exposed to self-regulatory training tends to learn more actively, less anxious, possess greater fundamental learning interest, set more demanding learning objectives, apply effective cognitive strategies, and in due course perform better in learning situations.

Furthermore, Chapin (2014) explained that for a client to move from exposure to the application of the new skill (SrT), certain elements needs to be emphasized by the trainer in the process of training exercise. These are:

- **Practice and Repetition:** Impacting self-regulation training on individuals with several years of exposure to unhealthy self-regulation could be a great deal. Therefore SrT stipulates that gradual practice and constant repetition would make a difference.
- **Reinforcement:** An appropriate use of both positive and negative reinforcement can bring about the desired outcome. In other way round, the trainer can use both positive and negative consequences to reinforce the desired skills in the trainee. This may be done by citing real life examples of how self-regulation skills lead to success.
- **Connect skills to purpose and meaning:** Having been exposed to the new skill, the next stage is to harmonize the healthy, self-regulation skill to any area of interest such as academic performance. This is because skills become much stronger when it is appropriately applied, to a suitable field of endeavour (Chapin, 2014).

Furthermore, students with well-developed self-regulation skills tend to have fewer behaviour problems (Blair and Diamond, 2008), higher reading and core subjects achievement (Blair and Raver, 2015), ability to manage their feelings and

behaviour better (Blair and Diamond, 2008) and are more socially-emotionally competent. In contrast, poor self-regulation has been linked to: depression (Joormann and Gotlib, 2010; Eisenberg, Tracy, Spinrad, and Eggum, 2010), high rates of expulsion from school (Gilliam and Shahar, 2006), lower reading and mathematics achievement (Blair and Razza, 2007) coupled with aggressive and oppositional behaviour (Graziano, Slavec, Ros, Garb, Hart and Garcia, 2015; Chapin, 2014).

### **2.1.13 Rational Emotive Behaviour Therapy (REBT)**

Rational Emotive Behaviour Therapy is a subset of subjective social ways to deal with psychotherapy. It was created by Albert Ellis, a clinical therapist in the mid-1950s. REBT was at first called Rational Therapy, a while later changed to Rational Emotive Therapy (RET) in 1961 however later inspected to Rational Emotive Behaviour Therapy in 1993 on the reason that the twin spotlight on thought and feeling during the time spent change isn't adequately caught in the previous inscriptions. The scholar was at first an advocate of psychoanalytic hypothesis yet later came to differ with its view point that the present emotional issues of an individual have their root in early youth encounters. In an offer to build up a widely inclusive yet an unmistakable restorative methodology, Ellis (1997) tapped motivation from among others, Epictetus, a first century AD Greek savant who composed that "men are not aggravated by things but rather by the view the irritated take of them." This was reworded by Shakespeare who expressed that "there is nothing either positive or negative except for deduction makes it so."

Alfred Adler (1964) similarly included that an "individual's conduct is a component of his thoughts." These assertions fundamentally fill in as the foundation of REBT. Likewise, Ellis (1997) was not tuned in to the conviction of some customary behaviourists that the stimulus(s) causes response (R) yet kept up the way that the living organism (O) intercedes between S and R. Along these lines, REBT depended on the reason that almost all human emotions and practices are the result of what individuals think, expect or accept about themselves, other individuals, and the whole world. That is, it is the thing that individuals accept about the circumstances and not simply the circumstances that decides how individuals feel and act. The hypothesis at that point concocted a model of how the conviction framework decides people's

sentiments and activity. This is called ABC model that was later modified to A-B-C-D-E.

#### **2.1.14 A-B-C-D-E Model of Emotional disturbance and Change**

According Albert Ellis (1962):

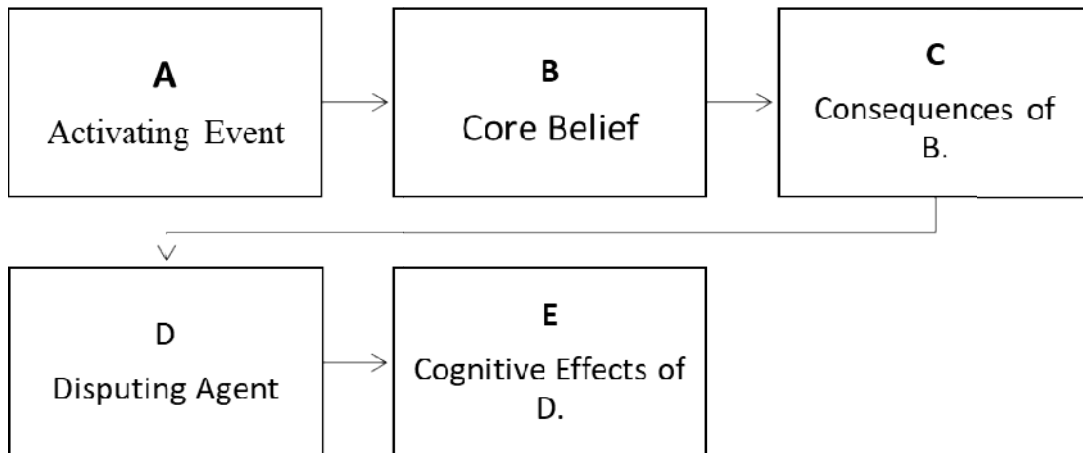
**A (Activating Agent):** This connotes the life occurrences or the inference drawn from the external events. It can also be called a trigger that causes an individual's belief and emotions. REBT holds that at whatever time an unlikeable and regrettable activating events occur in a person's live, such a one has a choice to make from the happening that would either result to the person's feeling healthy, have a sense of control, self-helping or feel unhealthy, sorry, let down, frustrated, annoyed, disgusted, terrified, panicked, miserable, self-hating and self-pitying, all of which are self-defeating indices. Also, REBT authority maintained that, individual's beliefs about an event highly act as a go-between on the cognitive, emotional, and behavioural consequences that go after the beliefs. Hence, the cognitive, emotional, and behavioural costs of the activating events are mainly derived from the beliefs, which the client holds about the activating events and not the activating measures itself (Onuigbo, Eseadi, Ugwoke,. Nwobi,. Anyanwu, Okeke, Agu, Oboegbulem, Chinweuba, Agundu, Ololo, Okpoko, Nwankwor & Eze, 2018).

**B(Core Belief):** Represents individual's belief system which sum up the individuals view and reaction to the event. Individual's belief and reaction towards an activating agent could either be rational or irrational and it could be in form of self verbalizations. In addition, REBT maintains that individuals do not get expressively distressed by unlucky situations, but by the interpretation given to such circumstances through the spoken words, and evaluative beliefs about the world, the self and others. Naturally, individuals have both instinctive rational drive which tends to be self-helping and constructive and irrationals which are self-defeating and unhelpful. REBT thus posit that individuals, to a large extent is the architect of their behavioural problems (procrastination, avoidance, addiction and withdrawal) or emotional difficulties, such as self-blame, self-pity, guilt, shame, depression and anxiety (Ellis, 2003; Matei, 2014).

**C (Consequences of B):** This is the penalty of a person's beliefs either rational or irrational. That is, the interpretation of A(Activating events) and B(belief). Consequences may be felt externally or internally. It may also take behavioural and emotional form thus leading to self-fulfilling prophecies. Often times, irrational or inaccurate cognitions usually births an unhealthy responses to life occurrences (Laura, 2015). For example, if a person erroneously belief his right is violated, it may lead to anger, belief in loss of self-worth may result to sadness and depression, irrational belief of future threat may bring about anxiety and fear, notion of violation of other people's rights may initiate guilt while laying credence to loss of standing with others may set embarrassment in motion (Reivich and Shatté. 2002)

**D (Disputing Agents):** REBT holds that individuals usually have faulty beliefs about situations and immediate life occurrences and that these beliefs cause behaviour disorder. Hence, 'D' comes to play when an individual disputes the irrational beliefs to invalidate self-verbalizations thus leading to healthy cognition and emotion which facilitate future success. This step involves actively disputing irrational belief systems through mindful self-examination, questioning, and challenging such unhelpful notions. According to Frogatt & Wayne (1998), there are three ways to dispute an irrational belief, namely, Empirical disputing which has to do with asking questions such as 'where and what is the proof or the evidence of the belief?'; Logical disputing: 'Does it sensibly follow that since I can't get all I wanted at the actual time, then, it's awful? Pragmatic disputing: implies asking self-helping questions as: 'Does this belief help me to be effective, achieve my goals, and be happy? Or does it create unnecessary distress, difficulties for others around me and hinders the achievement of my goals? The result of disputing the self-defeating belief and replacing it with rational ones then yield an effective thinking, behavioural change and facilitate self-acceptance despite personal deficiencies.

**E (Effect of D):** Stands for the cognitive effect of disputing irrational beliefs which then leads to change in behaviour. Substituting irrational thoughts with a more logical review helps to improve a person's frame of mind and lead to more adaptive behaviour.



**Figure 2.1 A-B-C-D-E Model of REBT**

**Source: The Researcher, 2019**

### **2.1.15. Basic Assumptions of REBT**

REBT has some basic assumptions about the likelihood or the nature and genesis of individuals' emotional disturbances. Part of which are that:

- Man is born with a potential to be distinct in rational and straight thinking coupled with tendency to be unique in irrational and crooked thinking.
- Emotional disturbance is a product of irrational thinking in that both thought and emotion are intertwined.
- Man tends to perceive, think, emote and behave interactionally.

- Man's tendency to irrational thinking, wishful thinking, self-damaging, habituation and intolerance are from illogical learning that individuals are biologically disposed to and are acquired from parents and culture.
- REBT holds that virtually all serious emotions are directly from their magical superstitious thinking.
- If disturbance creating ideas are vigorously and persistently disputed by a rigorous application of the principles of logic empirical thinking, such thoughts and ideas can be eliminated and will ultimately cease to occur (Alao, 2000).

### **2.1.16 The Belief System**

From all indications, REBT placed a high premium on the belief system of an individual with regards to life occurrences. The belief system has been found to be at the core of individuals emotions and significant behaviour (David, Schnur, and Belliou, 2002; Hyland, Mark, Gary and Boduszek, 2014). The REBT framework assumes that humans have both rational and irrational tendencies and that the nature of a person's emotional response to the activating agent depend largely on the type of belief an individual holds (David, Lynn, & Albert.2010; Oltean., Hyland', Vallières & David, 2017).

#### **2.1.16.1 Rational beliefs (r<sup>B</sup>)**

Rational beliefs lead to objective accomplishment and increasingly inward amicability with self, others and the whole world. Basically rational beliefs decrease clashes with others and improved wellbeing. REBT unmistakably recognize the five characterizing qualities of rational beliefs which are (that), rational beliefs are adaptable or non-extraordinary, predictable with the real world, intelligent, to a great extent practical in emotional, conduct and subjective outcomes and to a great extent accommodating, to a person in seeking after essential objectives and purposes (Turner, 2016; Dryden, et al, 2008).

#### **2.1.16.2 Types of Rational beliefs (r<sup>B</sup>)**

On the premise of REBT, there are four types of rational beliefs. These are:

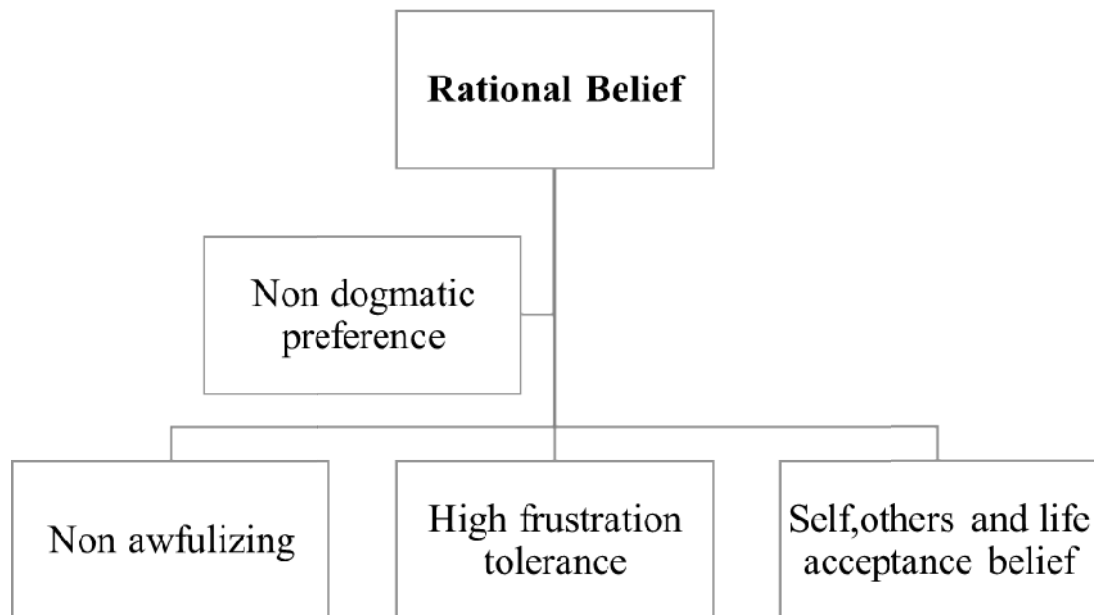
- Non dogmatic preference
- Non awfulizing beliefs
- High frustration tolerance (HFT)

➤ Self, others and life acceptance belief.

As indicated by REBT, people on stubborn inclinations are at the centre of mental wellbeing. Ellis (1988) kept up that a non-closed minded is an essential rational conviction (rB) and that three other rational beliefs are gotten from it. Non-obdurate inclination is outlined in summing up affirmed inclination part and nullified interest segment. The non awfulizing conviction is viewed as rational in that it encourages the client to have prompt useful emotions, practices and comprehensions. In this manner enables the person to seek after long haul objectives. The high baffling resistance conviction empowers a person to coexist with the dissatisfaction of having his objectives blocked and by that, the individual may invest additional push to go around the snags and start to get along well. HFT enables an individual to face difficulty with more courage and resilience. Some of the rational statements are:

- If a classmate is rude to me, I may not like it, but I can stand it and it would be worth the struggle.
- If I fail at something then I would have failed at an important thing to me, but that would never make me a failure I would be a fallible human being.
- If I don't succeed in my attempt, it may be bad but never truly awful!
- It is not possible to be loved and approved by everyone.
- Trying hard to please everyone makes me lose my identity.
- Perfectionistic needs may motivate an individual to an extent but can as well create anxiety and guarantees failure in extreme cases.
- The universe was not created for human pleasure.
- No one can make me feel anyway; I am responsible for my own feelings etc

The fourth type of rational belief which is the self, others and life acceptance belief rests on the fact that it is rational for an individual to take responsibility for his misfortune/failure. Such self-acceptance enables an individual to learn from his previous errors and strategize on how to improve his performance in the next attempt (David, Lynn, and Albert. 2010; Froggatt, 2005).



**Figure 2.2: Model of Rational Belief**

**Source: The Researcher, 2019**

### **2.1.16.3. Irrational beliefs ( $r^B$ )**

Irrational belief is such an introduction, that hinders a person from fulfilment of objectives, makes emotions that prompt self-damage. Likewise, irrational beliefs twist reality and contain outlandish methods for assessing oneself, others and the whole world. REBT holds that irrational and self-overcoming considering, emoting and carrying on are relates of emotional troubles, for example, self-fault, envy, blame, low



disappointment resilience, gloom, and uneasiness. Such conviction is additionally portrayed by unbending nature, conflicting with the real world, counter-intuitive, to a great extent brokenness in emotional, social and psychological results, and are generally negative to people in seeking after fundamental objectives and purposes (Hyland, Mark, Gary and Boduszek, 2014; Dryden et al 2008).

According to Otaru (2015) self-defeating behaviour is a product of irrational beliefs which culminates to low self-concept. It was observed that self-defeating behaviour is not restricted to school going adolescents alone but an epidemic that affects most individuals at all levels. Consistent with this was the submission of Onuigbo, et al (2018) who affirmed that the prime factors for anxiety are irrationals and self-defeating philosophies and attitudes. The authors however posited that there is nothing inherently demanding in a person's life but that one's thinking makes it so.

#### **2.1.16.4 Types of irrational beliefs (i<sup>B</sup>)**

REBT indicate that irrational beliefs are in four different categories. These are

- Demandingness
- Awfulizing beliefs
- Low frustration tolerance beliefs (LFT)
- Self, others and life depreciation beliefs

As indicated by Dryden et al (2008), the vast majority express their unbending confidence in type of outright 'shoulds', 'musts' "have to's" and the preferences. It was additionally stressed that such obdurate requests are generally founded on stated inclination and accordingly thought to be silly in that it misshapes reality and again there's no law that confirms that all shoulds, musts, need to's must be met. As per Neenan (2000) and Froggatt (2005), requests could be put on self, others and the world. In this manner, if the requests set on self don't appear, it might prompt sense of self unsettling influence which could also be self-deterioration. Also if the requests put on others and the world is not met, it might prompt inconvenience aggravation and this may lead to show of low dissatisfaction resilience (LFT). Another kind of silly conviction is awfulizing conviction. This happen when an individual overstate the outcomes of the past, present and the future occasions and considering them as the

most exceedingly terrible ever or that could occur. This conviction is viewed as illogical in that it is conflicting with the real world.

As stated by Ellis (1997), individuals with low disappointment resilience conviction (LFT) generally recoil from obstructions on the way to the accomplishment of their ideal objectives. Such act is purely illogical given that it might interfere with the attainment of higher/long haul objectives. In self, others and life devaluation conviction, an individual may coordinate the reason (s) of their disappointment or annihilation to self, others and life by and large. Accordingly, such individual may start to despise oneself, others and the whole world as opposed to concentrating on the practices and a few different components that might be answerable for the disappointment or annihilation. Hence, such act is viewed as nonsensical in that it is a negligible suspicion that an individual, others and the whole world is a disappointment. Ellis (1997) distinguished a few different thoughts that are for the most part silly which predominantly make enthusiastic and social issues. A portion of these thoughts are (that):

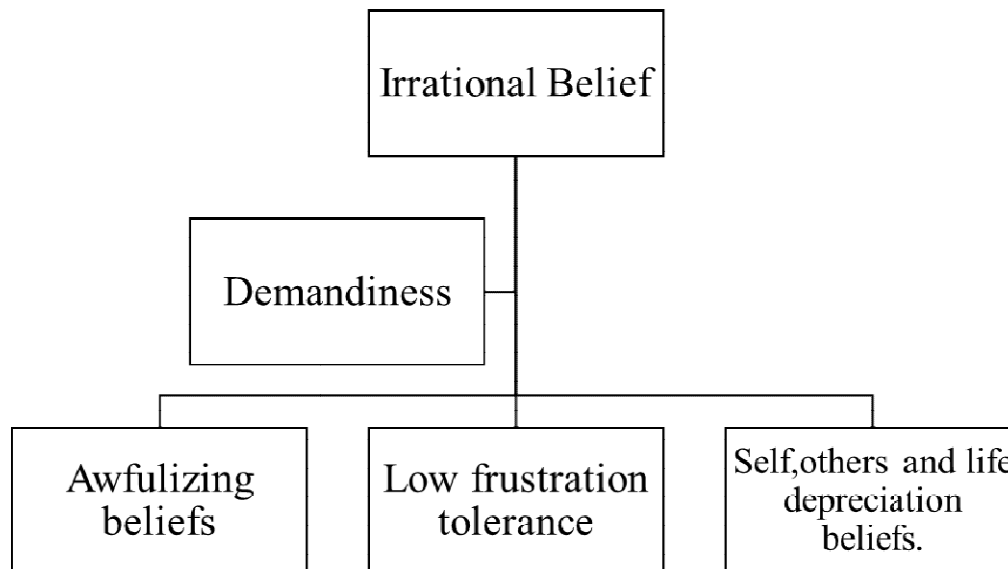
- Every issue ought to have a perfect arrangement and it's horrendous when one can't be found.
- I must totally and at all conditions perform exceptionally well and win the appreciation of significant others. Otherwise, it's awful and I am a bad, bungling, unworthy person, complete failure and deserves to suffer.
- Other people with whom I connect, must practically treat me nicely, understandingly and justly. If not, it is appalling and they are contemptible people who will always treat me shoddily. Hence, such people don't deserve a good life and should be severely dealt with for being so terrible to me. Other individuals' issues and stresses ought to turn into my weight.
- The conditions under which I live and study must absolutely, be favourable, safe, hassle-free, and easily enjoyable, or else, it's awful and my life is hardly worth living."
- I am not good, I will never get above f grade, I'm a failure.
- When I am feeling the squeeze, I should be hopeless and there is no way around this.
- It is required that an individual be cherished and whatever does must be endorsed by everybody.

- I must have a simple, charming life or I can't appreciate living by any stretch of the imagination.
- My past is the most significant piece of my life and it will continue directing how I feel and what I do.
- I must be a high achiever or I will be of no worth.
- Other individuals must treat me sympathetic and decently or else they are terrible.
- For one to be viewed as advantageous, an individual must be consummately able, satisfactory and has no record of missteps.
- I can maintain a strategic distance from my obligations and managing life's difficulties and still be satisfied.
- All unpleasant individuals ought to be accused and seriously rebuffed.
- All occasions of life ought to consistently be as wished and needed.
- Individual's despondency is because of outside variables out of hand.
- There ought to be extraordinary worry for risky or fearsome things and their conceivable outcomes ought to be imagined.
- When confronted with the chance of something startling or risky transpiring I should fixate on it and put forth distracted attempts to evade it.
- It is smarter to maintain a strategic distance from certain life troubles and self-obligations than to confront them.
- It is perfect to rely exclusively upon somebody more grounded than self.
- Past experience and occasion are the determinant of present conduct. That is, the impact of the past is impossible to do away with.

However, cleaving to these credence in the face of adversity has a propensity to chip in the feelings of resentment, ire, unkindness, anxiety, panic, depressive mood, despair, insignificance, frustration, worry, intolerance, self-pity, procrastination, avoidance, compulsive behaviour and inactions (Ellis, 2001). Also, previously mentioned unreasonable reasoning is a center conviction which controls how individuals respond to the occasions and conditions in their lives. In this way, balanced convictions (rBs) generate sound results (rCs) while nonsensical convictions (iBs) sire silly outcomes (iCs) (Alao, 2000). Taking all things together, REBT, is set to help people to conquer their enthusiastic and conduct issues in order to lead a more joyful, more beneficial and be satisfied throughout everyday life. This is accomplished by

helping individual to get rid of A – C thinking and be a greater amount of B – C thinking (Neenan, 2000).

Additionally, Spencer (2005) pronounced that REBT is comparatively suitable to study centres where understudies are displayed to practices on sound and unreasonable convictions, self-affirmation, and basic reasoning abilities, disillusionment flexibility and the relationship between one's feelings, convictions and practices. It was moreover focused on that huge sum of the unreasonable convictions in kids are a direct result of the nonsensical points of view their people had which were accidentally given to their successors. A segment of these nonsensical convictions could be found through four frameworks viz, inductive care, inductive explanation, inference authoritative and deductive comprehension. In any case, the moment the nonsensical convictions is discovered, change in perception, contemplating the all-inclusive community and the entire world will be in sight yet the child should be in Piaget's strong operational period before REBT strategies can be adequately associated.



