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EFFECT OF SELF-MANAGEMENT TECHNIQUE ON ACADEMIC SELF-CONCEPT OF SECONDARY SCHOOL STUDENTS FROM BROKEN HOMES IN DELTA STATE

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Abstract

This study determined the effect of self-management technique on academic self-concept among secondary school students from broken homes in Delta State. The study was guided by three research questions and tested three null hypotheses at 0.05 significance level. A quasi-experimental research design of the non-randomized pretest-posttest, control group was employed. A sample of 34 students was drawn from a population of 354 students from broken homes, identified with low academic self-concept. The research instrument "Academic Self-Concept Survey (ASCS)" was adopted and used for data collection. The instrument has a reliability coefficient alpha of 0.81. The instrument was administered directly to the participants before treatment and after treatment, with the help of trained research assistants. Data analysis was carried out using the Statistical Package for Social Science (SPSS) version 23 software. Research questions were answered using the statistical mean while analysis of covariance (ANCOVA) was used to test the null hypotheses. The findings of the study revealed the self-management technique was significantly effective in enhancing academic self-concept of secondary school students from broken homes. The study recommended that Guidance counsellors working in secondary schools, especially in Delta State, should implement self-management technique as part of the school counselling curriculum.

Keywords: Self-management technique, Academic, Self-concept, Students, Broken homes

Introduction

Experts in behaviour modification and other helping professions have generally recognised self-concept is an important component of students' psychological well-being which can considerably shapes their behaviour, motivation, and interactions within their academic and social environments. In recent years, challenges related to self-concept have been increasingly observed, particularly among students from broken homes, where instability can negatively affect their self-perception and academic performance. Influences such as internet use and social media have compounded self-concept issues, adding pressures that potentially intensify existing vulnerabilities (Wiederhold, 2016; Nwokolo & Mokwelu, 2021). As Carlson, Davis and Miller (2017) noted, self-concept begins to form early in life and continues evolving as individuals encounter new experiences and beliefs, shaping their interactions and academic confidence.

An individual's perception of their abilities and competence in academic settings is referred to as academic self-concept. It has the tendency to influencing students' motivation, attitudes, and overall academic performance. Academic self-concept refers to an individual's awareness and understanding of their identity, encompassing beliefs, attitudes, and self-evaluations of their academics (Erdogan, n.d.). For secondary school students, particularly those from unstable family backgrounds, a positive academic self-concept is essential for both educational success and social well-being. Self-management technique can help foster this by reframing negative self-beliefs and promoting goal-setting and self-monitoring, which in turn encourage a more constructive approach to academic and social challenges. Conversely, a lack of this support can lead to disengagement and reduced motivation, stressing the importance of these interventions in building resilience and academic self-concept.

Available researches suggest that self-management technique can positively influence academic self-concept by helping students reframe negative thoughts and improve self-regulation (Cano, 2017; Oguzie, Obi & Nnadi, 2019; Nwokolo & Mokwelu, 2021; Chigbu, Oguzie, Nwosu, Ngwaka & Onu, 2022). Students who feel confident in their abilities and self-worth are more likely to interact positively with peers and teachers, enhancing both their academic and social experiences. On the other hand, students with lower self-concept levels may experience increased insecurity and self-doubt, resulting in academic and interpersonal difficulties. Hence, interventions that improve self-concept and resilience through self-

management can play a significant role in supporting secondary school students from broken homes in Delta State.

Academically, secondary school is a pivotal period in shaping students' academic self-concept, especially as they take on new roles and responsibilities. The transition to adolescence introduces students to increased academic pressures, social expectations, and extracurricular demands, which can impact how they perceive their abilities and navigate their environment. For students from broken homes, these pressures may compound pre-existing emotional and psychological challenges, making the development of a positive academic self-concept even more critical. During this phase, students often reassess their identity and roles within social and academic settings, which can either enhance or undermine their self-concept.

Recently, low academic self-concept has emerged as a widespread concern among secondary school students, manifesting in low self-esteem, diminished confidence, and feelings of inadequacy. These issues are even more pronounced for students from broken homes, who may lack consistent emotional support, further impacting their academic and social self-view. Murphy (2018) notes that low self-concept is associated with feelings of helplessness, unworthiness, and an inability to achieve set goals, which can lead to disengagement from academic activities and strained relationships. Low self-concept is often linked to symptoms of depression, anxiety, and lower academic performance (Ahmed & Khan, 2018; Zhang & Wang, 2019), impacting students' overall well-being and resilience.