**Figure 2.3: Model of Irrational Beliefs**

**Source: The Researcher, 2019**

### **2.1.17. Methods and Application of REBT**

REBT has been developed over the years and has been found effective in helping individuals, couples, families, adults, school going children and several others

people with a range of emotional and behavioural problems and varying degree of learning impediments (Haneef, 2012; Froggatt, 2005). To achieve desirable changes in individuals, REBT adopts a selective eclectic approach in helping individual clients depending on the peculiarity of the client's case. Some of these techniques are: cognitive techniques, behavioural techniques and imagery techniques.

#### **2.1.17.1 Cognitive Techniques (Application of REBT)**

The cognitive technique of REBT is meant to assist individuals to identify certain irrational beliefs that may be residing in them. After which the client would be guided to positively redirect their mental disposition (towards self, others and the entire world) from irrational to rational so as to attain desired learning outcome or optimal achievement in any field of endeavour. In achieving this, some of these methods are employed:

- **Rational analysis:** Irrational analysis, the therapist analyses specific episodes to guide the client on how to discover and dispute irrational beliefs. This is usually done in-session at first; then, as the client gets the idea, it may be applied in subsequent but related cases. Rational analysis, mostly in written form, enables an individual to identify and changes the thoughts patterns and emotions involved when experiencing distress or having the nudge to behave in self-defeating ways. To effectively apply rational analysis technique, REBT holds that the client should first interrupt the warning signs of SdBs and take a calm. Secondly, the affected person should identify and write down the triggers following the “ABC” pattern of REBT. That is, the actual activating agent, followed by the person's belief about such event and the likely consequences. For example, “If I fail a mathematics class test, it's an indication that I can't be promoted let alone passing WAEC” Thirdly, REBT teaches that client should dispute the irrational belief (what you are telling yourself about the 'A'), then replace the self-defeating belief with a more appropriate ones such as “ If I perform poorly in my first assignment, it doesn't make me a moron”. Then begin to identify the new Effects of the rational belief. After the self-defeating belief had been suppressed, the client should take a small card and write the old belief and the new belief in order of preference and begin to memorise the rational beliefs frequently until it becomes internalized and a regular habit (Froggatt & Wayne, 1998)

- **Double-standard dispute:** In a situation where the client holds a resistant belief that seems hard to let go or any form of ‘shoulds’ or ‘musts’, the therapist may ask if the client would be favourably disposed to someone else with such demanding core belief. If the client’s response is against the self belief, then the therapist would let the client realize that such belief as his’ is nothing but irrational belief.
- **Catastrophe scale:** This is a way of assisting the client to alter the position of their feared situation on the scale, until it is in perspective or in relation to the other items or become lessen. In other words, the catastrophe technique helps to get back to normalcy when having awfulising belief. According to REBT, this is achieved by drawing a line down a sheet of paper one side. At the top of the paper, 100% is written and 0% at the bottom, Then 10% intervals at the remaining column. Whenever a client is distressed about activating agents, REBT holds that the level of the concern/worry should be rated on the constructed sheet. This rating enables the client to be aware of the fact that some events of life are mere exaggeration. Hence, adequate knowledge of this may facilitate human adjustment.
- **Devil’s advocate:** This technique enables the client to argue against his own dysfunctional belief. It is also known as “reverse role play”. The therapist may assume the position of the client and adopts the client’s belief and strongly argues for it; while the client tries to convince the therapist that the belief is dysfunctional. The technique is mainly useful when the client sees that a belief is irrational, but needs help to strengthen that understanding.
- **Reframing: Implies** looking at a situation from a more positive angles and problem solving. For instance, anxiety might be reframed to mean a strong sense of caring about the outcome of a task. Also, a variation of reframing enables the client to see that even negative events at times have positive sides to them. Here, the clients are made to reframe or re-evaluate events perceived as awful or unbearable to such as disappointing concerning or uncomfortable (Haneef (2012)). For example, such statement as: “My teacher is wicked” should take the form of “My teacher is strict.”

#### 2.1.17.2 Imagery Techniques (Application of REBT)

Imagery techniques enables individuals to understand that whatever the event or challenges of life, it can be outlived or overcome. Simply put, it is a passionate intellectual training fashioned to establish new affectionate prototype by making the clients visualize themselves the worst entity that could ever lived thus changing them to optimistic beliefs (Haneef, 2012). Some of the methods in imagery techniques are:

- **Time projection:** This technique is fashioned to show that one's life and the world as a whole continues after a frightened or unwanted event has come and gone. Time projection technique teaches that life goes on, even though one may need to make some regulations. For example, the therapist may ask the client to think about the unwanted event occurring, then imagine going forward within the space of a week, a month, then six months, then a year, two years, and so on, considering how they will be feeling as the time passes by. This is because some individuals are of the erroneous belief that certain life events are just too awful to happen and that if such should take place, the world would be blown (Dobson, 2009).
- **The 'blow-up' technique:** This practice encourages an individual to laugh at feared situation so as to get control of them. Though very sensitive and requires appropriate timing. It involves asking the client to imagine whatever feared situation envisaged, then blow it up out of all proportion till one cannot be restricted but be amused by it. To achieve this in a therapeutic gathering, the therapist encourages the client to foresee a dreadful occurrence taking place actually. Naturally, the client would be thrown off-balance by being depressed, anxious and feeling terribly bad. At this point, REBT holds that the client should be made to blow the entire happening out of proportion until the client begins to laugh. Reason being that when issues are overstated, they become comical. In a way, laughing at supposedly critical issues put the client at an advantage over the problem (Ackerman, 2020, Cracium, 2012, Froggatt, 2005).

### **2.1.17.3 Behavioural Techniques (Application of REBT)**

One of the best ways to check out and modify a belief is to act. In behavioural techniques, clients are encouraged to check out the evidence for their fears and to act in ways that disapprove of them. This is achieved by the use of the following methods:

- **Exposure:** In exposure technique, clients are made to enter the feared situations that would have normally been avoided. Such 'exposure' is deliberate, planned and carried

out with the use of cognitive and other coping skills. It enables the client to develop confidence in one's ability.

- **Shame attacking:** This type of technique is also called “imposter syndrome”. This is because it involves confronting the fear of shame by intentionally acting in ways the client anticipates may attract disapproval while, the client would be the only one to feel concerned. In the view of Myers (2017), shame-attacking is an exercise which focuses on having a public spectacle that aims to draw disapproval from the witnesses. The embarrassing display may not necessarily be big, it may be within the circle of small crowd in a place not too busy. The rationale of it is to prevail over social anxiety of expression or relating with others. *Habinsky, (2016)* affirmed the importance of shame attacking technique to individuals on the basis that some individuals usually adopt avoidance approach or rather withdrawal method the moment others express disapproval of their behaviour which mostly culminate to loss of self-worth. *Matweychuk (2013)* also added that the primary purpose of shame attacking practice is to relinquish the self-restricting beliefs. The later however identified some of the possible ways of demonstrating shame attacking response. Some of which are that the client should: admit the wrong and be willing to learn the right thing; admit a misconduct devoid of excuses; politely asking someone a personal question if not cleared; saying no to friend's request for a favour when not capable; politely disagree point of view with a figure who seems to be an authority in a particular area under discussion; do not say yes, when you mean to say no; choose not to give a round of applause when not so impressed by a presentation; letting someone know how you would prefer to be addressed. Etc.
- **Risk-taking:**In REBT, risk taking technique is meant to challenge beliefs that certain behaviour is too dangerous to risk. It involves incremental disclosure of a personality to a fearsome circumstance with the intent of training such a person how to trade adaptive behaviour for the maladaptive conducts earlier used to. For example, if the client has fear of failure, such learner might be asked to make an attempt to write public examination (*Taboas,2015*).
- **Paradoxical behaviour:**This simply means stepping out of disposition. In this technique, client is encouraged to deliberately behave in a way that contradicts the existing core belief, gradually internalize the new habit until it became absorbed. This



procedure helps the fixed and obsessed clients to look at the irrationality of their situation anew. It is a way of identifying unhelpful habit or thought and then eliminates it. For example, a perfectionist person could deliberately do some things lesser than their usual standard; or someone who believes that to care for oneself is 'selfish' could indulge in a personal treat each day for a week. This will help to change the dysfunctional inclinations. (Frogatt & Lakeman, 1998)

- **Postponing gratification:** This is the ability to interrupt the impulses for an immediate reward to receive a more constructive recompense at a later date. Baumeister, (2007: referred to in Miller, 2020) pointed out that delay of gratification could be exercised in such areas as groceries, bodily delight, communal relations, financial wellbeing and accomplishments. In addition, this procedure is mostly used to combat low frustration-tolerance (LFT). It is an act of deliberate delay of behaviour that usually gives a person momentary satisfaction but which later causes trouble to the self. E.g. addiction to T.V episode, gambling, substance use, playing games, addiction to social media etc.
- **Homework:** One of the most important REBT approach is homework. This is usually in form of self-help exercises, reading and experiential activities (Frogatt, 2005).

#### **2.1.18. Counselling Goals of REBT**

The significant guiding objectives of REBT is to change the inner verbalizations from silly to sound articulations in order to forestall propagation of enthusiastic aggravations that generally finish to promote conduct unsettling influences and poor scholarly exhibitions. To accomplish this, the treatment centres around minimization of people self fault and accusing different conditions and accordingly furnished with techniques for keeping up a reasonable condition of tension and threatening vibe through sound investigation of their unsettling influences (Ellis, 2004).

#### **2.1.19. Concept of Locus of Control**

Locus of control initially comes from Julian Rotter's social learning hypothesis during the 1950s (Rotter 1960 referred to in Neill, 2006). Rotter's view was that a person's conduct is to a great extent guided by 'fortifications' (prizes and disciplines) and that through such possibilities as remunerations and disciplines, people more often than not hold steady beliefs about what causes their activities. These beliefs, thus, control the sorts of frame of mind and practices individuals take on. Thus, locus of

control is characterized as a person's observation about the basic primary driver of the different occasions that happen in ones live. It includes the degree to which people trust that their lives are being controlled either without anyone else (inside) or by outside components (Rotters 1966). As indicated by Rinn, Boazman, Jackson and Barrio (2014), locus of control is a multifaceted build which mostly prompts diverse responses in different circumstances, including scholarly settings. This is the reason Rotter (1966), keep up that locus of control significantly affects understudies' lives, as their choices and decisions identified with scholastic execution, classroom practices; profession improvement, relational connections, and wellbeing are extremely influenced by their impression of control.

Likewise, school going youths and youthful grown-ups generally settle on choices dependent on individual points of view including the sort of control hung on some random circumstance. For instance, if an individual translates a disappointment because of too little exertion (an inner locus of control), such an individual would probably trust that expanded exertion will roll out a positive improvement in the result. Consequently, people with an interior locus of control are bound to take a stab at accomplishment, work to improve their circumstance, apply learning toward constructive results for the future, and persevere despite disappointment (Shinde and Joshi, 2011 refered to in Hill, 2016; Findley and Cooper, 1983). In addition, Cetinkalp (2010), detailed that locus of control is the manner in which understudies represent individual accomplishments and individual disappointments in school. It was additionally underlined that learners with interior locus of control have a higher scholarly accomplishment than the ones with outside locus of control.

In the perspective on Halpert and Hill (2011), locus of control is an idea that falls on a continuum and in the capacity that can be utilized as prescient proportions of person's mental prosperity, wellbeing practices, financial soundness, response to hardships and scholastic achievement. It was additionally emphasized that the condition of locus of control of a school going youngster may cause such an understudy to either characterize the basic causation of terrible scores in an examination to poor investigation propensities, absence of satisfactory readiness or the insufficiencies of the instructor or apparently submit to destiny that failure is fate. Also, Lefcourt, (2014); Rotter, (1954) and Kelly (2016) detailed that understudies who

have an interior locus of control as a rule acknowledge the way that individual activities straightforwardly impact exhibitions (e.g., disguised fault or applause after execution on an examination); that is, activities, musings, and practices are fortified by the reward of achievement. Then again, people with an outer locus of control would dependably consent to the way that outside variables (e.g., condition, destiny, possibility) principally impact the result of an actual existence occasion. It was additionally underlined that people who have their activities reliably fortified will in general gain an inward locus of control, while the individuals who are not compensated by their endeavours are well on the way to embrace an outside locus of control.

Accordingly, if an understudy decodes poor outcome as a result of a bothersome examination or a lousy educator (an outside locus of control), such an applicant may trust, that the execution is because of components out of hand and may not perceive any motivation to seek after future enhancements and therefore taken to arrangement of self-crushing conducts. As indicated by Elliot (1977; referred to in Smith, 2003), the idea of locus of control is the degree to which individuals trust that a person's encounters or life events is reliant upon self-practices and in this way controllable, or, something else, regardless of whether occasions are the result of non-unexpected factors, for example, karma, destiny or ground-breaking others.

Also, Barzegar (2011; referred to in Aladenusi, 2015), expressed that locus of control is a belief framework in regards to the reasons for individual's encounters and the components influencing achievement or disappointment and that it is a noteworthy indicator of scholarly and social practices of school age people. Additionally, Nwakwo, Balogun, Chukwudi. and Ibeme (2012), clarify that locus of control is an identity develop which alludes to a person's impression of the locus of occasions as decided inside by the individual's conduct versus destiny, karma or outside conditions. It was additionally expressed that it is a sort of belief about whether the results of an activity are dependent upon one's activity (inner control introduction) or on occasions outside close to home control (outer control introduction). Consequently, attribution understandings can prompt both positive and negative responses to life events.

	<b>Internal</b>	<b>External</b>
<b>Attributions of no Control</b>	Ability	Chance/luck
<b>Attributions of Control</b>	Effort	Task difficulty

**Figure: 2.4 Types of Locus of Control**

**Source: Weiner, 1974**

## **2.1.20 Theories of Self-defeating Behaviour**

### **2.1.20.1 Behavioural Theory of SdB**

Behavioural theory had its beginnings in the early 1900's and became established as a psychological approach in the 1950s and 1960s. The major proponents of the theory were Ivan Pavlov, John Watson and Burrhus Skinner (1950s). The behaviourist views most human behaviour as a set of earned responses to events, experiences or stimuli in a person's life. Behavioural theory focuses on the use of experimentally established principles of learning to change maladaptive behaviour. The theory assumes that most of the behaviour manifested by individuals are acquired from the environment and events that occur around the individual. The events cause specific changes in the behaviour as a result of individual's interaction with the environment which assist in altering the observable behaviour (Alao 2000).

Self-defeating behaviour of academic underachievers is a behaviour learned by students who have consistently perform poorly and thereby form or learn a pattern of behaviour as a result of the events around such students. Also, the theory utilizes the combination of classical conditioning, operant conditioning and imitative learning to bring about the desired changes in behaviour of individuals. Classical conditioning developed by Ivan Pavlov (1950s), is a learning process in which an innate response to a potent stimulus comes to be elicited in response to a previously neutral stimulus. This is achieved by repeated pairing of the neutral stimulus with the potent stimulus (Filani, Odule, Oke, Adeniji and Ayodeji, 2015). The operant conditioning developed by Skinner (1954) is a conditioning process whereby a response is followed immediately by either a reward or a reinforcer thereby strengthening the bond between a given stimulus (S) and a given response (R). However, behaviour theory is generally centred on the fact that human thought (cognitions), feelings (Emotions) and action (behaviour) all go hand in hand and that a change in one, usually lead to a change in other aspects.

One of the assumptions of the behaviourists is that all behaviour are learned. That is, human behaviour can be learnt and unlearned. Behaviourist is concerned primarily with observable and measurable aspects of human behaviour. Therefore when behaviour becomes unacceptable such behaviour can be learnt. Self-defeating is a behaviour that is learnt and not inherent in underachieving students. Another assumption of the theory is

that free will is illusion, and that all behaviour are determined by the environment either through association or reinforcement. Every individual has the free will to learn a particular behaviour as the individual associates with the environment or being reinforced positively or negatively (Heffner, 2014; Alao, 2000). SdB is a negative behaviour that is being reinforced through repeated academic failure of the students.

#### **2.1.20.2 The Psychosocial Theory of Self-defeating Behaviour**

The psychosocial theory was propounded by the Eric Erickson in the 1950s. This theory asserts that human improvement progresses throughout an individual's life time but laid more emphasis on the adolescent's stage as a crucial period for the development of ego identity (Erickson, 1968; Falaye, 2014; Mishra, 2014; McLeod 2013; McLeod 2010). The theory is on the reason that early educational encounters set up an establishment of comprehension and make a specific inclination for later emergencies goals. For example, during the second year of life, youngsters start to build up a feeling of independence through strolling, use of restroom, and self-nourishing. Be that as it may, if the little child's self-governance needs are not bolstered by their parental figure, sentiments of disgrace may result (Heffner, 2014). Thus, the procedure phase of improvement centres on activity; be that as it may, if a kid is excessively vigorous, sentiments of blame may build up. Consequently, if a youngster's subjective diagram consolidates sentiments of disgrace and blame, it might be fathomable for kid to create sentiments of mediocrity. In consistence with psychosocial hypothesis, SdB may result from a person's deficient sense of self qualities emerging from the early years shortfalls. The theory contains eight distinct stages from infancy to late adulthood during which individuals meet with new challenges and are expected to master those challenges so as to be able to live above board in adulthood or in the next stage.

The theory emphasized that the challenges of any of the stages not successfully completed may resurface, as problems in later life (Erickson, 1950). In addition, Erickson (1964) stated that each of the eight stages is coupled with psychosocial crisis from both biological and socio cultural demands. And so, being able to successfully sail through each of the stages depends largely on the enabling ability to negotiate between the two conflicting forces (biological and socio cultural forces). However, successful completion of each stage makes an individual to live a well-adjusted life in the next stage which progresses through life. In the same way, failure or inability to successfully end the earlier

stage leads to unhealthy personality and all forms of uncontrollable habits (McLeod 2013).

The stages are as follows:

**Table 2.1 Eric Erickson Eight Stages of Psychosocial Development**

	<b>Psychosocial Crisis</b>	<b>Basic Virtue</b>	<b>Stage</b>	<b>Approximate Age</b>
1	Trust vs mistrust	Hope	Infancy	(0-1 ½ )
2	Autonomy vs shame	Will	Early childhood	(1 ½ -3)
3	Initiative vs guilt	Purpose	Play age	(3-5)
4	Industry vs inferiority	Competency	School age	(5-12)
5	Ego identity vs role confusion	Fidelity	Adolescence	(12-18)
6	Intimacy vs isolation	Love	Young adult	18-40)
7	Generativity vs stagnation	Care	Adulthood	40-65)
8	Ego integrity vs despair	Wisdom	Maturity	(65+)

**Source: McLeod, 2013**

- **Trust Vs Mistrust (0-1 ½ ):** Trust is an essential truthfulness of others as well as a fundamental sense of one's own trustworthiness. At this stage, an infant depends solely on parents and perhaps the care givers for sustenance and comfort. Thus if the child is consistently nurtured with warmth affection, the child will develop a sense of trust and possess a virtue of hope that in subsequent relationship or situation, someone will always be there to provide a succor. In the other way round, if such child is neglected and not adequately cared for, it may leads to mistrust which is transferred to the next stage (Erickson,1950).
- **Autonomy vs Shame and Doubt (1 ½ -3):** At this stage, Erickson(1950) explain that a child is more active than being passive most times; a child wants to be severed from the parent so as to be able to explore the immediate environment and demonstrate some innate skills. A child that is allowed but being guided would gain a virtue of 'will' and develop a sense of autonomy but if handicapped and criticized; such a child will resort to shame and doubt even in subsequent relationships and endeavours.
- **Initiative vs Guilt (3-5):** Initiative is the ability to begin new activities and explore new ideas. A child at this stage derives pleasure in taking his own initiative to plan activities, make up games, shapes, pictures while interacting with peers. Success at this stage makes a child to develop a sense of initiative and possess a virtue of purpose. Else, a child would develop guilt even towards what he's capable of accomplishing (Falaye 2014).
- **Industry vs inferiority (5-12):** According to Erickson (1950), children at this stage assume the responsibility of learning to read and write. Using their teachers as a medium/model to teach them basic skills. Such learners become more aware of themselves as individuals who tend to show interest in learning and accomplishing more complex skills. Thus if children are encouraged for their attempts and accomplishment, the learners begin to feel industrious and have a sense of competence in handling a task but if always disapproved and never appreciated, inferiority complex may result.
- **Identity vs Role confusion (12-18):** This is the period of adolescence in which a child desires to really know who he is (Ego identity). According to Erickson (1950), this stage is a bridge between childhood and adulthood. At this stage, adolescents are



mostly found searching for a sense of self and personal identity through an intense exploration of personal values, beliefs and goals (McLeod 2010). Thus if adolescents are properly guided and really given what is deserved such an adolescent would develop confidence in self and others thus leading to the virtue of fidelity. Also, such adolescent would be able to accept the 'self' as a person, set goals and pursue it, make good decisions and remain undaunted at it. In the other way round, if the adolescents are not properly guided by parents and significant others, it may lead to role confusion thereby resulting to several other forms of self-defeating behaviour.

With respect to underachievement among secondary schools' students which mostly culminate to self-defeating behaviour, literature has it that there are categories of underachievers mostly called "The identity search underachievers" or "The dominant non conformer." According to Marcus (2007), these learners are usually engulfed in search for an identity to a point of being distracted from their school work. At this point, academic consideration would be of no importance to such learner this is why Erickson opined that an identity crisis not resolved at this stage could lead to several rebellious acts such as; gambling, truancy, cheating, procrastinating and the likes. In addition, one can draw inference from psychosocial stages of development that records of underachievement among students have its root from infancy period till adolescence stage. The theory then concludes that the challenges of any stage not successfully completed may reappear as problem in the future (Erickson,1968). From this, it can be assumed that student's underachievement problems that resulted to manifestation of self-defeating behaviour are all products of defeat suffered at each/any stage of their development.

### **2.1.20.3 Adlerian Theory of Self-defeating Behaviour**

Adlerian theory, mostly called individual psychology was postulated by Alfred Adler in 1911. The theory revolves round the fact that an individual being is indivisible and is capable of creating one's own behaviour and can as well choose to change (Clifford and Bumer, 2000; Mitchell, 2005). According to Adler (1911), every individual represents a unity of character and the individual fashions that unity. That is, an individual is both the picture and the artist and so if a change of self-concept can be achieved, there can be a change in the picture being painted.

### 2.1.20.3.1 The Basic Tenets of Adlerian Theory

The theory majorly centres on the following:

- **Holism:** Adler's view of individuals is that a man is a unit and a self-conscious whole, which functions as an open system and not as a collection of drives and instincts. That is people's thoughts, feelings and actions are one consistent whole (Baumer et al 2000 and Mitchell, 2005). According to Adler (1911), an individual as an indivisible being is capable of forming views about self, the world, the people in it and how to behave in that world. The consistency of the ideas and beliefs about 'self' and the world is what Adler referred to as 'life style' and for each person, it varies. By that, it was meant that everyone is responsible for the sort of person one is.
- **Social interest:** Man is a social being whose behaviour has to be studied and interpreted in a social context. Adler (1911) was interested in studying individual's behaviour right from the social groups to which individuals belong or hail from, viz, family set up, school groups, work groups, peer groups and intimate relationships. Also, it is the assumption of the theory that individual came into the world with a built-in feeling of inferiority and that the level of inferiority may be heightened when an individual has any form of physical deformity or mental challenges. It can as well be through being pampered by parents or by being subjected to neglect. Prominent in human nature in Adlerian theory is the birth order. In this, the theory holds the view that the first child in the family usually possesses certain characteristics that made the second child to always compete with him while the third (if possibly the last) are mostly pampered and are made to feel superior over others (Alao, 2000).

According to Baumer (2005), pampered children, who are used to easy life finds schools and adult life hostile. Teachers and fellow learners may not be willing to offer such child the kind of comforts he gets at home from parents and siblings and such could lead to isolation. According to Clifford et al (2000) some children are ill prepared for the demands of life. Such children find learning at school difficult, making decision impossible and gaining independence unattainable because such are used to their parents doing things, guiding and making decisions for them. Invariably, such a child would grow to become less confident and lack abilities to make

independent decisions and would be found placing self-imposed limits on what is possible. In most cases, such a child would begin to rely on others stronger than themselves (authority figures) to make their decisions for them on issues relating to their school work and personal lives. That alone is self-defeating.

Consequently, where all the expectations are not met, such learners feel unloved, unaccepted and have the notion that the world is not giving them the deserved and as a result avoid social relationship, nurse fear of unknown, taken to alcohols, drugs and a host of unhelpful behaviour as a means of getting back to the society that has let them down or for compensating for their inferiority complex. Adler (1911) was therefore of the opinion that those individuals with inferiority complex may need therapy to become aware of the beliefs and ideas hold about themselves which causes them trouble.

- **Teleology:** The word ‘teleology’ is from a Greek word which means ‘goal’. Thus, Teleology is the belief that individuals are not only guided by mechanical forces but that individuals also move toward certain goals of self-realization (Mitchel, 2005). According to Adler (1911), all behaviour had a purpose. For instance, an individual, who had come to realize the state of his inferiority complex may begin to feel uncomfortable and as a result look for ways of overcoming such behaviour by striving for superiority and by implication the goal of such behaviour is in a bid to compensate for the inferiority complex in an individual and that rendered such goal fictional in the sense that the individual’s perception of events of life that leads to such goal may be far from reality. In all, Adlerian theory is on the premise that each individual is the author of his own creation and that all behaviour are learnt and are prone to change (Adler, 1992; Mishra, 2014).

#### **2.1.21. Theoretical Framework**

Pertinent to any meaningful study is the review of the theories upon which the research work is supported and its relevance to the body of the study. All the theories reviewed explained the basis for manifestation of self-defeating behaviour among school going adolescents. Majorly, this study is anchored on Behavioural theory (Pavlov, Watson, and Skinner, 1954). The theory is experimentally founded using classical conditioning (Pavlov, 1950s), operant conditioning (Skinner, 1954) and imitative learning model to establish the fact that all behaviour are learnt as a result of experience and can as well be unlearned. That is, people's reactions to various situations

are exclusively determined by how their overall experiences had programmed them to react. SdB of academic underachievers is a behaviour learned by students who have consistently perform poorly and thereby form or learn a pattern of behaviour as a result of the events around such students. Also, individuals' behaviour could be facilitated by imitative learning or vicarious experience within the environment. For example, a school going adolescent may learn truancy behaviour from peers or substance use from a senior colleague within the neighbourhood based on persistent failure or poor self-esteem.

Similarly the operant conditioning experiment (Skinner, 1954), holds that the frequency of any behaviour (either helpful or unhelpful) depend largely on the events that follow such behaviour. For example, if the behaviour is reinforced, the behaviour is more likely to be repeated. Self-defeating behaviour is a negative behaviour that is being reinforced through repeated academic failure of students. Consequently, SdBs are such practices that once attempted to assist a person to manage a pernicious encounter, which later neutralizes the person from reacting to new snapshots of life in a sound manner (Matchsoul, 2012; Lyon, 2015). On this premise, behavioural theory tends to concentrate on maladaptive behaviour itself, rather than on some presumed underlying causes. The theory assumes that self-defeating behaviour is, to a considerable extent acquired through learning in the same way any behaviour is learned and that any individual can as well be retrained to perform any task, and emit desirable behaviour regardless of genetic background, personality traits, and internal thoughts within the limits of individual physical capabilities (Curwen and Ruddel, 2000).

## **2.2. Empirical Review**

### **2.2.1 Self-regulation Training and Self-defeating Behaviour**

Studies have maintained that self-regulation training (SrT) is a powerful mediation in dealing with a variety of maladaptive practices. In a study directed by Chapin (2014), the study on self-regulation was viable in the treatment of quite a lot of maladaptive conduct issues, viz., poor scholastic execution, psychological wellness challenges, physical medical problems, unfortunate relationship among others. In a study led by Habibzadeh, Pourabdol and Saravani (2015) on the impact of emotional self-regulation preparing in diminishing emotion disappointments and self-damaging

practices among understudies experiencing learning disability. The outcomes uncovered that emotional self-regulation training was successful in diminishing emotion disappointments in all parameters and self-harmful practices in learners experiencing explicit learning issue. The researcher, nonetheless, commented that since emotional self-regulation can remarkably affect diminishing negative emotions and expanding the positive ones; the treatment can supposedly moderate emotion deregulation and self-defeating practices in such understudies.

In a study conducted by Radana and Sonia (2015), on self-regulation of conduct with regards to peer influence, the study concentrated on revealing the components of self-regulation of conduct in youths. The outcome anyway demonstrated that an abnormal state of self-regulation shows itself in circumstances where the sentiment of fouling up originates from inside. Self-regulation training has similarly been found overwhelmingly useful in improving great scholarly execution. It empowers students to be perceptive of their scholastic quality and shortcomings combined with suitable systems to fix the everyday difficulties of scholarly undertaking (Dweck et al, 2002). It was additionally expressed that sufficient presentation to SrT empowers a student to hold steady beliefs about insight and trait their triumphs or disappointments to factors inside their control.

Additionally, Schumacher, Miller, Watamura, Kurth, Lasonde and Leboougeosis (2017) directed a trial study that analyzed rest subordinate consequences for reaction restraint and self-regulation. Results demonstrated that self-regulation procedures show that sufficient rest encourages collaboration between procedures supporting ideal social-emotional working in early youth. Arno (2015) similarly settled a connection between self-regulation and emotional unsettling influence of understudies. The study inspected three secondary school understudies, two females and one male with emotional unsettling influence (ED) and scholastic difficulties. The outcomes demonstrated that the intercession was powerful by both the understudies and the instructors.

Oladejo (2009) directed research utilizing one thousand five hundred (1500) arbitrarily chosen separation students at the University of Ibadan. The outcome demonstrated that understudies' self-regulation skills and scholastic execution were decidedly and fundamentally associated ( $R=0.16$ ;  $P<0.5$ ). Essentially, Sirois (2015)

inspected the impacts of self-regulation on self-sympathy, and wellbeing conduct goal. The study sampled 403 emerging adults aged 18-25 from a midsized university in South west Ontario, Canada and within the community. The outcome demonstrated that self-regulation was successful in the decrease of self-sympathy and weakness conducts.

In a study estimating the impacts of temperament and self-regulation on self-defeating behaviour, Briones, Terbernero and Aresians (2007) commented that so as to evade issues of adjustment, it is fundamental for researchers to advance social self-adequacy and positive emotion in people compromised with social avoidance.

In addition, a link has been found between a person's self-regulation skills and cognitive, affective and physical balance. Lakes and Hoyt (2004) in their study subjectively select 207 youngsters from kindergartens through Grade 5 and assigned by homeroom class to either the intervention group (martial art) or a comparison group (traditional physical education). The outcomes demonstrates that military craftsmanship assemble showed more prominent upgrades than the correlation aggregate in the region of intellectual (cognitive) self-regulation, affective self-regulation, pro-social behaviour, classroom conducts and performance on mental sums. The multidimensional effects of self-regulation on individual's health behaviour have equally been explored by researchers. In a study by Tavakolizadeh, Moghadas and Ashraf (2014) showed that teaching patients self-regulatory strategies had significant impact on lowering blood sugar, observing dietary behaviour and increasing physical activities of the former group.

Furthermore, Gastra, Groen, Tucha and Tucha (2016) led a meta-explanatory survey on the impacts of classroom interventions (forerunner based, outcome based, self-regulation, combined) on off-task and upsetting classroom conduct in learners with indications of attention-deficit/hyperactivity disorder (ADHD). Results indicated that classroom mediations lessen off-errand and problematic classroom conduct and upgrades scholarly results in kids with side effects of ADHD. In a research carried out on connection between homework and self-regulation from basic evaluations to school, Ramdass and Zimmerman (2011) discovered that self-regulatory behaviour grow progressively after some time with repetitive practices and that students can be made to create self-regulation skills amid homework exercises. Zimmerman et al further

presented that amid homework consummation, students dependably participate in arrangement of self-regulatory practices, for example, self-inspiration, restraining diversions, investigating distinctive techniques to finish homework, overseeing time, defining objectives, self-considering and postponement of satisfaction. Also, it was referenced that demanding but fascinating assignments more often than not helps struggling and at-risk students to create inspiration and self-regulation skills and make progress. Likewise, research indicates that students who participate in self-regulatory procedures while finishing homework are progressively persuaded and will, in general, be higher achievers than the learners who do not utilize the procedures (Benbenutty, 2009; Bempechat, 2004; Trautwein, 2007; referred to in Ramdass and Zimmerman, 2011).

In another meta-investigation study on the connection between self-regulation and scholastic accomplishment from rudimentary to optional evaluations, the outcome demonstrates a normal impact size of (0.69,  $p > .01$ ) which infers that self-regulation essentially upgraded understudies scholarly accomplishments (Dignath and Buttner, 2008; referred to in Ramdass and Zimmerman, 2011). Furthermore, Schunk and Zimmerman (2003) announced that understudies who embrace learning objectives display higher self-regulation skills and participate in exercises that upgrade learning. In a longitudinal study by Mischel, Shoda, and Peak (1990: referred to in Baumeister et al 1998), young learners' capacity to postpone gratification (that is, refusal of prompt prizes for acquiring bigger yet deferred prizes) were estimated when the kids were somewhere in the range of 4 and 5 years old. Over 10 years after the fact, the researcher found that the kid-learners who had appeared best limit with respect to self-regulation at the youthful age proceeded to be the best in youthful grown-up life, not just that, such kids were similarly observed to be better than others regarding school execution, social fitness, individual quality in adapting to disappointment and worry just as the capacity to coexist with others. A few different examinations have similarly connected self-regulation skills to scholastic execution (Schunk & Zimmerman 2003; Schunk & Zimmerman, 1994; Pajares & Kranzler, 1995; referred to in Oladejo, 2009).

### **2.2.2 Rational Emotive Behaviour Therapy and Self-defeating Behaviour**

Rational emotive behaviour therapy (REBT) is a functioning order, arrangement situated therapy which centres on settling emotional, psychological and

social issues in clients (Berger, 2005). REBT is on the basis that occasions or life events alone do not make an individual discouraged or terribly restless, but that one's beliefs about the occasion causes undesirable emotions and self-defeating behaviour (Ellis, 2004). REBT additionally asserts that people have both rational and irrational propensities. Irrational beliefs makes a detour to objective accomplishment, prompts internal clash, prompts more clashes with others and poor emotional well-being. A rational belief anyway prompts objective achievement and upgrades socio individual wellbeing (Ellis 2004). Moreover, Ellis believes that most irrational and self-defeating reasoning, emoting and behaving are associates of emotional difficulties viz, self-fault, envy, blame, and uneasiness, low frustration tolerance (LFT) and the preferences. Ellis (1994) however averred that a proper use of REBT would help individuals to distinguish the irrational and self-defeating inclinations and adapt better approaches for debating and supplant them with a greater amount of rational and self helping practices.

Numerous studies have indicated that irrational beliefs are emphatically connected with several forms of maladaptive practices. Hamidi, Paidar and Mohammadi (2017) led a research on the role of Rational Emotive Behaviour Therapy on students' adjustment among secondary school male students of Bostan-Abad city. The outcomes show that rational emotive behaviour therapy improves the general change and its segments in secondary school male understudies. Turner and Barker (2015) inspected the impacts of rational emotive behaviour therapy (REBT) on the irrational beliefs of staff experiencing repetition from a professionals' association (Blue chip). The study received rehashed proportions of single-amass intercession structure in order to evaluate changes in irrational beliefs of the members through the span of the REBT program. Results show noteworthy decreases in complete irrational beliefs and other-deterioration parts of the members from pre-test to post-test stages.

In a topical study by Visla, Fluckiger, Holtforth and David (2016), the connections between illogical viewpoints and useless feelings were inspected. The outcome anyway uncovered a strong connection between nonsensical convictions and mental bothers. In a research directed by Mahfar, Aslan, Noah, Ahmed and Jaafar (2013) on impact of REBT on irrational beliefs and worry among completely private school understudies in Malaysia, ninety (90) structure one understudies in the private schools in Johor, Malaysia and haphazardly allotted to two exploratory gatherings and



a control gathering (CG) were sampled. The two exploratory groups were made enormous test gathering (EG<sub>B</sub>) and a little trial gathering (EG<sub>S</sub>). Every one of the gatherings was made to react to a similar survey before the treatment application to the two trial gatherings. The information acquired was exposed to measurable examination and the outcome demonstrates that REBT was more potent in the management of irrational beliefs and stress.

In assessing the study directed by Waren (2010), the effect of social subjective hypothesis and rational emotive behaviour therapy of educators were analyzed. Forty-two (42) grade teachers were arbitrarily appointed to treatment gatherings and a control gathering. The treatment bunches were made to undergo up close and personal and online training. The outcome anyway demonstrates noteworthy contrasts between the control gathering, up close and personal and online treatment aggregate with regards to irrational beliefs. Hence, the adequacy of REBT was demonstrated on instructor's exhibitions. The researcher in this manner commented that educators who keep up irrational belief about instructing and learning would probably encounter undue misery and acts in an ineffective ways.

In a study directed by Wilde (1996; 1999; referred to in Spencer, 2005), the viability of REBT was tried on the irrational beliefs of kids. The outcome demonstrates that REBT was compelling in bringing down irrational beliefs even among youngsters. Moreover, Paolo (2016) found a connection among REBT and person's wellbeing related issues, for example, cardiovascular (CV) wellbeing challenge that may at last lead to hypertension. Thusly, Paolo examined 28 college understudies from a fair sized urban University for an in-lab study utilizing REBT. The members were haphazardly relegated to one of two gatherings. The exploratory gathering used a short rational controversy practice following word review while the control bunch was exempted from the activity. The circulatory strain (BP), pulse (HR), influence and the condition of nervousness were estimated as the activity advances. In any case, the trial amass had a noteworthy effect from the control aggregate in Systolic Blood Pressure (SBP) and Diastolic Blood Pressure (DBP) toward the end of the study. Howbeit, the two gatherings recuperated in dimensions of condition of tension contrasted with the benchmark measures.

In like manner, Alabi and Lami (2015) examined the amplexness of objective emotive direct intervention and clients' focused in diminishing tormenting conduct among in-school young people in Ilorin, Nigeria. REBT was found dynamically feasible in the diminishing of tormenting conduct among in-school youngsters. The researchers at any rate highlighted the usage of REBT procedure in changing maladaptive practices. In actuality, Shirley (2000) examined the impacts of Rational Emotive Behaviour Therapy mediation on the degree of burnout on center teachers' degree of passionate weariness, depersonalization, and individual achievement. Results didn't show a measurably noteworthy distinction between the control and exploratory gatherings on any of the factors under scrutiny. The inventor anyway recommended further assessment of the correspondents of illogical convictions and burnout among school going teenagers.

### **2.2.3 Locus of Control and Self-defeating Behaviour**

A number of studies have uncovered that locus of control is a symbol of various human actions (Dilmaç, Hamarta and Arslan, 2009; Tella and Adeniyi, 2009; Atik, 2006; alluded to in Aladenusi, 2015). In an investigation coordinated by Atik (2006) on the elements of locus of control, seclusion and academic achievement in foreseeing tormenting among focus school understudies. Results revealed that understudies' element of locus of control on a very basic level related with all components under investigation. The analyst further underscored that students with outside locus of control show a more prominent measure of unhelpful behaviour and poor academic execution at different measurements. Also, Zuber (2000) inspected the association between locus of control, direct and academic achievement among fifth grade understudies. The examination estimated that locus of control would be progressively masked with high insightful achievement and less direct issues. The results suggest that learners with an inside locus of control or watched sentiment of control have increasingly unmistakable academic achievements and display less behaviour issues.

In an examination coordinated by Kelly (2016) on the elements of locus of control in the association between maladaptive enthusiasm and bitterness, the investigation was planned to assess the potential for locus of control direction to add to the nexus among compulsiveness and hopelessness, fundamentally focusing on the center gathering. Results regardless exhibit that the center gatherings for locus of

control are less disposed to have troublesome appearances when joined with impulsiveness. The scientist further explained that compulsiveness has been conceptualized to mean the mistreatment of the shoulds and musts – the two of which are records of reckless convictions which are specific to individuals with external locus of control.

Nwakwo, et al (2012) also investigated the association between self-respect and locus of control among well performing young people in the South Eastern Nigeria. The result in any case showed a basic positive association between high self-respect and inside locus of control among the well performing adolescents. The researchers further underlined that well performing teenagers with high self respect would most probably have inward locus of control and along these lines describe their achievements or setbacks to self deeds and inactions while those with low self respect as a rule depend on outside locus of control which are partners of self-crushing behaviour. Moreover, Rudnick (1990) made enquiries into the association between locus of control and the tarrying behaviour of students in an academic setting. The examination investigated the two pieces of slowing down, the deferring of assignments and the psychological difficulty that radiates from such conduct and locus of controls. Results of the investigation uncovered that understudies with external locus of control show a more noteworthy measure of foot hauling conduct and experiences tons of mental suffering than learners with inner locus of control.

#### **2.2.4 Gender and Self-defeating Behaviour**

Coupled with this declaration is the simple evidence that females are bound to be self-shortcoming, employ avoidant systems and to abstractly bother on the nuances of horrendous conditions than folks. That is, females undoubtedly have bigger measures of proactive adjusting and brief usage of maladaptive bits of knowledge when stood out from the manly sexual orientation (Causey & Dubow, 1992; El-Sheik & Reiter, 1996; Goeke-Morey, Cummings, Harold, and Shelton, 2003; alluded to in Lenning, 2014). Busari (2012) investigated the association between sex, age, dejection and academic execution among young people in three state capitals in the South Western Nigeria (Ibadan, Oshogbo, Abeokuta).

Consequently, the researcher remarked that mental prosperity plan should be gotten together with educational work in the school settings joined with directing organizations and psychotherapies. Ozer and Ferrari (2011) coordinated an exploration on the sex direction and academic faltering of Turkish optional school understudies. The researchers nonetheless, reported that paying little psyche to sex, individuals tends to postpone tasks either as a result of non-excitement for the assignment or as a strategy for defying control by others. In a similar vein, Aishawashreh, Alrabee and Samour (2013) inspected the association between pointless direct and self-respect among Jordanian understudies at Yarmouk University. The results exhibited that understudies who have a component of sensible achievement have a more noteworthy measure of reckless behaviour than their companions of especially incredible element of achievement. This implies the achievement level can be a pointer of understudies' reckless lead. Similarly, the result revealed that females have a more raised measure of self-respect more than their male associates.

In addition, Cerezo, Sanchese, Ruiz and Arenze (2015) completed an exploration on Adolescents and preadolescents' functions on bothering and its association with social atmosphere and youngster raising styles. The examination breaks down the connection among tormenting, some family and school setting factors, and child rearing styles, and delves into the distinctions by parts in harassing. Results indicate that those concerned with tormenting are continuously dismissed, and the sufferers have lower associations among trainees. Furthermore, Jaradat (2006; alluded to in Omar, Faisal and Qasem 2013) broke down the association between self-respect and unreasonable demeanours among school understudies. The investigation uncovered that female understudies clearly have a bigger measure of illogical attitudes than male understudies. Abayomi (2015) investigated the sex qualification in temper and academic execution of understudies in picked open assistant schools in Akoko Land. The result revealed that there was a basic sex differentiates in the execution of understudies in science. A basic complexity was also found in the temper of male and female understudies. A positive relationship was found in the attitude and execution understudies in science. A positive relationship was furthermore observed between aura towards science and coherent attitudes of the respondents. The examination

hence wrap-up that sex of understudies is an essential factor that must be considered in the teaching and learning of science.

Ifeanacho and Nwokolo (2017) researched the impacts of confidence and sex on forceful conduct among young people in chosen optional schools in Awka in Anambra State. The examination was essentially intended to decide the sexual orientation contrasts in forceful conduct, and to determine whether young people with low confidence vary from those with high confidence in forceful conduct. A quantitative research configuration was received, and a basic irregular testing was utilized to choose the respondents. The result uncovered that sexual orientation is fundamentally identified with forceful conduct, while confidence is additionally associated with forceful manners. This implies that male and female juvenile understudies contrast in their degree of hostility. The scholars in this way suggested that guardians, directing clinicians ought to instruct youths to be aware of conduct that are probably going to move forceful demeanour, and the need to keep up a reasonable conduct.

Interestingly, Khan, Arif and Muneer (2014) inspected the educational slowing down among male and female school and understudies. Results uncovered that male understudies hesitate more than female understudies. The examination at that point inferred that waiting behaviour (stalling) is more normally found in male understudies than female. Once more, Igbo and Jhejiene (2014) dissected sexual direction disparity on anti-social practices and educational achievement. The investigation received ex-pacto configuration and an approved poll was utilized for the assortment of information. Mean and t-test were utilized for the investigation and translation of information. The results show that sexual direction has no vital effect on offending conducts, except the impacts on educational achievement of school understudies essentially. In like manner, Adeyemi (2013) inspected the suitability of self-instructional and threat evidence techniques on the organization of school violence among transitional understudies in Junior Secondary Schools in Ibadan. It was revealed that the participation effect of therapies and locus of control on the organization of school severity was essential, while there was no tremendous association effect of sexual direction and locus of control on the organization of school violence among transitional understudies in Junior Secondary Schools in Ibadan, Nigeria.