Practically, counselling interventions such as self-management technique can play a crucial role in fostering positive academic self-concept by helping students from broken homes to reframe negative thoughts, increase self-confidence, and build coping skills. By reinforcing students' belief in their academic and social abilities, these techniques can encourage more optimistic self-evaluations and constructive approaches to academic and interpersonal challenges. The issue of low academic self-concept among secondary school students in Delta State is particularly concerning, especially given research by Igbasan (2019) that highlights its significant impact on overall satisfaction. Studies indicate that students in Delta State with higher self-concept tend to enjoy more positive academic and social experiences than those with lower self-concept. This highlights the dual nature of self-concept, which can influence students' lives positively or negatively. However, the extent to which self-concept directly causes these outcomes remains a topic of debate. Some scholars, organizations, and policymakers argue that while self-concept may correlate with academic and social success, it

is not solely determined by these circumstances. Instead, students with higher or lower self-concept may simply be predisposed to experiencing different academic outcomes.

Research into the factors affecting self-concept among secondary school students has revealed important insights. For instance, Menti (2020) found a significant correlation between the quality of academic relationships and self-concept, while Okeh (2019) noted that time spent on academic and social activities also plays a role. Globally, challenges related to self-concept among secondary school students have been documented, as evidenced by studies from Goto and Nakamura (2013) and Meer and Srivastava (2015). Similarly, a survey conducted by the World Health Organization (WHO, 2021) indicated that students in countries such as India, Vietnam, and Kenya reported significantly lower self-concept levels compared to their peers in Nigeria. In this context, cognitive restructuring and self-management techniques can be particularly beneficial for secondary school students from broken homes, helping them to develop a more positive academic self-concept. By addressing negative thought patterns and enhancing self-regulation skills, these techniques can empower the students to overcome challenges and improve their academic and social outcomes.

While low academic self-concept is perceived as a common issue, secondary school students from broken homes in Delta State seem to encounter distinct challenges that seem to intensify these difficulties. Factors such as financial constraints, the need to balance schoolwork with additional responsibilities, and a perceived lack of social support significantly contribute to their struggles (Ugbome, 2018). Financial strain can increase stress levels, which in turn negatively affects self-concept. Students often grapple with managing academic demands alongside personal and social responsibilities, leading to feelings of inadequacy and stress (Ndukwe, 2020). Additionally, a perceived absence of social support can foster loneliness and isolation, further undermining self-concept (Okolie, 2018). These interconnected factors can create particularly challenging circumstances for secondary school students in Delta State, making them more susceptible to low self-concept. To address these challenges, psychological interventions such as cognitive restructuring and self-management techniques could prove beneficial. These approaches can help students reframe negative thought patterns, enhance self-regulation skills, and ultimately improve their academic self-concept, providing them with the tools to navigate their unique circumstances more effectively.

Self-management technique is being perceived widely used psychological interventions designed to modify undesirable behaviours in individuals (Oguzie, Obi & Nnadi, 2019).

Students from broken homes in Delta State often face unique challenges, such as financial constraints, emotional instability, and a lack of social support, which can negatively impact their self-perception and academic performance. Self-management technique offers promising interventions to enhance academic self-concept in this demographic.

An empirically supported technique for modifying low academic self-concept is the self-management technique. Self-management technique refers to a set of strategies individuals use to regulate their behavior, emotions, and thoughts effectively, enabling them to achieve personal and academic goals. This involves setting goals, monitoring progress, and applying self-control methods to maintain focus and adapt to challenges (Zimmerman, 2020). Anyamene, Nwokolo and Azuji (2016) simply described it as an individuals' personal application of behavioural change tactics in order to produce the desired change in behaviour. Thus, self-management technique encompasses the practical skills and methods individuals use to organize and direct their own actions in a productive manner. This includes time management, stress control, and the application of coping strategies that lead to increased autonomy and goal achievement. Therefore, in the context of this study, self-management technique refers to a set of strategies that involves planning, monitoring, and evaluating one's actions which students can use to improve self-regulation and performance.