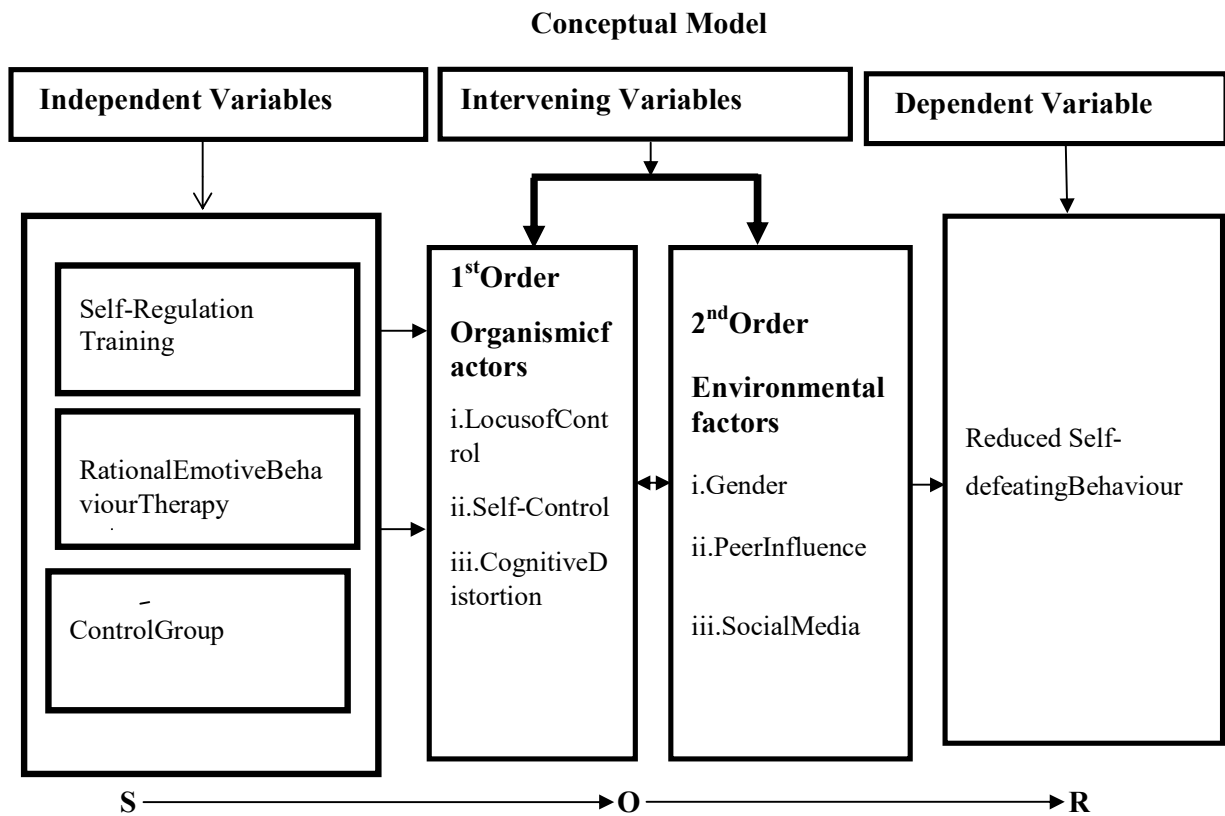
In the same vein, Gohil (2014) analyzed the impacts of gender on hesitation and self-regard among college undergraduates. Results showed no noteworthy contrast among male and female on dawdling. Nonetheless, huge distinction was found on self-regard crosswise over sexual orientation. The mean scores demonstrated that female members had expanded dimension of self-regard than male members. Similarly, Huynh (2018) confirmed no link between gender and self-defeating behaviour in a study on the reality of self-destruction levels of secondary schools students. T-Test results with the reliability of 95% for Sig =0.221>0.05 specified that there are no significant differences in self-defeating behaviour in terms of gender among the participants. This implies that the mean between males and females behaviour slightly differ (male at 144; female at 135). The author however confirmed that both male and their female counterparts commit self-defeating at similar height.

### **2.3 Conceptual Model**

This study x-rayed a conceptual framework that revolves around the intervention with the intention of reducing self-defeating behaviour among academic underachieving secondary school students. In the conceptual model, SrT and REBT are the two interventions used in the study. These interventions are referred to as the independent variables in the framework on the premise that such were the variables manipulated by the researcher in order to determine their effects on the dependent variable which is self-defeating behaviour. The moderating variables are gender and locus of control. The rationale for the moderating variables is that both gender and locus of control are prominent factors in SdB based on existing literature.

Based on the review done, it could be ascertained that while self-defeating behaviour among academic underachieving students has been recognized, therapies need to be modelled into a program whereby students that are currently having this challenge could be adequately helped. Hence, looking at the purposes of this study, it is conceptualized that a series of therapeutic sessions on SrT and REBT could be given to underachieving students who are found to be manifesting self-defeating behaviour. The main effect of these treatments was scientifically examined, in a control quasi-experimental design. Meanwhile, the literature review done informed that gender and locus of control are two of the many organismic and environmental variables that could

influence the behaviour of students. However, it is conceptualized in this study that the moderating roles of these variables need to be factored into a model of studying the effect of psychotherapies on self-defeating behaviour of underachieving students. Hence, as shown in the conceptual model and in line with the purpose of this study, gender and locus of control were distinctly examined as regards the main effect, as well as it concerns the interaction effect of these variables to each other and the treatment results.



**Fig. 2.5** Conceptual Model for SrT and REBT on Self-defeating behaviour among Underachieving Secondary School Students

**Source: The Researcher, 2019**



**CHAPTER THREE**  
**METHODOLOGY**

This chapter discusses the design, study population, sample and sampling techniques, instrumentation, procedures for data collection and method of data analysis.

**3.1 Design**

This study employed a pretest-posttest and control group quasi experimental design with a  $3 \times 2 \times 2$  factorial matrix. The participants of the study were divided into three groups, A1, A2 and A3. The first two groups were treated using the SrT and REBT while the third group served as the control group. The two experimental and the control group made up the rows, while gender (B1: Male and B2: Female) and locus of control, varied at two levels (C1: Internal and C2: external) made up the two columns. This is represented in Table 3.1.

**Table 3.1 Factorial Matrix for the Reduction of SdB among Academic Underachieving Secondary School Students**

Treatment Group	GENDER			
	MALE (B1)		FEMALE (B2)	
	Locus of Control			
	Internal (C1)	External (C2)	Internal (C1)	External (C2)
SRT (A1)	8	5	6	11
REBT (A2)	2	4	11	13
C G (A3)	4	8	5	13

**Key:**

A1: SrT

A2: REBT

A3: Control Group

B1: Male

B2: Female

C1: Internal Locus of Control

C2: External Locus of Control

### **3.2 Population**

The population for this study comprised all Senior Secondary School Two (SSS II) Students in all mixed public secondary schools in Abeokuta, Ogun State, Nigeria. The justification for choosing SSS II is that the students in that category are gradually moving towards writing public examinations conducted by West African Examination Council (WAEC), General Certificate of Education (GCE) and National Examination Council (NECO), which qualify a candidate for admission into Tertiary Institution, and the higher the class, the greater the challenges. However, one may be left with no doubt that some of these students might have resorted to SdB probably because of the greater challenges encountered in their new higher class such as inability to cope with or understand certain concepts within their academic terrain.

### **3.3 Sample and Sampling Techniques**

The sample consisted 90 male and female senior secondary school II students. Multistage procedure was used to select the samples. Three (3) Local Governments Areas (LGAs) were randomly selected out of the 20 LGAs in Ogun State. Simple random sampling technique was used to select one mixed public secondary school from each of the LGAs. The researcher administered a self-defeating belief questionnaire as a screening instrument on the students from arts, science and commercial arms of the senior secondary school two (SSS II). This was done because of the possibility that not all students that are academic underachievers would be found exhibiting SdBs. After scoring the 23-item instrument, thirty (30) students who scored above the threshold of 2.50 on the Self-defeating screening tool were selected from each school and were established to be academic underachievers based on consistent previous records of low grades and with below the benchmark score of 40% in English and Mathematics achievement tests. Thus, the participants of the study were randomly assigned to SrT (30), REBT (30) and the control (30) groups.

### **3.4 Inclusion Criteria**

The following criteria were used in selecting the participants for the study:

- i. The participants were those with consistent past records of academic poor performance;
- ii. The participants who scored below the bench mark (40%) in English and Mathematics achievement tests set by experts in each field;

- iii. The participants who got 50% and above in self-defeating beliefs questionnaire and
- iv. The participants who agreed to be part of the exercise from the beginning to the end.

### **3.5 Instrumentation**

The study made use of structured questionnaire to measure the variables under investigation. **Section A** of the questionnaire provided information on the gender status of the participants as well as other relevant demographic information. This was followed by three instruments that were used to collect data. These are:

#### **Section B. Self-defeating Belief Questionnaire (Froggatt and Lakeman, 1998).**

A modified version of Self-defeating Belief Questionnaire (SDBQ) by Froggatt and Lakeman (1998) was adapted as a screening tool for the study. Examples of the items on the scale are: *I usually find it hard to do things that other people might disapprove of; Life should be free of difficulties, ugliness, and pains* and lots more. A high score on the scale indicates the tendencies of SdB in an individual. The original version had 96 items with response format ranging from disagree (1) to agree (2) respectively, 30 items were extracted and reworded. A pilot study was carried out to revalidate the instrument and to ensure its cultural compatibility. Out of the 30 items adapted, 7 items that reported inter item correlation less than .3 were dropped, due to the fact that the items were not true representation of the domain of behaviour under investigation. The new reliability value using Cronbach alpha is .91 with 23 items. The scale is now on four Likert format ranging from strongly disagreed to strongly agree.

#### **Section C. Self-defeating Behaviour Scale (Omar, Faisal and Qasem, 2013)**

The self- defeating behaviour scale by Omar, Faisal and Qasem (2013) was adopted to measure Self-defeating behavioural expression of adolescents. It is a 32-item measure rated on a four- point Likert scale ranging from (1) Strongly Disagree to (4) Strongly Agree. Examples of the items are: *Most times, I feel lesser to my school mates; I usually have difficulty completing my school work due to lack of organizing my time.* The Cronbach alpha originally reported for the scale was 0.87. A pilot study was carried out by the researcher in order to establish the internal consistency of the scale. 12 items that reported low correlation were dropped, which left the scale with 20 items. The new Cronbach alpha obtained is 0.89. The scale was used to measure the dependent variable at the pretest and posttest point of treatment.

#### **Section D. Rotter's Locus of Control Scale (1966)**

Locus of Control Scale by Rotters (1966) was adapted to measure participants' level of control over events of life, which varied at internal and external levels. The original scale contains 29 items. Each item consists of pair of alternatives, lettered A and B. Rotter (1966), using test retest reliability technique, reported coefficients of the scale as ranging from 0.49 to 0.83. The adapted version of the scale contains 58 items on 4 Likert response format ranging from strongly disagreed (1) to strongly agreed (4). The examples of the items on the scale are: *Many of the unhappy things in my life are moderately due to bad luck; One of the major reasons why I fail is because I don't take enough interest in schooling.* The researcher conducted a pilot study to establish the reliability co-efficient of the scale. 15 items that were less than .3 were dropped due to low inter item correlation, while out of the remaining 43 items, 16 items with high inter items correlation of .95 (Cronbach's Alpha if Item Deleted) were adopted for use. The new Cronbach alpha obtained is .95. The scale was used to measure the moderating variables at the pretest stage of the treatment.

#### **3.6. Procedure for Data Collection**

The researcher obtained a letter of introduction from the Department of Guidance and Counselling, University of Ibadan, to Ogun State Ministry of Education to solicit for approval to use some designated public secondary schools for the study. The researcher then visited the schools to meet with the school principals and the school counsellors for formal introduction of the researcher and to state the aim of the research exercise after the approval had been granted. Consequently, an appropriate time was fixed. The research was carried out in four phases, viz, pre activities or selection phases, pretest, treatment and posttest. At the first contact with the students, the researcher sensitized the students and explained the importance of the training and what the students would benefit from the training. The participants were given consent form to fill and were randomly assigned to two treatments and a control group respectively.

At the pretest stage, the self-defeating behaviour scale (SdBS) and locus of control scale (LOC) were administered to all the participants. The two experimental groups were then taken through treatment sessions. Each of the treatment sessions lasted 45 minutes while 15 minutes was allotted for questions and answers, making a

total of one hour per session for eight weeks. The participants in the control group were treated to a placebo on “Note- writing.” The researcher provided lunch for the participants in the course of the exercise. The posttest administration sequentially followed after the treatment sessions. More questions were entertained from the participants. Identified participants with exceptional cases were offered individual counselling with the researcher, and all were encouraged to be positive minded in all their dealings.

### **3.7. Summary of the Treatment Packages**

#### **Self-regulation Training (SrT)**

SrT is an all-inclusive arrangement of skills that causes people to deal with their reactions to things that transpires specifically or by implication. At the end of the day SrT conveys parity to the sensory system and empowers a person to deal with an unavoidable worry in day by day life. It has been found that the individuals who direct themselves well are progressively effective and live more joyful and longer lives than the individuals who don't. A regular method of activity of SrT is that of an indoor regulator. An indoor regulator continually screens nature and when it identifies a change, it settles on a choice about what to do and does it. Self-regulation skills are multi-dimensionally supportive and are identified with achievement in numerous everyday issues, viz, scholarly execution, socio-individual wellbeing, emotional well-being, works execution, etc. Moreover, the preparation will open the members to: the idea of SrT, the entire embodiment of SrT to singular wellbeing and accomplishment; the territories of focus in self-regulations, how to quiet the psyche and the body down and how to control learning condition.

### **3.7 Experimental Group One**

#### **3.7.1 SrT**

**Session 1:** General orientation and pretest administration.

**Session 2:** Discussion of SdB and its effects on academic achievement.

**Session 3:** Training the participants on the three domains of self-regulation.

**Session 4:** Discussion on physical self- regulation skills.

**Session 5:** Teaching the participants on emotional self- regulation skills.

: Discussion of cognitive self- regulation skills to reduce SdB.

**Session 6:** Application of new skills (1)

: Practice and Repetition

**Session 7:** Application of new skills (2)

: Reinforcement

: Associating skills to purpose. E.g. Academic Purpose and Learning.

**Session 8:** Overall review, rehearsal and role play, posttest administration and termination of exercise.

: Group photograph and farewell.

### **3.7.2 Experimental Group Two**

#### **3.7.2.1 Rational Emotive Behaviour Therapy (REBT)**

##### **About REBT**

Rational emotive behavioural therapy (REBT), developed by Albert Ellis (1950s) focuses on resolving emotional, cognitive and behavioural problems in client (Berger 2005). REBT is on the premise that events of life occurrence alone would not cause a person to feel depressed or grossly anxious but that one's belief about the event causes unhealthy feelings and SdB. It has equally been found out that many academically related problems encountered by students across all educational levels are not unconnected to irrational beliefs. Hence, REBT is meant to enlighten individuals about the nature of their individual beliefs, its effects on achievement and how to apply disputational techniques which strengthen the elimination of irrationality, reduces emotional distress and live above personal challenges. The therapy has been found so helpful in enhancement of students' academic performance. It is however believed that it would serve the same purpose in elimination of SdB among academic underachieving students.

**Session 1:** General introduction and pretest administration.

**Session 2:** Discussion of SdB and its effects on academic achievement.

**Session 3:** Explanation of the meaning of events and individual core beliefs.

**Session 4:** Training of participants in the understanding of the rational beliefs.

**Session 5:** Training the participants on the use of cognitive and imagery techniques, viz, rational analysis, double standard dispute, reframing, devil's advocate (getting participants to argue against their own dysfunction beliefs) and time projection.

**Session 6:** Exposing the participants to the causes of irrational beliefs and the effects of irrational beliefs on academic performance.

**Session 7:** Training the participants on how to dispute irrational beliefs with the use of behavioural techniques such as shame attacking, risks taking, paradoxical behaviour and postponing gratification.

**Session 8:** Summary, rehearsal and role play, posttest administration and conclusion.

: Group photograph, refreshments and farewell

: Follow up at a later date

### **3.7.3 Control Group**

**Session 1:** Introduction and pre -test

**Session 2:** Note writing.

**Session 3:** Posttest administration and conclusion.

### **3.8. Control of Extraneous Variables**

The researcher guided against the effect of extraneous variables by ensuring the appropriate randomization of participants into the two experimental groups and the control group based on the inclusion criteria; effective use of factorial design  $3 \times 2 \times 2$ ; an appreciable distance among the schools selected for the study was maintained so as to prevent leakage of treatment information from one school to another and strict adherence to the treatment manual in the treatment application. In addition, the researcher solely handled the treatment of the participants so as to ensure the uniformity of same while the research assistant only handled other logistics.

### **3.9. Method of Data Analysis**

Data collected was analyzed using Analysis of Covariance (ANCOVA) at 0.05 level of significance. The statistical tool was used to determine the main and the interaction effects of independent and moderating variables on dependent variable (SdB). The Duncan post-hoc analysis was used to determine the direction of differences and the significance identified.





## CHAPTER FOUR

### RESULTS

This chapter presents the results obtained in the study. This is done based on the analysis of the seven hypotheses formulated for the study; the summary of findings concludes the chapter.

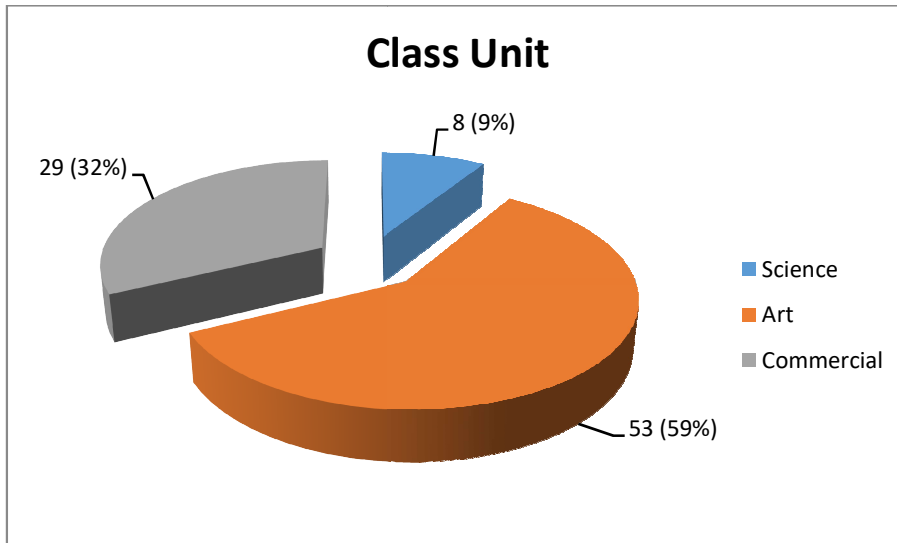
#### 4.1 Demographic Characteristics of Respondents

This segment presents the descriptive statistics of gender.

**Table 4.1: Frequency Distribution of respondents by Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage %</b>
Male	31	34.4
Female	59	65.6
Total	90	100.0

Table 4.1 reveals that out of 90 participants, 65.6% of them were female, 34.4% of the respondents were male. This implies that the majority of the participants were female.



**Figure 4.1: Pie chart showing class distribution of participants**

Based on the pie chart above, it could be seen that 8 students (9%) from science class participated in the study. Likewise, 29 students (32%) were from Commercial class, while 53 students (59%) were drawn from Arts class.

**Hypothesis One:** There is no significant main effect of treatments (SrT and REBT) on self-defeating behaviour among academic underachieving secondary school students. The summary of the analysis is presented in Table 4.2.

**Table 4.2: Summary of 3x2x2 Analysis of Covariance (ANCOVA) Post-Test Self-defeating behaviour Reduction of Academic Underachieving Secondary School Students**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	10377.236 <sup>a</sup>	12	864.770	44.366	.000	.874
Intercept	1880.590	1	1880.590	96.481	.000	.556
Pretest	52.522	1	52.522	2.695	.105	.034
Trtgroup	7481.015	2	3740.507	191.902	.000	.833
Gender	92.931	1	92.931	4.768	.032	.058
LOC	10.172	1	10.172	.522	.472	.007
trtgroup * gender	47.418	2	23.709	1.216	.302	.031
trtgroup * LOC	24.082	2	12.041	.618	.542	.016
gender * LOC	9.665	1	9.665	.496	.483	.006
trtgroup * gender * LOC	128.678	2	64.339	3.301	.042	.079
Error	1500.864	88	19.492			
Total	207039.000	90				
Corrected Total	11878.100	89				

a. R Squared = .874 (Adjusted R Squared = .854)

The results from Table 4.2 showed that there was significant main effect of treatments in reduction of self-defeating behaviour of the participants ( $F_{2, 88} = 191.902, p < 0.05, \eta^2 = 0.833$ ). This means there was significant difference in the mean scores of the self-defeating behaviour reduction of the academic underachieving secondary school students exposed to SrT and REBT when compared with the control group. Hence, hypothesis one was not accepted. It was therefore concluded that there was significant main effect of treatments in the reduction of self-defeating behaviour of the academic underachieving secondary school students. This implies that SrT and REBT were effective in reducing self-defeating behaviour of the academic underachieving secondary school students.

To further provide information in the reduction of the severity of the participants among the three groups (SrT, REBT and Control), it is good to ascertain the direction of the differences and determine the magnitude of the mean scores of the participants in each of the treatments and the control group). Thus, the Duncan post-hoc analysis was calculated and presented in Table 4.3.

**Table 4.3: Significant Differences in the Treatment Groups**

Trtgroup	N	Subset for alpha = 0.05		
		1	2	3
SrT	30	37.1000		
REBT	30		41.4000	
Control	30			61.2000
Sig.		1.000	1.000	1.000

The following observations were made on Table 4.3:

- i. There was statistical significant difference between the post-hoc test mean scores in reducing the self- defeating behaviour of the academic underachieving secondary school students in the SrT and REBT groups. The participants in the SrT (Mean = 37.10) benefited better than those in the REBT (Mean = 41.40)
- ii. There was significant difference in the post-hoc test mean scores in reducing the self- defeating behaviour of the academic underachieving secondary school students exposed to SrT and control group. The participants in SrT (Mean = 37.10) reduced the self-defeating behaviour significantly better than those in the control group (Mean = 61.20).
- iii. There was significant difference in the post-hoc test mean scores in reducing the self - defeating behaviour of the academic underachieving secondary school students exposed to REBT and control group. The participants in REBT (Mean = 41.40) reduced the self - defeating behaviour significantly better than those in the control group (Mean = 61.20).

This implies that there was significant difference between the mean score of participants in SrT, REBT and those in the control group, while SrT and REBT were more effective than the control group, and even pointed out that the SrT had the greatest potency of reducing self-defeating behaviour of the academic underachieving students in secondary schools than REBT.

**Hypothesis Two:** There is no significant main effect of locus of control on self-defeating behaviour among academic underachieving secondary school students. The results from Table 4.2 revealed that there was no significant main effect of locus of control in the reduction of self-defeating behaviour among academic underachieving students ( $F_{1, 88} = 0.522, p > 0.05, \eta^2 = 0.472$ ). This indicates that there was no significant difference in the mean scores of the locus of control in the reduction of self-defeating behaviour among academic underachieving students in the internal and external locus of control when compared with each other. Hence, hypothesis two was accepted. In order to give clear picture of this finding, table 4.4 is presented.

**Table 4.4: t-test table showing main effect of locus of control on self-defeating behaviour**

	LOC	N	Mean	Std. Deviation	df	t. cal	Remark
SdB	Internal	36	45.72	12.41	88	.574	NS
	External	54	47.13	11.03			

Based on table 4.4, participants with internal locus of control had a mean score of 45.72, whereas those with external locus of control had a mean of 47.13. It could be noticed that those with internal locus of control had lower post treatment self-defeating behaviour; however, this difference was not statistically significant. Hence, participants in the two levels of locus of control could be said to have reported significantly the same to the treatments on self-defeating behaviour. Consequently, locus of control does not have significant main effect in the reduction of self-defeating behaviour among academic underachieving secondary school students.

**Hypothesis Three:** There is no significant main effect of gender on self - defeating behaviour among academic underachieving secondary school students. The results from Table 4.2 indicated that there was significant main effect of gender on self-defeating behaviour among academic underachieving secondary school students ( $F_{1, 88} = 4.768, p < 0.05, \eta^2 = 0.032$ ). This means there was significant difference in the mean scores of gender on self-defeating behaviour among academic underachieving students when compared with each other. Hence, hypothesis three was not accepted. To provide further information on the result, table 4.5 is thus presented.

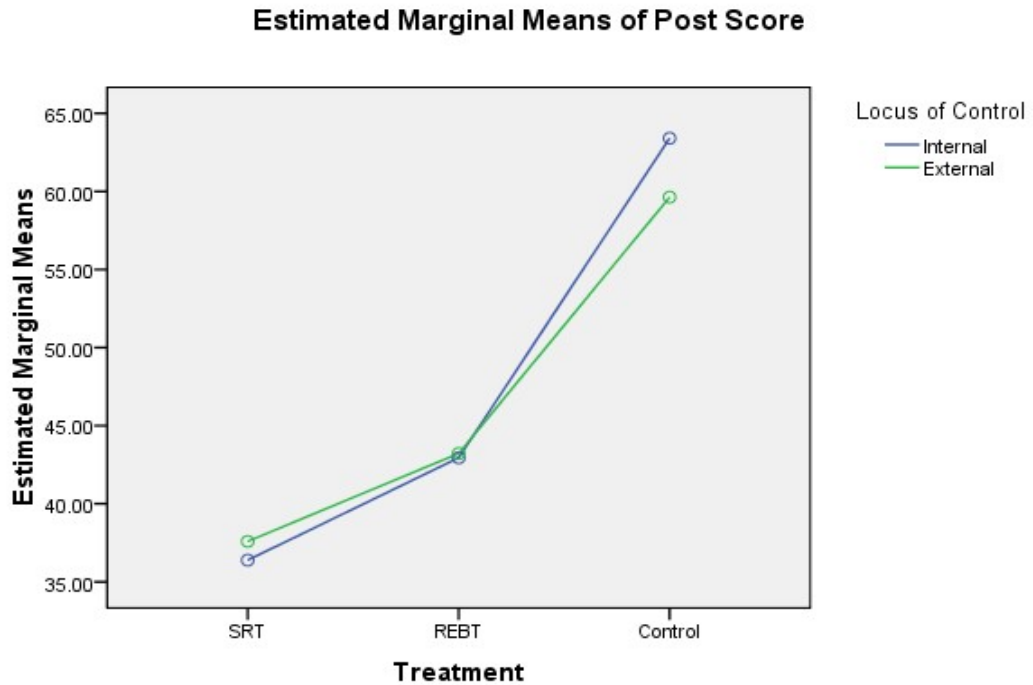
**Table 4.5: t-test table showing main effect of gender on self - defeating behaviour**

	Gender	N	Mean	Std. Deviation	df	t. cal	Remark
SdB	Male	31	48.16	11.08	88	.345	S
	Female	59	45.54	11.79			

Based on the result in table 4.5, the female participants had a mean of 45.54, while male participants had a mean of 48.16. The result shows that female benefited more than the male participants. Hence, after the treatment, the female students benefitted better than male students. That is, the female students experienced a reduced level of self-defeating behaviour than the male students. Therefore, since the null hypothesis was rejected, an alternative hypothesis that gender had main effect on self - defeating behaviour among academic underachieving secondary school students is upheld.

**Hypothesis Four:** There is no significant interaction effect of treatments (SrT and REBT) and locus of control (I-E) on self-defeating behaviour among academic underachieving secondary school students. The results from Table 4.2 signified that there was no significant interaction effect of treatment (SrT and REBT) and locus of control (I-E) on self-defeating behaviour among academic underachieving secondary school students ( $F_{2, 88} = 0.618, p > 0.05, \eta^2 = 0.016$ ). This means there was no significant interaction effect of treatments and locus of control on self-defeating behaviour among academic underachieving secondary school students. Hence, hypothesis four was accepted.

**Figure 4.2: Line graph showing interaction effect of treatments and locus of control Using**



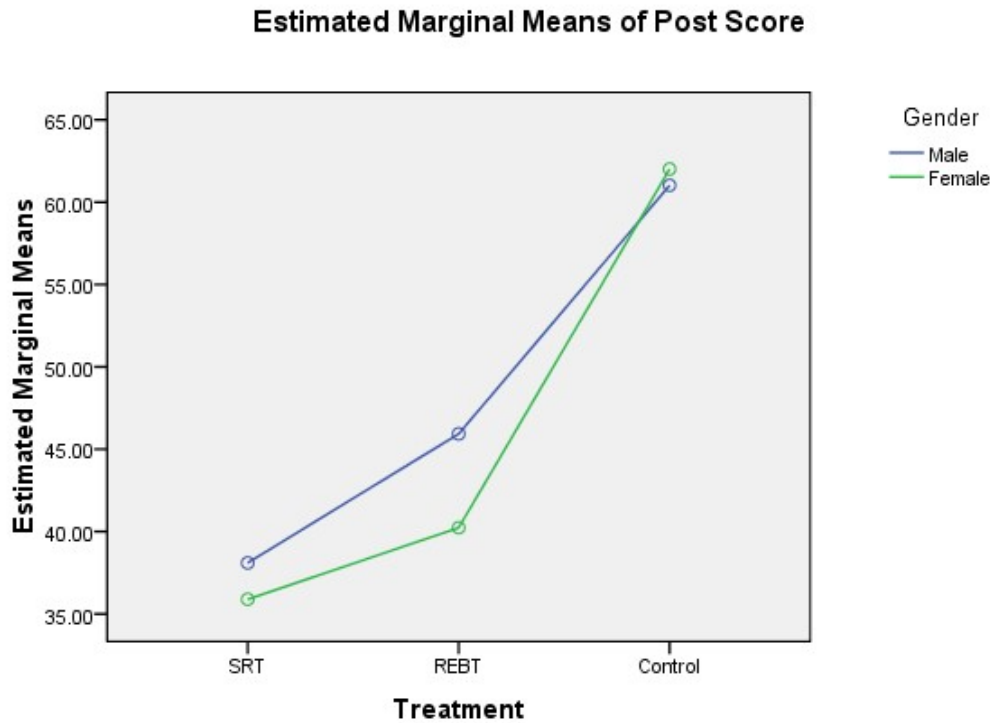
Covariates appearing in the model are evaluated at the following values: Pre Score = 58.2889

Based on figure 4.2, it could be seen that treatments and locus of control has no interaction. Although, the lines seem to interact at REBT, it is obvious that it portrays divergent moves at both SrT and Control groups. By implication, the observed or reported level of post treatment self-defeating behaviour of the students is not a reflection of its interaction with whether they are of internal or external locus of control.

**Hypothesis Five:** There is no significant interaction effect of treatment (SrT and REBT) and gender (male and female) on self-defeating behaviour among academic underachieving secondary school students. The results from Table 4.2 showed that there was no significant interaction effect of treatments (SrT and REBT) and gender (male and female) on self - defeating behaviour among academic underachieving secondary school students ( $F_{2, 88} = 1.216, p > 0.05, \eta^2 = 0.031$ ). This means there was no significant interaction effect of treatments and gender on self - defeating behaviour among academic underachieving secondary school students. Hence,

hypothesis five was accepted. Figure 4.3 is shown to explain further the result presented based on table 4.2

**Figure 4.3: Line graph showing interaction effect of treatments and gender Using**



Covariates appearing in the model are evaluated at the following values: Pre Score = 58.2889

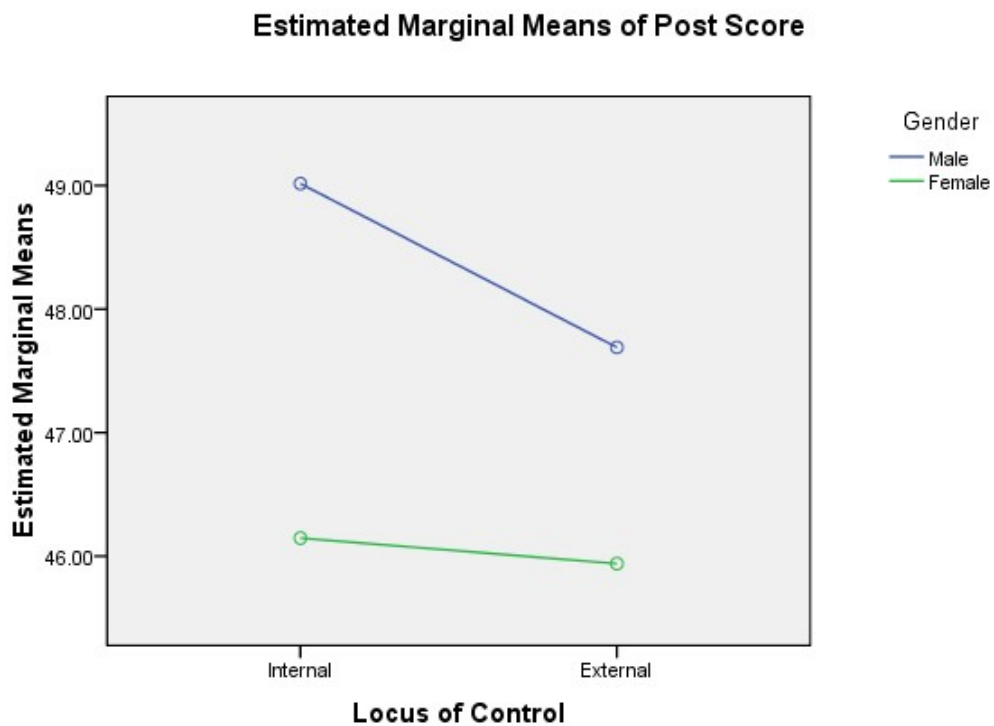
As shown in figure 4.3, a critical observation of the lines reveals that the observed or reported post-treatment score of self-defeating behaviour of the students is not a function of treatment and gender (i.e. male and female) of the participants. At both treatment groups, it could be seen that the lines do not interact with each other, which means there is no interaction of treatments and gender.

**Hypothesis Six:** There is no significant interaction effect of gender and locus of control on self-defeating behaviour among academic underachieving secondary school students. From Table 4.2, it could be seen that there was no significant interaction effect of locus of control and gender on self - defeating behaviour among academic underachieving secondary school students ( $F_{1, 88} = 0.496, p > 0.05, \eta^2 = 0.006$ ). This means that the interaction effects of locus of control and gender were not significant on



self - defeating behaviour among academic underachieving secondary school students. Hence, hypothesis six was accepted. To provide further information on the result of the interaction of gender and locus of control, figure 4.4 was presented.

**Figure 4.4: Line graph showing interaction effect of gender and locus of control**  
**Using**

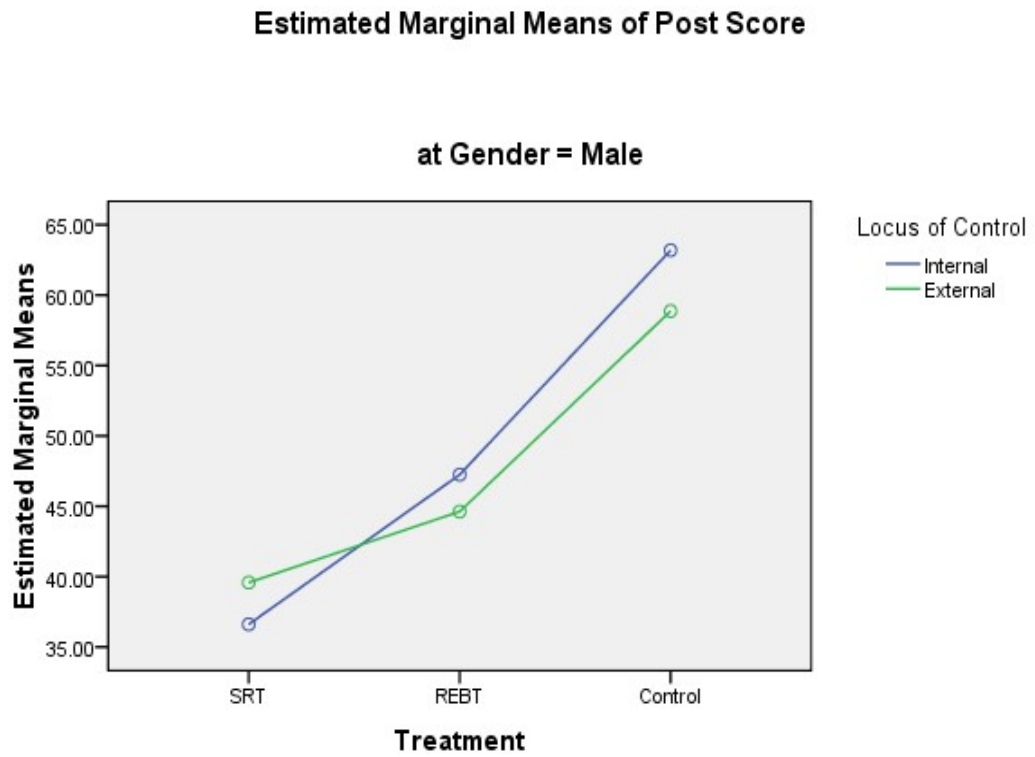


Covariates appearing in the model are evaluated at the following values: Pre Score = 58.2889

Based on figure 4.4, it could be seen that gender and locus of control has no interaction effect in the reduction of self-defeating behaviour among academic underachieving secondary school students. The lines in the graph obviously stay afar from each other and have no likelihood of interaction. By implication, the observed or reported level of post treatment of self-defeating behaviour of the students is not because of interaction of gender and locus of control of the participants.

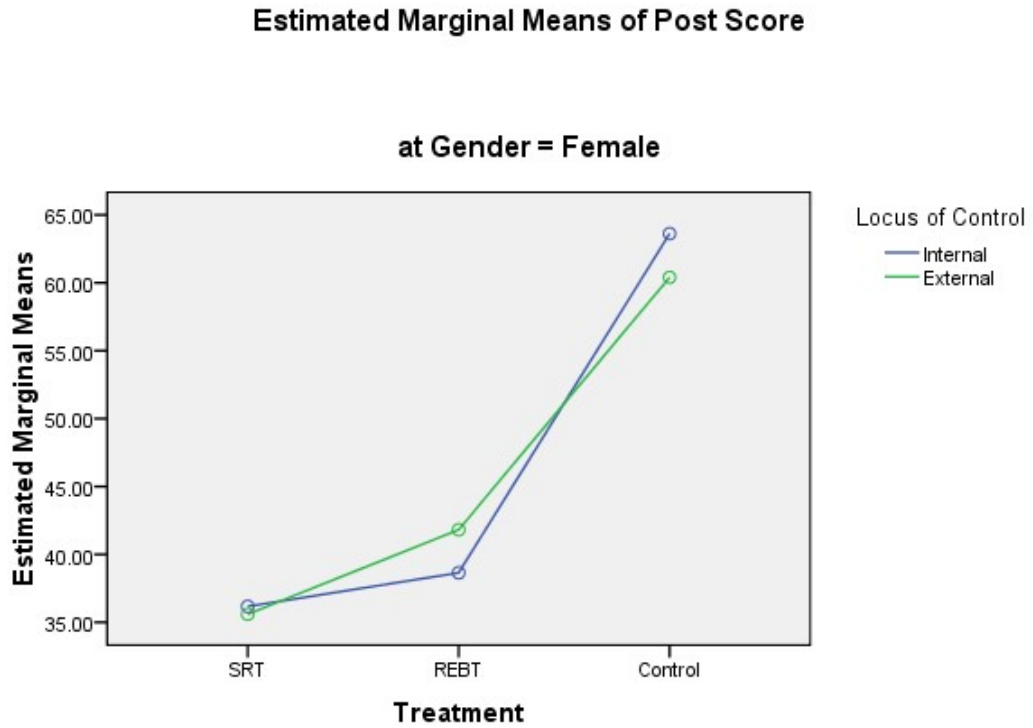
**Hypothesis Seven:** There is no significant interaction effect of treatments (SrT and REBT), locus of control and gender (male and female) on self-defeating behaviour among academic underachieving secondary school students. Table 4.2 indicated that there was significant interaction effect of treatments (SrT and REBT), locus of control (I-E) and gender (male and female) on self - defeating behaviour among academic underachieving secondary school students ( $F_{2, 88} = 3.301, p < 0.05, \eta^2 = 0.079$ ). This implies that the interaction effect of treatments (SrT and REBT) locus of control and gender (male and female) was significant on self-defeating behaviour of academic underachieving students in secondary schools. Hence, hypothesis seven was not accepted. There is the need to provide further details on the significant interaction of treatments, gender and locus of control in the reduction of self - defeating behaviour among academic underachieving secondary school students.

**Figure 4.5: Line graph showing interaction effect of treatments, gender (male) and locus of control Using**



Covariates appearing in the model are evaluated at the following values: Pre Score = 58.2889

**Figure 4.5.1: Line graph showing interaction effect of treatment, gender (female) and locus of control Using**



Covariates appearing in the model are evaluated at the following values: Pre Score = 58.2889

According to the graphs 4.5 and 4.5.1, there are some points of interactions, which indicates that interactions for both male and female participants, with critical examination showing that female gender interacted better with treatments and locus of control.

### **Summary of Findings**

The findings of the study thus revealed the following:

1. There was significant main effect of treatments on self- defeating behaviour among academic underachieving secondary school students in Abeokuta.
2. There was no significant main effect of locus of control on self - defeating behaviour among academic underachieving secondary school students in Abeokuta.
3. There was significant main effect of gender on self-defeating behaviour among academic underachieving secondary school students in Abeokuta.
4. There was no significant interaction effect of treatments and locus of control on self-defeating behaviour among academic underachieving secondary school students.
5. There was no significant interaction effect of treatments and gender on self-defeating behaviour among academic underachieving secondary school students
6. There was no significant interaction effect of locus of control and gender on self-defeating behaviour among academic underachieving secondary school students in Abeokuta.
7. There was significant interaction effect of treatments, locus of control and gender on self-defeating behaviour among academic underachieving secondary school students in Abeokuta.

## CHAPTER FIVE

### DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter presents the discussion of findings in relation to the seven null hypotheses generated and tested in the study. The discussion was based on the previous empirical findings. Limitation of the study, suggestion for further studies, conclusion and recommendation were explicitly outlined based on the findings.

#### 5.1 Discussion of the Findings

All the findings of this study are discussed below:

##### **Hypothesis one**

The hypothesis stated that “There is no significant main effect of treatments (SRT and REBT) on self-defeating behaviour among academic underachieving secondary school students.” The null hypothesis was however rejected, in that the result yielded significantly as shown on table 4.2. It thus implies that SrT and REBT were both effective on self-defeating behaviour among academic underachieving secondary school students. In other words, both SrT and REBT can be effectively used to reduce self-defeating behaviour of any type. Although, it was found that the participants in the SrT benefitted more than those in the REBT. This is to say that SrT decreases self-defeating behaviour better and faster than REBT. This outcome corroborates the finding of Habibzadeh, Pourabdol and Saravani (2015) who found out that SrT has a remarkable effect in decreasing emotion failures and self-injurious behaviour among students suffering from specific learning disorder (SLD) in all parameters and can as well increase positive outcomes. In line with the outcome of this finding, Arno (2015) equally affirmed that SrT is highly effective in dealing with emotional disturbances and academic challenges of students. The probable explanation for this result is that emotional deregulation in individuals could be made manifest in diverse way (avoidance and attack emotion motivation). In avoidance emotion motivation, an individual wants to get-away, look- down or dismiss reality pictures. In attack emotion motivation, an individual wants to devalue, undermine or criticize. When these results, there is tendency of manifestation of series of self-defeating behaviour.

Hence, emotional SrT assists individuals to respond to demands of life with a range of emotion in a way that is socially acceptable. That is, it enables a person to accurately label one's emotion and express it in a healthy way. In the same vein, adequate exposure to SrT has been found predominantly functional in assisting learners to be cognizant of their academic strength and weaknesses coupled with appropriate strategies to fix the day to day challenges of academic task thereby resulting to good academic performance (Dweck et al, 1998). The finding of Siros (2015) also proved that SrT is highly effective in the reduction of self-compassion and poor health behaviour of adolescents. Similarly, this finding is in support of Ramdass and Zimmerman (2011), who reported that SrT was highly effective in enhancing good academic performance of students. Likewise, the finding substantiates several other studies that self regulatory processes tend to enhance higher achievers than those who are not exposed to the skills (Benbenutty, 2009; Bempechat, 2004; Trautwein, 2007; Zimmerman and Kitsantas, 2005).

REBT was also found to be effective (but in lesser magnitude when compared with SrT) in the treatment of self-defeating behaviour among the participants. Aligning with this is the study of Alabi and Lami (2015) who reported that rightful application of REBT was an effective therapy in modifying maladaptive behaviour among in-school adolescents. Being a multifaceted therapy that has been found so helpful in resolving emotional, cognitive and behavioural problems, Hamidi, Paidar and Mohammadi (2017) reported a significant effect of REBT on students' adjustment among high school male students. Thus, the therapy was reported to have improved the overall adjustment in high school male students after being exposed to the treatment.