Self-management techniques like goal-setting and self-monitoring play a crucial role in empowering students. These techniques can help students actively manage their academic progress and personal growth by encouraging realistic goal-setting and consistent self-evaluation. Research by Anyamene, Nwokolo, and Nwosu (2019) demonstrates that self-management techniques significantly improve self-concept among secondary school students, while other studies (Anyamene, Nwokolo & Azuji, 2016; Olorunfemi-Olabisi & Akomolafe, 2013; Oguzie, Obi & Nnadi, 2019) further highlight the effectiveness of this technique in modifying undesirable behaviours.

Goal-setting is central to self-management, aiding students in setting specific academic objectives, breaking them down into achievable steps, and maintaining focus on tasks that enhance self-concept. This structured approach not only helps them with academic planning but also builds a sense of accomplishment as they progress toward their goals, boosting self-worth and motivation (Anyamene et al., 2016). Self-monitoring complements goal-setting by encouraging students to observe and record their learning behaviours, thereby fostering self-awareness of strengths and areas for growth (Rabiei et al., 2022). As students engage in these

practices, they build resilience, autonomy, and a positive academic self-concept. These self-management strategies, by fostering self-efficacy and a growth mindset, can help students from broken homes develop confidence in their abilities, thereby enhancing their academic self-concept.

Low academic self-concept among secondary school students in Delta State is a significant issue that can lead to serious psychological complications, especially among students from broken homes. Research have shown that gender differences can influence how students respond to cognitive restructuring and self-management interventions (Anyamene et al., 2016; Egbunike & Nwankwo, 2021; Putri, et al., 2021). Research suggests that females tend to exhibit higher levels of anxiety and lower academic self-concept in academic settings compared to males, possibly due to socialization patterns that can affect self-esteem (Oguzie, Obi & Nnadi, 2019; Putri, et al., 2021). Consequently, female students from broken homes may benefit more noticeably from these interventions, as these techniques address their higher likelihood of negative self-assessment in academic contexts. For male students, self-management technique can also be effective but may focus more on behavioural control aspects, given that male students might exhibit externalizing behaviours as a reaction to family disruptions.

Notably, most studies carried out on self-management technique have been conducted in diverse settings, but there is a scarcity of research focusing specifically on students from broken homes in Delta State, Nigeria. Remarkably, Delta State has unique socio-cultural and educational dynamics that may influence the effectiveness of these interventions, especially among students from broken homes. Understanding how self-management technique operate within this regional context can provide insights into their applicability and effectiveness in addressing low academic self-concept among secondary school students in Delta State. This gap in literature highlights the need for targeted research like this.

Research Questions

The following research questions will guide the study:

1. What is the effect of self -management technique on academic self- concept of secondary school students from broken homes compared to those who received conventional counselling, based on their pre-test and post-test scores?

2. What is the effectiveness of self -management technique on academic self- concept of male and female secondary school students from broken homes based on their pre-test and post-test scores?
3. What is the effectiveness of self -management technique on academic self- concept of junior and senior secondary school students from broken homes based on their pre-test and post-test scores?

Hypotheses

The following null hypotheses were formulated to guide the study and will be tested at the 0.05 level of significance:

1. The effect of self-management technique on academic self- concept of secondary school students from broken homes will not be significant when compared with those treated with conventional counselling using their posttest mean scores.

2. The effectiveness of self-management technique on academic self- concept of male and female secondary school students from broken homes will not be significant using their posttest mean scores.

3. The effectiveness of self-management technique on academic self- concept of junior and senior secondary school students from broken homes will not be significant using their posttest mean scores.

Method

The study adopted the non-randomized pre-test, post-test, control group quasi-experimental design. This approach, as highlighted by Nworgu (2016), facilitates the establishment of a cause-and-effect relationship. The study was carried out in Delta State, Nigeria. The study involved a total of 354 (SS2) students from broken homes in public secondary schools in Delta State, Nigeria. The study sample consisted of 34 students from broken homes that are in public secondary schools in Delta State draw through multistage sampling procedure.

The instrument that data collection was the Academic Self-Concept Survey (ASCS),. This psychometric tool is designed to measure students' self-concept in areas related to peer interactions, academics, thought processes, school, and home. It comprises 29 items rated on a 4-point scale: Always (A=4), Most Times (M=3), Sometimes (S=2), and Rarely (R=1) for

positive statements, with reversed scoring applied to negative statements. The data collection process was carried out through direct delivery method.

Data analysis was done using the Statistical Package for Social Science (SPSS) version 23 software. The statistical tools used for data analysis were mean and analysis of covariance (ANCOVA).