Several other studies have established the fact that the principal cause of academic pressure and quite a lot of *self-defeating* judgment within school going adolescents is as a result of irrational belief. Eifediyi, Ojugo, & Aluede (2018) investigated the effectiveness of REBT in reducing examination anxiety among senior secondary school students in Edo State. 160 test anxious students were assigned to the experimental and control groups. The Experimental group was exposed to seven weeks training in the REBT, while participants in the control group were given a placebo. REBT was reported significant in reducing examination anxiety of the students. Warren (2010) in another study on the Impact of Social Cognitive Theory

and Rational Emotive Behaviour Therapy Interventions on Beliefs, Emotions, and Performance of Teachers found irrational beliefs significantly correlated to general efficacy beliefs, depression, anxiety, and stress. The author affirmed that teachers execute less than effective ways and student's success is mostly hampered when academic distress is experienced at school. Suggestion was however made from the outcome of the study that continuous interventions for teachers, basically, the application of Rational Emotive Behaviour Therapy and Social Cognitive Theory, should be applied on students and teacher with personal concerns and academic distress. Adomeh, (2006) equally established a linkage between SdB and REBT. The study investigated the effectiveness of REBT on emotional adjustment of Nigerian adolescents. 50 senior secondary school students were randomly selected and evenly assigned to experimental and control groups. The experimental group was treated with REBT twice for the duration of 6 weeks. The result pointed out that REBT effectively reduced the levels of anxiety and stress of the adolescents. Since SdBs are borne out of emotional deregulations, the author thus submitted that an appropriate use of REBT should be adopted to treat self-defeating emotions in adolescents within the classroom setting so as to live above anomalous thinking styles and go rational thus leading to positive outcomes in teaching/learning process.

On the contrary, Shirley (2000) reported no significant difference between REBT and SdBs in a study that investigated the effects of a Rational Emotive Behaviour Therapy intervention on the level of burnout on middle school teachers' level of emotional exhaustion, depersonalization, and personal accomplishment. The study sample which comprised 167 middle school teachers in the State of Iowa were subjected to pretest-posttest control group experimental design. The results of the study however showed no statistically significant difference between the control and experimental groups on any of the variables under investigation. The author however suggested further research on the correlates of irrational beliefs and burnout among school going adolescents.

### **Hypothesis Two**

The null hypothesis stated that “There is no significant main effect of locus of control on self-defeating behaviour among academic underachieving secondary school students.” The result of the analysis as shown on table 4.2 revealed there was no



significant main effect of locus of control on self-defeating behaviour among academic underachieving secondary school students. This indicates that there is no significant difference in the mean scores of the locus of control in reduction of self-defeating behaviour among academic underachieving secondary school students in the internal and external locus of control when compared with each other. Hence, the null hypothesis was accepted. The outcome of this study is in congruence with the finding of Rinn and Boazman (2014) who revealed that locus of control does not significantly predict academic dishonesty for the non-honours group, but several relationships were found among variables for the aggregate group and for the honours and non-honours groups. Consistence with this finding is the report of Ibeawuchi & Iruloh (2017) who concluded that even though the variables investigated (self-esteem, internal locus of control and external locus of control) were not significantly correlated to students' academic underachievement but that improved academic performance of underachievers should still be a matter of concern to the researchers, counselling psychologists and relevant stakeholders in Educational setting through continuous study on the variables of interest.

However, this finding was in contrast to the descriptive study of Atik (2006) on the role of locus of control, loneliness and academic underachievement in predicting bullying among middle school students. The finding revealed that students' level of locus of control significantly correlated with academic self-defeating behaviour. It was further emphasised that students with external locus of control exhibit more of self-defeating behaviour and poor academic performance at different levels. In line with this finding, Rudnick (1990) found that some of the academic self-defeating behaviour of secondary school students which include procrastination, the delaying of a task and the psychological distress could be moderated by the level of their locus of controls in terms of an internal or external generalized belief. The finding however pointed out, that students with external locus of control exhibit more of procrastination behaviour and experience lots of psychological distresses than students with internal locus of control. It was established that having an internal locus of control is ultimately a healthier attribute. The justification for this may not be unconnected with the fact that most underachieving learners might have been so frustrated to the point of not being able to project into themselves or look inward to discover where they've missed it and

then retrace their steps but rather ascribe all mistakes, defeats and failures into factors beyond control all of which culminate to manifestation of self-defeating behaviour.

Similarly, Adesina (2012) directed a study on Emotional aptitude, locus of control and conflict handling skills as correlates of non-violent behaviour among University students in south-western Nigeria. The study sample of 1,000 participants was drawn from four Universities using the simple random sampling technique. The findings revealed that there was a significant relationship between each of the independent variables and a joint effect on non-violent behaviour of the students. Also, there was a contribution of each of the independent variables to the prediction of non-violent behaviour among the students. One can thus infer that LOC among others is a predominant factor of human behaviour.

### **Hypothesis Three**

This hypothesis positioned that “There is no significant main effect of gender on self-defeating behaviour among academic underachieving secondary school students.” As shown on table 4.2, there was significant main effect of gender on self - defeating behaviour among the participants. This means there was significant difference in the mean scores of the gender on self-defeating behaviour among academic underachieving secondary school students between the male and female participants when compared with each other. On this premise, the null hypothesis was rejected. This finding was evidently supported by Ozer and Ferrari (2011) who reported that there was a significant difference between students by their gender in relation to self-defeating behaviour. The researchers substantiated further that individuals engage in self- defeating behaviour for the purpose of seeking perfections probably due to lack of interest in the task at hand or as a means of revolting against being controlled by others. In relation to this finding was the study of Aishawashreh, Alrabee and Samour (2013) who reported that students who have a low level of achievement have more of self-defeating behaviour than their peers with very good levels of achievement. The implication of this finding is that the achievement level can also be good predictors of students' self-defeating behaviour even among male and female counterparts.

Gómez, Becker-Blease, & Freyd (2015) in another study found gender more prominent in self-harm behaviour. The authors identified emotional deregulation, physical imbalance, sexual exploitation, and peer oppression as correlates of self-harm

behaviour. It was further reiterated that inability to manage emotional status, social dealings, and frustrations emanating from their academic terrain or external world could result to self-harm behaviour or suicidal attempt. The authors however recommended psychological interventions for individuals who express their distress in physically self-destructive ways. Furthermore, the findings indicated that female participants benefited significantly better than male participants. This is in consonance with the outcome of several studies which confirm that females are prone to higher levels of proactive coping and prompt use of maladaptive strategies when compared to males (Causey and Dubow, 1992; Frydenberg, 2004; Goeke-Morey, Cummings, Harold, and Shelton, 2003; cited in Lenning, 2014).

#### **Hypothesis Four**

Hypothesis four stated that “There is no significant interaction effect of treatment (SrT and REBT) and locus of control (I-E) on self-defeating behaviour among academic underachieving secondary school students.” The null hypothesis was accepted based on the result from table 4.2 which signified no significant interaction effect of treatments and locus of control on self-defeating behaviour among the participants. This implies, there exist no significant interaction effect of treatment and locus of control on self-defeating behaviour among academic underachieving secondary school students. This finding is in support of Ogunmakin and Akomolafe (2013) who reported that locus of control was not a good predictor of students' academic performance. The results thus demonstrated significant correlations between all the variables, which by interpretation meant that students with an internal locus of control or perceived sense of control have greater academic achievement and exhibit less behavioural problems. According to Ome, Okorie, and Azubuike (2014), locus of control of an individual significantly predicts aggressive behaviour, with the externals indicating aggressive tendencies. The researchers further supported previous findings that external locus of control relates to aggressive behaviour due to the fact that a person with a dominant external locus of control would always be convinced that anything that happens is as a result of fate, chance or external powers and these beliefs often cause feelings of anger, frustration, self-pity and aggression all which are self-defeating in nature.

#### **Hypothesis Five**

The hypothesis stated that “There is no significant interaction effect of treatment and gender on self-defeating behaviour among academic underachieving secondary school students.” The null hypothesis was accepted on the basis of table 4.2, which reported no significant interaction effect of treatment and gender on self-defeating behaviour among the participants. This implies there exists no significant interaction effect of treatments and gender on self-defeating behaviour among academic underachieving secondary school students. In line with this was the finding of Khan, Arif and Muneer (2014) who affirmed that gender has no significant influence on self-defeating behaviour but significantly influences academic achievement of secondary school students. In addition, Igbo and Jhejiene (2014) examined gender differences on delinquent behaviour and academic achievement. The finding reported that gender has no significant influence on delinquent behaviour but significantly influences academic achievement of secondary school students. Gohil (2014) equally found no significant difference between male and female on procrastination.

Conversely, Busari (2012) reported a significant difference on academic performance between male and female. The study revealed that 26.5% of the boys and 30.7% of the girls were depressed and that depression and academic performance were significantly correlated. In addition, Jaradat (2006) examined the relationship between self esteem and irrational attitudes among university students. The study revealed that female students apparently have a higher level of irrational attitude than male students.

### **Hypothesis Six**

This hypothesis stated that “There is no significant interaction effect of gender and locus of control on self-defeating behaviour among academic underachieving secondary school students.” The hypothesis was accepted with reference to table 4.2 which revealed no significant interaction effect of gender and locus of control on self-defeating behaviour among the participants. This implies there was no significant interaction effect of locus of control and gender on self-defeating behaviour among academic underachieving secondary school students. This finding corroborates the study of Adeyemi (2013) who showed no significant interaction effect of gender and locus of control on the management of school violence among transitional students in Junior Secondary Schools. Consistent with the outcome of this study, Naik (2015)

conducted a research on locus of control and other demographic variables such as gender, course of study and locality among college students. The results revealed no significant difference on locus of control among males & females, and other variables investigated among rural college students. The outcome of this finding also substantiates the study of Bedel (2015) who investigated locus of control orientations and learning styles in pre-service early childhood teachers indicated no statistically significant difference between locus of control and gender among the participants.

On the contrary Kupková, (2017), examined whether locus of control, self-perceived masculinity and femininity and gender has any effect on academic achievement. The results thus revealed that both gender and locus of control were useful and are good predictor of academic achievement and it had the strongest relationship with grade point average of the participants. Similarly, Ayodele and Sotonade (2014), who carried out an experimental study on effects of self-management, emotional intelligence and assertiveness training programs in reducing the potentials for terrorism and violence among Nigerian adolescents, using Gender and locus of control as moderating variables found out that both gender and LOC of participants combined to interact with the treatment to affect participants' potentials for terrorism and violence behaviour. Recently, Siddiquah (2019) revealed that external social and external other LOC of female students were significantly higher than the male students. The researcher thus affirmed that academic success and effective study habits and disposition are correlates of internal locus of control and that scholars who attribute their success to internal factors rather than externals usually have better academic attainment.

### **Hypothesis Seven**

This hypothesis stated that “There is no significant interaction effect of treatment (SrT and REBT), locus of control (I-E) and gender on self - defeating behaviour among academic underachieving secondary school students.” With reference to table 4.2, there was significant interaction effect of treatment (SrT and REBT), locus of control and gender (male and female) on self-defeating behaviour among academic underachieving secondary school students. This means there is significant interaction effect of treatments (SrT & REBT), locus of control (I-E) and gender on self-defeating behaviour among academic underachieving secondary school

students. Hence, the null hypothesis was rejected based on the results from the table. Furthermore, the outcome of this study is in consonance with the findings of Farley & Kim-Spoon (2014) who reported that SrT is a significant way of enhancing adolescents' development /success in multiple domains such as school and social relationships given the fact that an adolescents emotional self-regulation develops in the context of social relationships which invariably affect their behavioural patterns. The result also support the findings of Kang (2010), who asserted that self-regulation intervention is an effective means of improving students' self-regulatory strategies and school performance in a wide range of educational domains. It was further established that adequate exposure of students with special needs to SrT tends to lead students to high sense of self-efficacy and are able to attribute their learning outcome to more controllable basis.

In addition, Jorn (2018) equally established the effectiveness of REBT on SdB on the ground that certain irrational beliefs usually made school going adolescents feel depressed, anxious or irritated thus leading to series of self-defeating behaviour. In line with the outcome of this study, Nwankwo, Balogun, Chukwudi & Ibeme (2012) reported that there is a tendency for well-functioning adolescents who perform well in any academic environment to have internal locus of control, in that they generally believe that whatever happens to them is as a result of their own actions or inactions. However, those with external locus may not strive for success believing that failure is destiny. Özmen, (2006) also indicated that gender amidst other variables is a prominent variable in explaining risk-taking behaviour among adolescents. Summarily, the combination of SrT, REBT, locus of control and gender positively impact self-defeating behaviour among academic underachieving secondary school students.

## **5.2 Conclusion**

This study investigated the effectiveness of SrT and REBT on self-defeating behaviour among academic underachieving secondary school students. The moderating effects of gender and locus of control were also considered.

SrT and REBT were effective in the treatment of self-defeating behaviour among academic underachieving secondary school students. By implication, the rightful application of the underlying principles of these therapies should maximally reduce the manifestation of self-defeating behaviour among academic underachieving

school-going adolescents. Unequivocally, SrT was found more potent in the treatment of the identified behavioural problems.

In addition, the present study revealed with statistical evidence that there was no significant interaction effect of locus of control and gender on self-defeating behaviour among academic underachieving secondary school students. Also, there was no significant main effect of locus of control on self-defeating behaviour among the participants. The study also reported that there was significant main effect of gender on self-defeating behaviour among the participants. In addition, no significant interaction effect exists on treatment and locus of control on self-defeating behaviour among academic underachieving secondary school students but there was significant interaction effect of treatment, locus of control and gender on self-defeating behaviour among the participants.

### **5.3 Implication of the Study for Counselling Practice**

The findings of this study have proved beyond reasonable doubt that most of the academic challenges encountered by in-school adolescents mostly result to the manifestation of self-defeating behaviour. Thus, the outcome of this study clearly revealed that SrT and REBT were more effective in the treatment of any pattern of self-defeating behaviour that may be identified in any school-going adolescent. Hence, the outcome of the study has implication for school-going adolescents, parents, guardians, school administrators, educational-policy makers, psychologists, counsellors, other researchers and relevant stakeholders in educational sector.

SdB is a behavioural pattern that is motivated by uncontrollable negative outcome. These negative outcomes, mostly propel students to resign to fate thereby exhibiting several kinds of self-defeating behaviour which invariably lead to heightened poor academic performance, inability to progress along with peers, lowered academic self-efficacy, fear of failure, excuse making, being controlled by primitive thinking pattern and the likes. The result of this study therefore assisted the participants to discover “the self” as a performing entity and not a failure; inhibit first response; persist on relevant tasks even when seems un-enjoyable until the desired outcome is achieved. The outcome of the study has also established the significance of the use of therapeutic approach in dealing with self-defeating behaviour emanating

from negative outcome in academic endeavours among secondary school students through the rightful application of SrT and REBT.

#### **5.4. Recommendations**

The following recommendations are proffered based on the findings of this study:

- The details of self-defeating behaviour and its attendance effects on academic performance should be taught in secondary schools.
- The two psychotherapies – SrT and REBT should be incorporated in the school scheme of work so as to facilitate behavioural and academic adjustment among underachieving school-going adolescents.
- Gender differences in relation to self-defeating behaviour should be considered as an important factor in the reduction of SdBs among academic underachieving secondary school students. This is because, the finding of this study revealed that female participants benefited better – an indication that female students demonstrate more of self-defeating behaviour than their male counterparts.
- Professional school counsellors as well as educational psychologists should employ the two interventions in this study on students or client with self-defeating related issues since both interventions were found to be effective.
- Parents and guardians should consider the outcome of this study as effective tools in helping them to achieve their academic expectations on their wards. This will eliminate their worries and psychological agitations on their children's academic failure. This can be achieved by encouraging their wards to go for counselling where these interventions can be appropriately applied, so as to stem the tide of SdB in their wards rather than ascribing same to any form of spirituality and subsequently compounding the problem through fetish means or spiritual consultations.
- Educational administrators and policy makers could draw inference from the study to appreciate the need for the establishment of properly equipped and well-funded counselling units in secondary schools. This would not only facilitate effective



functioning of trained counsellors and adequate use of psychological interventions, but also impact positively on identified students noting the fact that no child is a total failure.

- Government should facilitate the employment of trained counsellors in secondary schools, on the basis that no classroom or subject-teacher can assume the role of a skilled counsellor perfectly.
- Lastly, future researchers could broaden the scope of the study.

### **5.5 Contributions to knowledge**

The outcome of this study has made positive contribution to the body of knowledge in the following ways:

1. The study has been able to establish that SrT and REBT are effective in the reduction of self-defeating behaviour among academic underachieving secondary school students.
2. Even though, both interventions were found to be effective, the study has been able to prove further that SrT was more potent than REBT in the treatment of self-defeating behaviour.
3. Gender is a determining variable in the reduction of self-defeating behaviour as female students improved better than their male counterparts.
4. The study has equally furnished the educational counselling psychologists and relevant stakeholders in educational sector the required information on the importance and appropriateness of the two treatment packages examined in this study.
5. The study has also bridged the research gap in the literature on the relationship that exists between SdB, SrT, REBT, locus of control and gender.

### **5.6 Limitations of the study**

The present study considered only adolescents in senior secondary school two (SSII) and not the entire senior classes in secondary schools, whereas, there are other students in junior classes that were left out. Also, only students who had records of consistent poor academic records were selected for the study and not the generality of SSII students. Although, there were a large number of academic underachievers identified but the study sample was restricted to ninety (90) participants so as to ensure

the thoroughness of the therapeutic intervention. In addition, there are other factors that could affect the outcome of this study that were left out as only gender and locus of control were invited to moderate self-defeating behaviour in the study. Also, this study was carried out in selected three (3) local governments in Abeokuta municipal and not the entire local government areas of Ogun State. Be that as it may, all the identified limitations do not in any way render the results obtained in the study unfounded.

### **5.7 Suggestion for further Studies**

Considering the fact that research is a continuous process, the present study has examined the effectiveness of self-regulation training and rational emotive behaviour therapy on self-defeating behaviour among academic underachieving secondary school students. Thus, it can be replicated in other parts of the country. The scope of the study may also be broadened in terms of geographical location, larger sample size and target population such as Junior secondary school students preparing for Basic Education Certificate Examination (BECE) and National Examination Council (NECO) so that the menace of self-defeating behaviour would have been fixed ever before the child gets to senior classes. The moderating variables may also be extended to other psychosocial variables that were not considered in this study. The study interventions can also be tested and utilized as psychological means for the treatment of other negative constructs.

More importantly, studies involving utilization of self-regulation technique and REBT in management of self-defeating behaviour among undergraduates and unemployment graduates could be undertaken in order to further ascertain the efficacy of these methods.

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**APPENDIX I**  
**DEPARTMENT OF GUIDANCE AND COUNSELLING**  
**UNIVERSITY OF IBADAN**  
**IBADAN, OYO STATE**

**QUESTIONNAIRE**

Dear Respondent,

This questionnaire is meant for research purpose only. The intention is to find out your view on each of the items listed in the questionnaire. Confidentiality of any information supplied is assured. Kindly respond to all the items as honest as you can. There is no right or wrong answer. The right answer is the most honest one.

PLEASE, DO NOT WRITE YOUR NAME.

**Section A: Personal Data**

**Instruction:** Please fill the gaps below as it is applicable to you.

Gender: Male ( ), Female ( ), Age: \_\_\_\_\_, Class: \_\_\_\_\_,

Unit of Study: Science ( ), Art ( ), Commercial ( )

**Section B: Self-defeating Belief Questionnaire (SdBQ)**

SD-Strongly disagree; D-Disagree; A-Agree; SA-Strongly Agree

S/N	Items	SD	D	A	SA
1	I'm not constantly reluctant to face challenges - provided that things don't work out, hardly any things are downright awful at any rate.				
2	Now and again, we can change the manners in which we will in general respond to life, regardless of the sort of past we've had.				
3	Now and then, a few distresses and agonies are not out of the ordinary				
4	Clearly, you can't feel great when you live in a wiped out world				
5	I once in a while put off getting things done.				
6	I can possibly appreciate life when other people who are essential to me are likewise upbeat				
7	I can't help the manner in which I feel about certain things.				
8	Without a doubt, I can't change the past, yet I can change what I inform myself regarding it.				
9	I like to get consolation from others that I have made the best choice				
10	There is no motivation behind why I ought not encounter physical or enthusiastic torment.				
11	I generally think that its difficult to do things that others may dislike.				
12	I can appreciate doing things in any event, when I'm bad at them.				
13	In the event that the world were a superior spot, at that point I wouldn't have to get annoyed.				
14	I need a wellspring of solidarity outside myself				
15	I was unable to remain to settle on a choice and afterward find I'd settled on an inappropriate decision.				
16	My opinion of myself relies upon what others consider me.				
17	Individuals who defy the guidelines merit what befalls them.				
18	I some of the time think that its difficult to get stressing musings off my brain.				
19	I will in general evade things on the off chance that I can't do them well.				
20	Looking for flawlessness prompts terrible showing				
21	I will in general maintain a strategic distance from things on the off chance that I can't do them well				
22	You can't change the impacts of the essential nature,you				

	create through your initial encounters.				
23	Life ought to be liberated from challenges, grotesqueness, and agonies				

## APPENDIX II

### SECTION C: Self-defeating Behaviour Scale (SdBS)

SA- Strongly Agree; A-Agree; D-Disagree; SD- Strongly Disagree

S/N	Items	SD	D	A	SA
1	Most times, I feel lesser to my school mates				
2	I don't always trust others because they might harm me.				
3	I usually have difficulty completing my school work due to lack of organizing my time.				
4	Often times, I set my goals, but have a hard time achieved them.				
5	I usually engage in many things that endanger my physical, cognitive and emotional stability.				
6	When overwhelmed with events or work, I usually feel unable to act				
7	More often, I place many obstacles on my way of success in school, so I will find an excuse to hang my failure on it.				
8	Most times, I hesitate to ask for help, so I will not look stupid.				
9	I reject opportunities for pleasure, or enjoyment despite having excellent social skills and desire for enjoyment.				

10	I focus on what other people need to do rather than on what I need to do.				
11	I dream a lot about saving money for the future but I found myself spending more than what I save.				
12	I feel I am stuck with my problem of the past, that I can't move forward.				
13	At times, I ignored my needs due to the fear of negative evaluations by others.				
14	More often, I choose friends and situations that lead to my failure and disappointment, when better options are available.				
15	When overwhelmed with events or work, I usually feel unable to perform.				
16	I usually place many obstacles on my way of success in school, so I will find an excuse to hang my failure on it.				
17	Most times, I have a negative assessment of myself, when comparing myself with others.				
18	At times, I feel that others will not respect me if they really know who I am.				
19	I prefer to help others even if it will get me into trouble later				
20	I usually feel sad for myself when others don't appreciate me or don't understand me.				

### APPENDIX III

#### Section D: Rotter's Locus of Control Scale

Please indicate the extent to which you agree to each of the statements below using the following: 1= Strongly Disagree, 2= Disagree, 3= Agree and 4= Strongly Agree.