Result

Table 1: Pretest and Posttest mean scores on academic self- concept of secondary school students from broken homes treated with self-management technique and those treated with conventional counselling (Norm = 72.5)

Source of Variation	N	Pretest Mean	Posttest Mean	Gained Mean	Remark
Self-management Tech.	16	54.31	88.25	33.94	Effective
Conventional Couns. Tech.	13	52.00	69.85	17.85	

Table 1 shows that secondary school students from broken homes treated with self-management technique had pretest mean score of 54.31 and posttest mean score of 88.25 with gained mean 33.94 in their academic self-concept, while those in the control group who received conventional counselling had pretest mean score of 52.00 and posttest mean score of 69.85 with gained mean 17.85. With posttest mean scores of 88.25 which is higher than the norm of 72.5 self-management technique is effective in enhancing academic self- concept of secondary school students from broken homes.

Table 2: ANCOVA on the effect of self-management technique on academic self- concept of secondary school students from broken homes when compared with those who received conventional counselling

Source of variation	SS	df	MS	Cal. F	Pvalue	P ≤ 0.05
Corrected Model	2436.398	2	1218.199	14.042	.000	
Intercept	5056.082	1	5056.082	58.281	.000	
Pretest Scores	7.090	1	7.090	.082	.777	
Treatment Methods	2421.612	1	2421.612	27.914	.000*	S
Error	2255.602	26	86.754			
Total	190292.000	29				
Corrected Total	4692.000	28				

Table 2 reveals that at 0.05 level of significance, 1df numerator and 28df denominator, the calculated F is 27.91 with Pvalue of 0.000 which is less than 0.05. Therefore, the second null hypothesis is not accepted. So, the effect of self-management technique in enhancing academic self- concept of secondary school students from broken homes is significant.

Table 3: Pretest and Posttest mean scores on academic self- concept of male and female secondary school students from broken homes treated with self-management technique (Norm = 72.5)

Source of Variation	N	Pretest Mean	Posttest Mean	Gained Mean	Remark
Male	10	53.50	85.90	32.40	
Female	6	55.67	92.17	36.50	More Effective

Table 3 shows that male secondary school students from broken homes treated with self -management technique had pretest mean score of 53.50 and posttest mean score of 85.90 with gained mean 32.40 in their academic self-concept, while the female had pretest mean score of 55.67 and posttest mean score of 92.17 with gained mean 36.50. With gained mean scores of 36.50 for females which is higher than 32.40 for the males, self -management technique is more effective in enhancing academic self-concept of female secondary school students from broken homes in Delta State.

Table 4: ANCOVA on the effectiveness of self-management technique on academic self-concept of male and female secondary school students from broken homes

Source of variation	SS	df	MS	Cal. F	Pvalue	P ≤ 0.05
Corrected Model	207.242	3	69.081	.425	.739	
Intercept	4473.026	1	4473.026	27.502	.000	
Pretest Scores	58.631	1	58.631	.360	.559	
Gender	49.776	1	49.776	.306	.590*	NS
Class level	1.820	1	1.820	.011	.917	
Error	1951.758	12	162.646			
Total	126768.000	16				
Corrected Total	2159.000	15				

Table 4 reveals that at 0.05 level of significance, 1df numerator and 15df denominator, the calculated F is 0.306 with Pvalue of 0.590 which is greater than 0.05. Therefore, the fifth null hypothesis is accepted. So, the effectiveness of self-management technique in enhancing academic self- concept of male and female secondary school students from broken homes is not significant.

Table 5: Pretest and Posttest mean scores on academic self- concept of junior and senior secondary school students from broken homes treated with self-management technique (Norm = 72.5)

Source of Variation	N	Pretest Mean	Posttest Mean	Gained Mean	Remark
Junior	9	54.78	85.78	31.00	
Senior	7	53.71	91.43	37.72	More Effective

Table 5 shows that junior secondary school students from broken homes treated with self -management technique had pretest mean score of 54.78 and posttest mean score of 85.78

with gained mean 31.00 in their academic self-concept, while the senior students had pretest mean score of 53.71 and posttest mean score of 91.43 with gained mean 37.72. With gained mean scores of 37.72 for senior which is higher than 31.00 for the junior students, self-management technique is more effective in enhancing academic self-concept of senior secondary school students from broken homes in Delta State.