S/N	Item	1	2	3	4
1	Huge numbers of the despondent things throughout my life are tolerably because of misfortune.				
2	One of the significant reasons why I fizzle is on the grounds that I don't check out tutoring.				
3	Over the long haul I will get the regard I merit throughout everyday life.				
4	Without the correct breaks one can't be a viable pioneer.				
5	It is one's encounters in life which figure out what they're similar to.				
6	Fate has never turned out also for me as settling on a choice to go in an unequivocal direction.				
7	It isn't constantly astute to prepare on the grounds				



	that numerous things can end up being a matter of positive or negative fortune.				
8	There are sure individuals who are simply awful.				
9	There is some acceptable in everyone.				
10	Getting what I need has pretty much nothing or nothing to do with karma.				
11	Ordinarily I may very well also choose what to do by flipping a coin.				
12	One ought to consistently be eager to concede botches.				
13	Over the long haul the terrible things that transpire are adjusted by the great ones.				
14	Commonly I feel that I have little impact over the things that transpire.				
15	Group works are a great method to assemble great scholarly execution.				
16	What befalls me is my own doing.				

**APPENDIX IV  
CONSENT FORM**

I agree to be part of the 8-week (8<sup>th</sup> October- 30<sup>th</sup> November, 2018) training exercise on SrT and REBT on Self-defeating behaviour among Academic Underachieving Secondary School Students in Abeokuta, Ogun State.

Name \_\_\_\_\_

School \_\_\_\_\_

Class \_\_\_\_\_ Signature & Date \_\_\_\_\_

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Name \_\_\_\_\_  
School \_\_\_\_\_  
Class \_\_\_\_\_ Signature & Date \_\_\_\_\_

### APPENDIX V

#### Treatment Packages

#### Experimental Group One: Self-regulation Training (SrT)

SrT is a universal set of skills that helps individuals to manage response to events of life (Chapin 2014). This is because when the nervous system becomes deregulated or imbalance, there are bounds to be behavioural disturbances such as anxiety, restlessness, depression and the likes. SrT focuses on three major aspects in the clients. These are the physical, emotional and the cognitive aspects. Each section lasted 45 minutes while 15 minutes was devoted for question and answers within eight (8) weeks respectively.

#### Session I

#### General Orientation and Pretest Administration

**Objectives:** At the end of this session, the participants should be able to:

- (i) Explain 3 cogent reasons for the programme.
- (ii) List 5 benefits of the programme to their physical and psychological well-being.

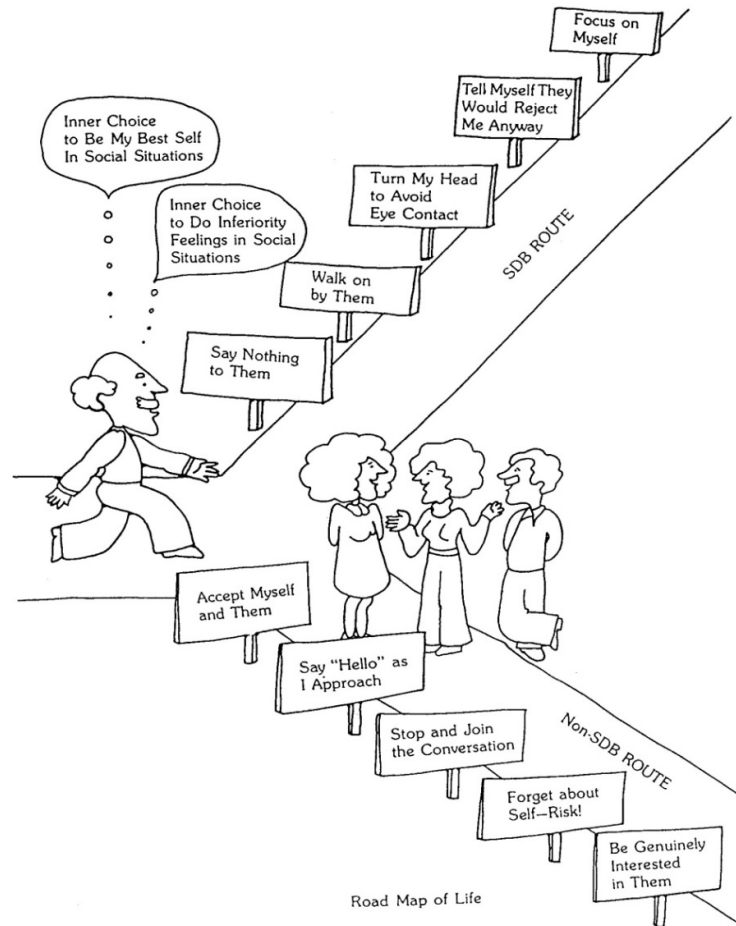
(iii) Give honest responses to the pretest questionnaires.

#### **Activities**

- The participants were warmly welcomed into a well arranged and conducive environment. Researcher introduced herself alongside the research assistant while the participants did the same.
- The researcher stated the objectives of the programme and the benefits of participating.
- The researcher and the participants unanimously agreed on days and time of meeting.
- The researcher explained the rules guiding the conduct of the programme and what was expected of the participants. E.g. regular attendance and prompt notification to the researcher with cogent reasons by any participant who may want to opt out.
- The researcher randomly assigned the participants to the treatment and control group respectively.
- The researcher gave consent forms to the participants to fill.
- The researcher administered the pretest instruments on the participants, which are: Self-defeating behaviour scale and locus of control scale.
- The researcher evaluated the session by asking the following questions:
  - (1) State the main objectives of the programme.
  - (2) List and explain 5 benefits of being part of the programme.
- The researcher commended the participants for the time spared and their enduring characters. The participants were reminded of the time and venue for the next session then the researcher rounded off the session for the day.

**Assignment:** What are Self-defeating behaviour that you are experiencing?

## Appendix H: Judy's Map of Life



Adapted from Chamberlain, J.M. (1978). Eliminate your self-defeating behaviors. Provo, UT: Brigham Young University, pg. 74.

Source: Brownson and Hartzler (2000)

## **Session 2**

**Topic:** Discussion on Self-defeating behaviour and its effects on students' academic achievement.

**Objective(s):** At the end of the session, the participants should be able to:

- (i) Explain the meaning of Self-defeating behaviour;
- (ii) List 5 effects of Self-defeating behaviour on students' academic achievement.

### **Activities**

#### **Step 1**

- The researcher received the participants into the second session.
- The researcher reviewed the assignment with the participants.
- The researcher explained to the participants that behaviour is anything people do and that it could either be visible or hidden.
- The researcher gave examples of self-defeating behaviour. Some of these are: procrastination, truancy, substance abuse, gambling, poor attendance in classes, work avoidance strategies and several other forms of destructive habits.

#### **Step 2**

- Types of Self-defeating Behaviour.  
The researcher explained to the participants that there are three major types of Self-defeating behaviour. These are:
  - Primary self -destruction.
  - Tradeoffs Self-defeating behaviour and
  - Counterproductive Self-defeating behaviour
- The researcher explained each of the types identified. The primary self -destruction is a deliberate and intentional behaviour or action that brings harm to self. E.g. Truancy. In tradeoffs' pattern, the harm or risk to self is accepted as a necessary accompaniment to achieving some other goals. Over the long run, the costs are much greater than the benefits. Example of such behaviour is substance use. The counterproductive strategies involve individuals pursuing desirable outcomes but choose a strategy that produces the opposite of the desired result. E.g procrastination.

#### **Step 3**

- Effects of Self-defeating behaviour on students' academic achievement.

- The researcher explained to the participants that self-defeating behaviour tends to affect students academic achievement in many ways viz, heightened poor performance, lowered academic self- efficacy, inability to progress alongside school peers, fear of success, being controlled by primitive thinking pattern, excuse making, revenge through negative self -talk (self -fulfilling prophecies) and the likes.
- The researcher allowed the participants to ask questions.

**Evaluation:** The researcher evaluated the session by asking the following questions:

- (i) Explain the meaning of self-defeating behaviour.
- (ii) Mention and explain three types of self-defeating behaviour.
- (iii) Explain the effects of self-defeating behaviour on students' academic achievement.

**Assignment:** List 10 self-defeating behaviour that are peculiar to you.

### Session 3

**Topic:** Discussion on self-regulation skills and;

Training of the participants in the three domains of SrT.

**Objective:** At the end of this session, the participants should be able to;

- (i) Explain the concept of self-regulation.
- (ii) Identify the three major components of self-regulation

### Activities

#### Step 1

- The researcher welcomed the participants into the third session.
- The researcher reviewed the assignment with the participants.
  - In the procedure of the preparation, the scientist gave express clarification on SrT to the members. Self-regulation is the capacity of a person to act in long haul wellbeing and predictable with most profound qualities. At the end of the day, capacity to oversee musings, emotions and conduct in light of life challenges fundamentally impacts how fruitful and cheerful an individual can be. The scientist further clarified that self-regulation is the degree to which an individual screens and controls self conduct, feelings, or considerations and changing them as per the requests of some random circumstance. She further examined with the members that self-managed students are typically insightful of their scholarly qualities and shortcomings, and

thusly have a variety of systems to be suitably applied to handle the everyday difficulties of scholastic assignments.

## **Step 2**

- Components of self-regulation
- The researcher explained to the participants that there were three major components of SrT. These include:
  - Physical self-regulation.
  - Emotional self-regulation.
  - Cognitive self-regulation.
- The researcher explained further that poor regulatory skill in one aspect significantly affects the other.
- The researcher allowed the participants to ask questions.

### **Evaluation**

- The researcher appraised the session by asking the participants to explain the meaning of self-regulation.

**Assignment:** List and explain the major components of SrT.

## **Session 4**

**Topic:** Training in the Physical Self- regulation Skills.

**Objective:** At the end of this session, the participants should be able to:

- (i) Explain the meaning of physical self- regulation skills.
- (ii) List some of the warning signs that indicate there is need for self-regulation.

### **Activities**

#### **Step 1**

- The researcher revised the previous topic.
- The researcher read through the homework and corrects where necessary.
- The researcher taught the participants that the physical self- regulation is all about identifying the various warning signs and how to calm down when feeling these warning signs. Some of the signs to be cognizant of are: feelings of being overwhelmed, failure to complete goals for no reason, overly stressed reactions to events, forgetfulness, procrastination and many others.

- The researcher further explained to the participants that the moment learners begin to feel any of the identified signs, there is probability of downward trends in academic performance which gradually leads to several forms of Self-defeating behaviour.
  - The researcher permitted questions from the participants.
- Evaluation:** The researcher evaluated the session by asking the following questions:
- (i) Demonstrate your understanding on physical SrT.
  - (ii) List 3 major warning signs to be mindful of in physical SrT.
- The researcher summarized the topic and rounded off the session for the day.

**Assignment:** How best would you regulate yourself if found exhibiting the following behaviour?

- ◊ Forgetfulness      ◊ Overeating
- ◊ Procrastination      ◊ Cheating

## Session 5

**Topic:** The Emotional SrT and  
The Cognitive SrT.

**Objectives:** At the end of this session, the participants should be able to:

- (i) Explain the meaning of emotional self-regulation.
- (ii) Describe the cognitive aspect of SrT.
- (iii) Demonstrate understanding of self-regulation skills.

## Activities

### Step 1

- Emotional self-regulation
- The researcher revised the previous topic.
- Assignment given was marked and correction was done.
- The researcher trained the participants on the meaning of emotions and how it determines human behaviour and reaction to issues of life generally. The word, 'emotion' which emanates from the Latin word literally means "to move." Emotion moves and energizes individuals to do things by sending chemical signals to the muscles and organs of the body which then prepares a person for an *action*. Individual's emotion is made manifest (whether in a subtle, intense, conscious, unconscious, overt or covert) in any of these three motivations, namely:
  - Approach emotion motivation



- Avoidance emotion motivation
- Attack emotion motivation

In approach feeling inspiration, an individual thoroughly enjoyed getting a greater amount of something, experience more, find out additional, or acknowledge more. Run of the mill approach feelings are premium, satisfaction, sympathy, trust, and love while regular methodology practices are picking up, empowering, relating, arranging, collaborating, satisfying, enchanting, affecting, directing, setting limits, and securing. In evasion feeling inspiration, an individual is provoked towards escaping from something. That is to bring down the worth or value of an occasion. Regular shirking practices are overlooking, dismissing, pulling back, looking down on and expelling reality pictures. In assault feeling inspiration, an individual wants to downgrade, affront, reprimand, undermine hurt, pressure, overwhelm, weaken, or obliterate. Assault feelings are outrage, disdain, scorn, and nauseate. Additionally, normal for assault feeling practices are requesting, controlling, commanding, forcing, compromising, tormenting, hurting, and manhandling (Stosny, 2011).

## Stage 2

### □ Emotional SrT.

- The scientist prepared the members on the importance and the utilization of enthusiastic SrT.
- **Passionate self-regulation:** she characterized enthusiastic self-regulation as the capacity to react to the progressing requests of involvement in the scope of feelings in a way that is socially average and adequately adaptable to allow unconstrained responses just as the capacity to defer unconstrained responses varying Regulation of emotion includes all conscious and unconscious strategies used to increase, preserve and decrease emotional, behavioural and cognitive parameters of an emotional response.
- The researcher further trained the participants on emotional self-regulation skills with the use of emotion swing-o-meter chart, emotionfaces, paper plate emotions and “how big is my problem chart” (all of which facilitate participants’ understanding on their state of emotions and implications on their general well- being, reactions and performances).

# How Big is My Problem?



Chart showing levels of individuals' problems

Source: Kate Lang (2017).

- The researcher trained the participants to describe the level of the problem that may be confronting them with the use of the chart and fashions an appropriate response to it. In addition, the participants were encouraged to utilize the various self-regulatory skills learnt for further emotional adjustment as life progresses.

### Step 3

- Cognitive SrT.

The coach continued by disclosing to the members that a decent self-guideline requires an apparent degree of intellectual abilities. These incorporate consciousness of the requests of some random circumstance; steady checking of self-conduct, contemplations, and methodologies; thought of the degree of achievement in satisfying the needs of the circumstance; and the capacity to change parts of current working varying to fit the circumstance or to achieve an objective. Satisfactory psychological self-guideline encourages positive results for people and school going young people in such zones as scholastic execution, critical thinking and understanding perception; all the more fulfilling associations with peers; more elevated levels of natural inspiration, self-esteem, self-viability, moral comprehension, and good lead; less conduct issues; and lower levels of psychopathology (e.g., misery). The psychological self-guideline aptitudes relate the distinguishing pieces of proof and testing of unfortunate reasoning. For instance, an understudy who is of the possibility that cheating is the main intend to great scholastic execution could have a difference in perception through subjective SrT that rigorous work, legitimate planning, great examination propensity and the preferences are generally relates of scholarly accomplishment.

In the procedure of the preparation, the scientist received the accompanying strategies to open the members to a few different systems in self-guideline work out. These include: model self-guideline, planning mindfulness exercises, express educating, preparing of understudies to self-screen, utilization of fitting positive break, arrangement of additional guidance, defining of objectives, signaling understudies and proper utilization of care works out (Amario, 2016). In model self-guideline, the specialist went about as a model to prepare the members on what to do or how to respond when feeling

certain admonition signs or feeling deregulated. For instance, the analyst stated, "I am feeling irate at the present time, so I am going to leave and discuss this later" or "I am feeling disturbed now, so I will take a full breath." Also, the scientist prepared the members on the best way to name their sentiments; distinguish body reactions to stressors; and comprehend what happens when feeling such admonition signs.

- Moreover, the trainer prepared the members on methods of self-guideline for example profound breathing, leaving, tallying up to 10 (while being anxious, overpowered), taking some space or have a beverage. For members with heaps of issue in automatic, the analyst gave them chances to self-screen (pretend) for an all-encompassing timeframe in order to give an event to members to consider their decisions and not yield to their prompt driving forces.
- Moreover, the analyst disclosed to the members that fitting utilization of "positive break" can also facilitate the strain in a person who needs critical thinking aptitudes, experience challenges in certain branches of knowledge, failure to effectively finish an errand from the outset endeavour and sentiments that schoolmates and instructors weren't strong. All of which may store up to extreme stresses, strain, and a few different types of self-crushing conduct. Positive break is a deliberately breaks seen when getting furious or beginning to lose center around a pertinent undertaking. Likewise, the coach helped the members by signaling them in to when to utilize the self- administrative systems and proposals on the most proficient method to deal with their sentiments as proper.
- The researcher allowed the participants to ask questions.

**Evaluation:**The researcher assessed the session by asking the following questions:

- (i) Explain the meaning of emotional self-regulation.
- (ii) Describe the cognitive aspect of SrT.
- (iii) List and explain 3 techniques in self-regulation.

**Assignment:** List any form of unhealthy thoughts that usually comes to your mind.

## Session 6

**Topic:** Application of new skills (I)

**Objective:** At the end of this session, participants should be able to explain the concept of Practice and Repetition in the process of new skill acquisition.

### Activities

#### Step 1

- The researcher revised the topic of the previous session.
- The researcher reviewed the assignment with the participants.
- The researcher explained to the participants that SrT is needful when students have had several years of exposure to unhealthy self-regulation which in turn affects the academic performance, psychological well being, socio personal relationship and several other aspects of life. In the same way, such students would be exposed to healthy self- regulation skills that would have dramatic effect on academic achievement and all other aspects of life. This is done through practice and repetition.
- The researcher explained the meaning of “practice and repetition” as a way of practicing desirable behaviour and keeps repeating them in a persistent order until it becomes a habit. For example a student that forgets easily would begin to read from time to time and ensure mastery of the subject matter, a student who procrastinates would begin to set homework and every school related work as topmost priority consistently. Also a student, who has been taking one or two strokes of cigarette, would endeavour to employ delay of gratification and as well keep away from friends that could lure to smoking until it becomes a new habit.
- The researcher gave room for interaction.

**Evaluation:** Explain in a simple term how you would stamp out the following behaviour: Gambling --- Truancy --- Procrastination --- Poor study habit

- The researcher summarized the session and reminded the participant to be punctual at the next session.

**Assignment :** List 5 behaviour you exhibit that needs to be curbed.

## Session 7

**Topic:** Application of New Skills (2)

**Objectives:** At the end of this session, the participants should be able to:

- (i) Explain how SrT could be sustained with the use of reinforcement.

(ii) Explain how new skills can be connected to a meaningful purpose.

## **Activities**

### **Step 1**

- Reinforcement
- The trainer revised the topic of the previous session, marked the assignment given and commended the participants.
- The researcher explained the meaning of reinforcement to the participants thus:

Just like any other classroom activities, where classroom teacher uses reinforcement on performing students, reinforcement could also be used as a means of enhancing the new skill acquired.
- The researcher further explained to the participants that negative reinforcement is the removal of an aversive stimulus. The aversive stimulus in this context is something that has been impeding the emission of desirable behaviour. This may be a wrong notion about self, teacher or a friend. When this wrong notion is removed, there would be behavioural change which in turn facilitates several other forms of positive outcomes.
- The researcher gave room for questions from the participants.

### **Step 2**

- Connecting new skills to a meaningful purpose.
- The researcher explained to the participants that new skills usually become stronger when it is appropriately applied to a suitable field of endeavour. It was further stressed to the participants that having been exposed to the new skills, the next line of action is to harmonize such skills to significant fields of interest such as academic domain. For example, the new skills acquired may be used to reduce procrastination tendencies. This is achieved when a learner begins to give school home works and other school related works utmost priority. The skills acquired can as well be used on poor study skill. This is done by ensuring physical and psychological preparation in the process of studying. In addition, the new skill may be applied on over eating, substance abuse and promiscuity tendencies probably through delay of gratification.
- In the course of the training, the researcher explained to the participants that there are several other ways by which self-regulation skills aid the learning process. One of such ways is that before learning task is tackled, the learner should analyze the task, set

goals, and develop a plan of approach. Apparently, beliefs about the self as a learner has a gross effect on decisions made at this stage. Then, learners would need to self-regulate as the learning task is performed. The researcher allowed the participants to ask questions.

**Evaluation:** The researcher evaluated the session by asking the participants the following questions:

- (i) Explain how reinforcement can be used to facilitate SrT among secondary school students.
- (ii) Which aspect of your behaviour would you like to connect new skills?

**Assignment:** (i) List five causes of Self-defeating behaviour that is pertinent to you.

### **Session 8**

**Topic:** Overall review, rehearsal and role play, posttest administration and termination of exercise.

**Objective:** At the end of this session, the participant should be able to:

- \* Explain the meaning of Self-defeating behaviour (SdBs)
- \* Mention the types of SdB with examples
- \* Explain how SdB affects students' academic performance.
- \* Explain the meaning of SrT
- \* List and explain the major components of SrT.
- \* Explain the following terms:
  - (a) Reinforcement
  - (b) Practice and repetition.
- Explain how to connect skills with purpose with examples.

### **Activities**

- The researcher created an interactive session on all the topics treated during the sessions.
- The researcher allowed the participants to practice the skills acquired during the training exercise in form of role play.
- The researcher administered the posttest instrument.
- The researcher appreciated the participants for their enduring characters followed by termination of the training exercise.
- The research assistance distributed light refreshments to the participants.

- Group photographs were taken after which the researcher bids the participants farewell.

## **Experimental group 2**

### Rational Emotive Behaviour Therapy (REBT)

#### About REBT

REBT is on the premise that events of life occurrence alone would not cause a person to feel depressed or grossly anxious but that one's belief about the event causes unhealthy feelings and self-defeating behaviour. It has equally been found out that many academically related problems encountered by students across all educational levels are not unconnected to irrational beliefs. To this end, REBT is meant to enlighten individuals about the nature of their individual beliefs, its effects on achievement and how to apply disputational techniques which strengthen the elimination of irrationality, reduces emotional distress and live above personal challenges. The therapy has been found so helpful in enhancement of students' academic performance. It is however believed that it would serve the same purpose in the reduction of self-defeating behaviour among underachievers in secondary schools.

#### **Session 1**

**Topic:** Introduction and pretest administration.

**Objectives:** At the end of this session, the participants should be able to:

- (i) Explain 5 main reasons for the programme.
- (ii) List 5 benefits of the programme to their physical and psychological well being.
- (iii) Give honest responses to the pretest questionnaires.

#### **Activities**

- The participants were warmly welcomed into a well arranged and conducive environment. Researcher introduced herself alongside the research assistance while the participants did the same.
- The researcher stated the objectives of the programme and the benefits of participating.
- The researcher and the participants unanimously agreed on days and time of meeting.
- The researcher explained the rules guiding the conduct of the programme and what was expected of the participants. E.g. regular attendance and prompt notification to the researcher with cogent reasons by any participant who may want to opt out.



- The researcher gave consent forms to the participants to fill.
- The researcher administered the pretest instruments on the participants, which are: Self-defeating behaviour scale and locus of control scale.
- The researcher evaluated the session by asking the following questions:
  - (1) State the main objectives of the programme.
  - (2) List and explain 5 benefits of being part of the programme.
- The researcher commended the participants and rounded off the session for the day.
- **Assignment** – What is Self-defeating behaviour?

**Session 2:** Discussion of Self-defeating behaviour and its effects on students' academic achievement.

**Objective:** At the end of the session, the participants should be able to:

- (i) Explain the meaning of self-defeating behaviour;
- (ii) List 5 effects of self-defeating behaviour on students' academic achievement.

### **Activities**

#### **Step 1**

- The researcher received the participants into the second session.
- The researcher reviewed the assignment with the participants.
- The researcher explained to the participants that behaviour is anything people do and that it could either be visible or hidden. It could also be desirable, excessive, weakly manifested or maladaptive. Some of these behaviour are socially acceptable because it is in line with the norms of the society while some are not acceptable because of the harm it causes the person exhibiting it and the larger society. Example of such behaviour is self-defeating behaviour. The researcher explained further that self-defeating behaviour are behaviour that brings harm, loss, failure, or suffering to oneself through one's own actions and inactions. It is a character pattern through which a student turns aggression against the self.
- The researcher gave examples of self-defeating behaviour. Some of these are: procrastination, truancy, substance abuse, gambling, poor attendance in classes, work avoidance strategies and several other forms of destructive habits.

#### **Step 2**

- Types of Self-defeating behaviour

- The researcher explained to the participants that there are three major types of Self-defeating behaviour, namely:
  - Primary self- destruction
  - Tradeoffs Self-defeating behaviour and
  - Counterproductive Self-defeating behaviour
- The researcher further explained each of the types identified. The primary self- destruction is a deliberate and intentional behaviour or action that brings more problems to self. E.g. Truancy. In tradeoffs' pattern, the harm or risk to self is accepted as a necessary accompaniment to achieving some other goals. At the long run, the costs are much greater than the benefits. Example of such behaviour is substance use. The counterproductive strategies involve individuals pursuing desirable outcomes but choose a strategy that produces the opposite of the desired result.

### Step 3

- Effects of Self-defeating behaviour on students' academic achievement.
- The researcher explained to the participants that Self-defeating behaviour tends to affect students' academic achievement in many ways viz, heightened poor performance, lowered academic self-efficacy, inability to progress alongside school peers, fear of success, being controlled by primitive thinking pattern, excuse making, revenge through negative self -talk (self -fulfilling prophecies) and the likes.
- The researcher allowed the participants to ask questions.

**Evaluation:** The researcher appraised the session by asking the following questions.

- Explain the meaning of Self-defeating behaviour.
- Mention and explain three types of Self-defeating behaviour.
- Explain the effects of SdB on students' academic achievement.

**Assignment:** List ten (10) Self-defeating behaviour that are peculiar to you.

### Session 3

**Topic:** Explanation of the meaning of events and individual's core belief.

**Objective:** At the end of this session, the participants should be able to;

- Explain the meaning of events.
- Demonstrate their understanding on individual's core belief.

### Activities

## Step 1

- The researcher revised the topic of the previous session.
- The researcher read through the assignment.
- The researcher explained to the participants that events are part of life and that human beings are social animals who live within a geographical location and interact with one another. The researcher explained further that during this process of interaction, there are bound to be life occurrences (events), some of which may be favourable while some may not. Thus, individual begins to react either negatively or positively to these events based on their belief. An individual's beliefs are always found to be at the root of every behavioural and emotional response with varying degree. That is, the core belief could either be rational or irrational. In other words, the nature of individual's emotional or behavioural responses to events of life would depend largely on the belief system. For example, if there is mass failure in a particular subject, students would view the cause of such performance differently. While some may admit avoidable mistakes or poor preparation; some may attribute it to lousy teacher, friends or even inanimate objects.
- The researcher allowed the participants to ask questions.

**Evaluation:** The researcher evaluated the session by asking the following questions:

- (i) Explain the meaning of event.
  - (ii) What do you understand by core beliefs?
- The researcher summarized the session, appreciated the participants and bid them farewell till the next appointment day.

**Assignment:** List some of your core beliefs that have been affecting your academic performance.

## Session 4

**Topic:** Training the participants in the understanding of rational belief (rb)

**Objective:** At the end of this session, the participants should be able to:

- (i) Explain the meaning of rational beliefs.
- (ii) Identify statements of rational beliefs.

## Activities

### Step 1

- The researcher revised the topic treated in the previous session, read through the assignment given and made necessary comments.
- The researcher explained to the participants that rational beliefs emanate from a good state of mind and that it is helpful to an individual's psychological and general well-being. It has the following features:
  - It is flexible.
  - It is non extreme.
  - It is sensible and largely constructive.

It was explained further that rational beliefs are cognitive processes that are free of several dysfunctional aspects such as demandingness (for love and approval, for success or achievement and for comfort), awfulizing beliefs, low frustration tolerance and self-rating. Demandingness is a problem which turns healthy preferences in life into necessity e.g. "I should be loved by everyone", "I should be made a prefect in my school." Awfulizing belief proposes that it is possible for events of life to be more than 100% bad or appalling to human being e.g. inability to pass 3rd term examination means I can't pass WAEC. Self -rating is to absolutely belief one can do well and sometimes perfectly because to do less would mean a worthless individual. In essence, individuals with rational beliefs are at the core of psycho-social health.

## Step 2

- Statements of rational belief
- The researcher gave the participants some examples of rational belief statements with explanations. These are:
  - **It is not possible to be loved and approved by everyone.** There are individual differences and again, what one person likes, another hates. So, trying to please everyone to get their approval may end up making one to lose his identity. It is therefore reasonable to develop personal principles, social skills, and well-matched friendships, rather than seeking unhelpful attention.
  - **No one can be perfect.** Everyone has his areas of weakness. So, trying to be perfect in all may get a person entangled in the web of anxiety and this may result to failure in all attempts. In addition, perfectionistic drive may motivate to an extent but it yields more harms than good to anyone driven by it.

- **No matter how evil an act, there are reasons for it.** For example, if my teacher screamed at me, it just means she wants me better and it's not that she doesn't love me. If we put ourselves in the other person's position and rational condition, *we would understand the rationale behind the behaviour and the need to tolerate one another and avoid destructive self-rating.*
- **The world was not created for mere pleasure.** This is because there is need for individuals to work to make things work out. Although, everything may not possibly come out as desired, that doesn't make things awful.
- **I should rather think of how to prevent, minimize, or cope with potential problems.** This is because awfulizing belief may end up being a self-fulfilling prophecy.
- **Perfection is NOT the goal.** It brings about undue anxiety, and lowering people's self-esteem.
- It is nice to be concerned, sympathetic but not to become overly disturbed or worried about *other people's problems*. Everyone is responsible, for their fortunes and misfortunes. Although, it is good to be empathic but never insist on rescuing people who requires no help from you.
- A helpless, hopeless "I-can't-change" attitude hails from irrational mind.
- You can't change the past but you can learn from it.
- It is not external events that upsets or brings about the behavioural and emotional consequences but a person's views, self-verbalization and beliefs about the activating events that cause the problems. Hence the need to dispute the illogical ideas. For instance, no one can make me feel anyway; I am responsible for my own feelings.
- Procrastination, avoidance of unpleasant tasks, and denial of problems or responsibilities mostly yields immediate relief but, later on, results in serious problems. This is a gospel truth because the lifestyle that makes a person fulfilled is not having an easy life but facing and combating tough problems.
- People are dependent on others, e.g. for food, clothe an shelter at a younger age but should not be continued throughout life (Stressgroup, 2012; Spencer, 2005).
- The researcher allowed the participants to ask questions.

**Evaluation:** The researcher evaluated the session by asking the following questions:

- (i) What do you understand by rational belief?
- (ii) List and explain three rational statements from your personal experience.

**Assignment:** (i) List 5 rational beliefs that are peculiar to you.

(ii) Classify the following statement as rational or irrational:

- I would have loved to be invited to the event but that I've not been invited doesn't make me irrelevant.
- If I perform poorly in my first mathematics test, it doesn't make me a moron.
- I wish I had more friends and if I don't, life continues.
- I really don't like my classmate, but if I have to be her partner I guess I can stand it.
- If my teacher screamed at me, it just means she wants me better and it's not that she doesn't love me.
- I would like to go on expensive sport kit, but I understand my parents can't afford it.
- It is not possible to be loved and approved by everyone.
- If I try to please everyone that comes my way, I may lose my identity.
- Perfectionistic needs may motivate an individual to an extent but can as well create anxiety and guarantees failure in extreme cases.
- The globe was not created for human pleasure.

## Session 5

**Topic:** Discussion of irrational beliefs using cognitive and imagery techniques viz, rational analysis, double standard dispute, reframing, time projection and devil's advocate.

**Objectives:** At the end of this session the participants should be able to:

- (i) Explain the meaning of irrational beliefs.
- (ii) Identify statements of irrational beliefs.

**Activities:**

### Step 1

- The researcher revised the topic treated in the previous session, read through the assignment given and made necessary comments.

- In the course of the exercise, the researcher explained the meaning of irrational belief (ib) to the participants that it is such an orientation that hinders or impedes individual's goal attainment and creates emotions that leads to self harm. Such beliefs are rigid, extreme, false and non-sensible. The researcher further explained that demandingness, awfulizing, low frustration tolerance, self, others and life depreciation beliefs are the major components of irrational beliefs.

## **Step 2**

- Statements of irrational belief
- The researcher gave the participants some examples of irrational statements and explained further that some of these irrational beliefs may be encountered by school going adolescents:
  - It is a must for me to be loved by significant others in everything I do.
  - Certain acts are awful or wicked, hence, those who perform such acts should be severely damned.
  - It is spiteful when things don't work out the way I planned it to be.
  - Human misery is customarily propelled and imposed on individuals by external people and events.
  - It's a must to be endlessly upset and obsessed about perceived dangerous or fearsome events.
  - It is easier and better to avoid life difficulties and self-responsibilities than to face it.
  - There is absolute need to depend on others, stronger or greater than ourselves.
  - It is a must for a person to be thoroughly skillful, intelligent, and achieving in all possible respects.
  - The idea that because something once strongly affected our life, it should indefinitely affect it.
  - There is need to have perfect control over all things.
  - Human happiness can be achieved by sluggishness and inaction.
  - We have virtually no control over our emotions (Walsh, 2013).
- The researcher created a practical session so as to enable the participants to identify several other forms of irrational beliefs they may possess. The researcher used the following cognitive and imagery techniques in the course of the practical session.

1. Rational analysis.
  2. Double standard dispute.
  3. Devil's advocate (that is getting the participants to argue against self -dysfunction beliefs).
  4. Reframing (That is to reframe an awfulizing beliefs).
- The researcher allowed the participants to ask questions.

**Evaluation:** The researcher evaluated the session by taking the participants through the following exercise:

Label the following statements as rational or irrational.

1. I must conform to my peers.
2. My friends, my first priority.
3. It's my parents' fault that I fail.
4. I can't stand things not done right.
5. Others should be blamed for my mistakes.
6. Sola ought to greet me and for her to have ignored me that means I'm worthless.
7. Everything must work out as perfectly as I desire, well, it may not have to.

**Assignment** - Write 10 irrational behaviour that are peculiar to you.

## **Session 6**

**Topic:** Exposing the participant to the causes and effects of irrational beliefs.

**Objective:** At the end of this session the participants should be able to:

- (i) List the major causes of irrational beliefs.
- (ii) Explain the effect of irrational beliefs on academic achievement.

## **Activities**

### **Step 1**

- The researcher revised the topic treated in the previous session, checked the assignment given and correction were done.
- The researcher listed and explained some of the major causes of irrational beliefs to the participants thus: Irrational beliefs are majorly caused by biological, psychological and social factors. The researcher explained further to the participants that a person's biological inheritance affects the way he feels and behaves to a very large extent. In the same way, the social interaction and several other forms of psychological factors may be responsible for irrational beliefs.



## Step 2

- Effects of irrational behaviour on academic achievement.
- The researcher lists and explained to the participants that irrational beliefs could have a gross effect on students' academic achievement which may take the form of heightened poor academic performance, school dropout, gasterism, procrastination, cheating, aggression, depression and lots more.
- The researcher allowed the participants to ask questions.

**Evaluation:** The researcher evaluated the session by asking the following questions:

- (i) How could social factors be responsible for irrational beliefs?
- (ii) List and explain 5 major effects of irrational beliefs on academic achievement.

**Assignment:**

- (1) List five behaviour you inherited from your parents.
- (2) List five behaviour you learnt from your friends.

## Session 7

**Topic:** Training in disputing irrational beliefs with the use of behavioural techniques such as shame attacking, risk taking, paradoxical behaviour and postponing gratification.

**Objective:** At the end of this session, the participants should be able to list and explain new ways of disputing any form of irrational belief.

### Activities

#### Step 1

- The researcher revised the topic treated in the previous session, read through the assignment given and made comments as needed.
- The researcher explained to the participants that people are not disturbed by the events of life per se but by the perception of the events and the self statements. The researcher gave an example that "rigidity of mathematics, lousy teacher doesn't make a student fail but the perception of the student about the self, the subject and the teacher." In essence, if individual's beliefs are rigid, extreme and judgmental, it would result to more of Self-defeating behaviour.
- The researcher guided the participants to dispute irrational beliefs with the use of the following behavioural techniques. These are:

- **Shame attacking:** The researcher encouraged the participants to enter into the feared situation and ignoring any form of side reaction. For example a student who repeated a class and who doesn't want to be sitting with younger ones in the classroom.
- **Risk-taking:** The researcher cheered the participants to challenge beliefs that certain behaviour are too dangerous to risk. For example, a student who is of the belief that it is better to avoid certain subjects considered too tough rather making any attempt.
- **Postponing gratification:** The researcher heartened the participants to postpone any behaviour that initially gives pleasure but which later causes harm or troubles to them e.g. gambling, smoking, over eating.
- **Time Projection:** The researcher explained to the participants that whatever the feared situation or challenges encountered, individuals are bound to outlive it.
- The researcher engaged the participants in the acts of changing their self -statements that are considered irrational to rational statements. For example, every 'must', 'ought' and should is to be replaced by 'preferably'. Also, such statements as "I will fail", "no one cares about me and that means I'm foolish" should be changed to a more rational statements such as, "I will try my best and so I will succeed." "It is good to be liked by others but I can't be loved by everyone and that doesn't mean I'm not important."
- The researcher allowed the participants to ask questions.

**Evaluation:** The researcher evaluated the session by asking the following questions:

How would you change the following irrational statements to rational statements?

- (i) My under performance is as a result of external factors beyond my control.
- (ii) I need to depend on someone stronger than myself before I can achieve.
- (iii) Everything should work perfectly as I wish.

**Assignment:** List 10 irrational beliefs that are peculiar to you then change each of them to rational statements and begin to be guided by your positive statements.

## **Session 8**

**Topic:** Overall review, rehearsal and role play, posttest administration and termination of exercise.

**Objective:** At the end of this session, the participants should be able to;

- (i) Explain the meaning of core beliefs.
- (ii) Distinguish between rational and irrational beliefs.
- (iii) List and explain causes and effects of irrational beliefs on academic achievement.

(iv) Explain the behavioural changes experienced in the course of the programme.

**Activities**

- The researcher engaged the participants in an interactive session based on the objective
- The participants were encouraged to rehearse the skills acquired during the sessions.
- The researcher administered the posttest instrument on the participants.
- The researcher summarized the entire programme and encouraged the participants to be positive minded in all their life endeavours.
- The research assistance distributed light refreshments to the participants. Group photographs were taken after which the researcher bids the participants farewell.
- Follow up at a later date.

# TREATMENT GROUP ONE



# TREATMENT GROUP TWO



# CONTROL GROUP

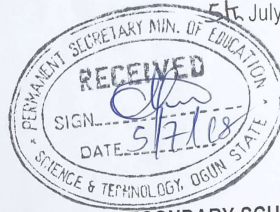


Department of Guidance & Counselling,  
University of Ibadan,  
Ibadan,

5th July, 2018

**The Permanent Secretary,**  
Ogun State Ministry of Education,  
Oke – Mosan,  
Abeokuta.

Dear Sir/Ma,



**PERMISSION TO USE SOME PUBLIC SENIOR SECONDARY SCHOOLS IN ABEOKUTA FOR MY  
PhD RESEARCH**

I humbly write to seek your permission to use three (3) Senior Secondary Schools in Abeokuta metropolis for my PhD research work titled "Self – regulation Training and Rational Emotive Behavioural Therapy on Self – defeating Behaviour among Academic Underachieving Secondary School Students in Abeokuta, Ogun State." The three (3) selected Senior Secondary Schools would be my field research centres and the research work will take a period of eight (8) weeks during which the identified academic underachieving SS II students will be trained using psychological interventions.

2. The outcome of the study will not only address the self – defeating behaviour among the academic underachieving students but also enhance the academic performance of the concerned students to a very large extent.
3. Attached herewith is the letter of introduction from the Head of my<sup>1</sup> Department at the University of Ibadan, Ibadan.
4. I should be very grateful if the request is favourably granted, Sir/Ma.
5. Yours faithfully,

**Tonade, Adeyinka O. (Mrs.)**

08032292707

TELEGRAMS COMMEDUCAT  
PRIVATE MAIL BAG NO. 2060



Telephone.....

**MINISTRY OF EDUCATION,  
SCIENCE AND TECHNOLOGY**  
DEPARTMENT OF PLANNING RESEARCH & STATISTICS

Your Ref. No.....  
All Communications should be addressed  
to the Commissioner quoting:

Our Ref. No. PL.985/Vol.ii/111

Date <sup>04</sup> July, 2018

**Mrs Tonade, Adeyinka Oriade**  
Department of Guidance and Counseling,  
Faculty of Education,  
University of Ibadan,  
Oyo State.

Through:  
The Zonal Education Officer,  
Zonal Education Office,  
Abeokuta South

Through:  
The Zonal Education Officer,  
Zonal Education Office,  
Odeda

**RE: PERMISSION TO USE 3 PUBLIC SENIOR SECONDARY SCHOOLS IN ABEOKUTA**

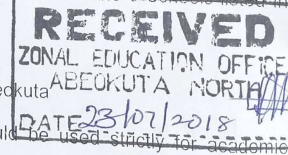
Your letter dated 5<sup>th</sup> July, 2018 requesting for permission to use 3 Public Secondary Schools in the State for research purposes refers please.

2. Consequently, the Ministry has graciously approved your request to use the 3 Schools listed in your letter under reference as follows

- i. Egba Comprehensive High School, Asero, Abeokuta
- ii. Gateway Secondary School, Ita-Eko, Abeokuta
- iii. Salawu Abiola Comprehensive High School, Osiele Abeokuta

3. Kindly note that the information supplied and obtained should be used strictly for academic purpose only

4. Many thanks.



*[Signature]*  
**ADEOTAN S. O**  
Director of Education  
Planning, Research and Statistics  
for: Permanent Secretary



**Reliability**

**Scale: Self-defeating belief**

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.905	.908	23

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
a2	54.9000	147.253	.417	.	.903
a4	54.9500	134.682	.728	.	.895
a5	54.7000	148.011	.624	.	.900
a6	54.3500	148.661	.363	.	.904
a7	55.0500	140.892	.656	.	.897
a8	55.1500	149.187	.368	.	.904
a9	55.1500	144.345	.528	.	.900
a11	54.3000	149.484	.522	.	.901
a12	54.5500	143.208	.611	.	.899
a13	54.8000	140.063	.626	.	.898
a14	54.6000	146.358	.402	.	.903
a15	54.7500	144.724	.564	.	.900
a17	54.4000	143.621	.548	.	.900
a18	54.6000	147.200	.543	.	.901
a19	55.0500	139.418	.767	.	.895
a20	55.0500	144.682	.417	.	.904
a21	54.7500	140.829	.663	.	.897
a22	54.6500	151.082	.319	.	.904
a23	54.8000	139.011	.705	.	.896
a24	54.8000	145.747	.515	.	.901
a25	54.5500	152.155	.131	.	.912
a28	54.7500	139.882	.603	.	.899
a30	54.8500	149.608	.401	.	.903

**Scale: Self-defeating behaviour**

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.891	.893	20

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
b5	46.9500	123.208	.443	.	.888
b8	47.1500	115.292	.492	.	.886
b11	46.7000	121.695	.342	.	.890
b14	47.3500	114.239	.570	.	.883
b15	46.6000	118.779	.444	.	.887
b16	46.9500	116.366	.479	.	.887
b17	46.8000	119.326	.584	.	.884
b18	47.0500	118.261	.425	.	.888
b19	46.4000	119.200	.369	.	.890
b20	46.9500	118.050	.554	.	.884
b21	46.9500	116.050	.663	.	.881
b23	47.0000	119.474	.446	.	.887
b24	47.0500	116.261	.615	.	.882
b25	46.7000	114.853	.582	.	.883
b26	46.9500	124.366	.270	.	.891
b28	47.0000	117.579	.452	.	.887
b29	47.3000	117.379	.449	.	.887
b30	47.2000	112.905	.730	.	.879
b31	46.7500	112.934	.701	.	.879
b32	46.8000	115.011	.633	.	.882

**Scale: Locus of control**

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.950	.954	43

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
c2	116.6000	561.621	.550	.	.949
c3	116.9500	558.787	.495	.	.950
c5	117.5000	560.368	.477	.	.950
c7	116.2000	564.589	.421	.	.950
c8	116.7500	561.250	.534	.	.949
c9	116.3500	558.029	.693	.	.949
c11	116.2500	563.250	.323	.	.951
c14	116.7000	560.221	.655	.	.949
c15	116.6500	555.292	.612	.	.949
c16	117.1000	560.621	.394	.	.951
c17	116.6500	553.503	.650	.	.949
c18	116.9500	553.945	.521	.	.950
c25	116.5500	557.103	.674	.	.949
c26	116.9500	553.524	.599	.	.949
c27	116.5500	568.366	.431	.	.950
c28	116.6500	552.555	.637	.	.949
c29	116.3500	567.082	.371	.	.950
c30	117.0000	557.053	.486	.	.950
c32	116.7500	551.882	.805	.	.948
c33	116.8000	541.642	.693	.	.948
c34	116.4000	552.358	.709	.	.948
c35	116.8000	548.695	.667	.	.948
c36	116.7000	563.905	.612	.	.949
c37	116.3000	564.747	.371	.	.951
c38	117.1000	562.200	.518	.	.949
c39	117.0000	550.421	.664	.	.948
c40	116.6000	556.674	.669	.	.949
c41	116.2500	567.566	.389	.	.950
c42	116.7000	550.011	.757	.	.948
c43	116.7000	553.063	.506	.	.950
c44	117.1500	549.397	.781	.	.948
c45	116.3000	565.168	.661	.	.949
c46	116.2000	567.853	.401	.	.950
c47	116.2000	566.905	.553	.	.949
c48	116.6500	557.397	.600	.	.949
c49	116.2000	568.800	.408	.	.950
c50	116.5500	556.682	.685	.	.949
c52	116.7500	561.776	.559	.	.949
c54	116.3000	568.642	.312	.	.951
c55	116.7000	562.958	.444	.	.950
c56	116.6500	555.082	.695	.	.948
c57	116.2000	577.853	.391	.	.950
c58	116.1500	567.924	.506	.	.950