Table 6: ANCOVA on the effectiveness of self-management technique on academic self-concept of junior and senior secondary school students from broken homes

Source of variation	SS	df	MS	Cal. F	Pvalue	P ≤ 0.05
Corrected Model	207.242	3	69.081	.425	.739	
Intercept	4473.026	1	4473.026	27.502	.000	
Pretest Scores	58.631	1	58.631	.360	.559	
Gender	49.776	1	49.776	.306	.590	
Class level	1.820	1	1.820	.011	.917*	NS
Error	1951.758	12	162.646			
Total	126768.000	16				
Corrected Total	2159.000	15				

Table 6 reveals that at 0.05 level of significance, 1df numerator and 15df denominator, the calculated F is 0.011 with Pvalue of 0.917 which is greater than 0.05. Therefore, the seventh null hypothesis is accepted. So, the effectiveness of self-management technique in enhancing academic self- concept of junior and senior secondary school students from broken homes is not significant.

Discussion

The findings that self-management techniques effectively enhanced the academic self-concept of secondary school students from broken homes highlight the importance of empowering students to regulate their own behaviour and emotions. Self-management techniques teach students to set goals, monitor their progress, and adapt their strategies to overcome obstacles. For students from broken homes, who may face unique emotional and social challenges, these techniques provide a structured approach to managing their personal and academic lives, fostering a sense of control and autonomy. The significant effect of self-management on academic self-concept is justifiable, given that students from broken homes often experience instability, which can undermine their confidence and self-worth. Self-management enables these students to develop personal accountability and resilience, which helps counteract any negative perceptions they may have about their abilities. By learning to set achievable goals and track their progress, these students built a positive academic self-

concept, recognizing that their efforts can lead to success despite their circumstances. Thus, self-management provides students from broken homes with essential skills to improve their academic self-concept. By promoting self-discipline, goal-setting, and self-reflection, this technique enhances students' belief in their academic capabilities, leading to greater educational engagement and success.

The findings of the current study align with and expand on previous related researches. Specifically, Anyamene, Nwokolo, and Nwosu (2019) demonstrated that self-management techniques positively influenced students' self-concept. They found that secondary school students with initially low self-concept in the Awka Education Zone experienced improvements through structured self-management, supporting the notion that self-regulation can help students develop a more positive academic self-view. Further support comes from Olorunfemi-Olabisi and Akomolafe (2013), who demonstrated that self-management techniques improved the academic self-concept of underachieving students in secondary schools. Their study aligns with the present research, showing that self-management strategies can empower students to overcome self-imposed barriers to learning, thus improving their perception of academic capabilities. This supports the current study's findings that self-management can particularly benefit students facing challenging circumstances, such as those from broken homes.

Similarly, Anyamene, Nwokolo, and Azuji (2016) explored the use of self-management techniques in reducing test anxiety among secondary school students and noted a significant decrease in anxiety levels, which indirectly promotes a stronger academic self-concept. This finding is consistent with the current study's results, as reducing anxiety allows students to engage more confidently with academic tasks, thereby fostering a more positive academic self-concept. The findings of Oguzie, Obi, and Nnadi (2019) also resonate with the current findings. They found that self-management techniques effectively reduced shyness among secondary school students, which can be linked to improved social and academic engagement. The reduction of shyness, as an application of self-management, aligns with the current findings, as it points to a broader impact of self-management on students' confidence in academic and social settings.

Furthermore, Rabiei et al. (2022), in their study on patients with epilepsy, found that self-management education improved self-efficacy, self-esteem, and quality of life. Although focused on a medical setting, their findings align with the current results, as self-management

helped improve self-perceptions and confidence, which are also relevant to students' academic self-concept. Putri, Wibowo, and Sugiyo (2021) examined the combined effect of cognitive restructuring and self-management on reducing academic procrastination and found both techniques effective in enhancing students' motivation and commitment to academic tasks. Their findings reinforce the current study's results, indicating that self-management techniques can promote proactive learning behaviours and boost students' academic self-concept by reducing procrastination tendencies. This agreement with past research underscores the potential of self-management as an effective intervention, particularly for students facing unique psychological and socio-emotional challenges, such as those from broken homes.

Another finding of this study indicate that self-management technique was more effective in enhancing the academic self-concept of female secondary school students from broken homes in Delta State than they are for male students. However, the difference in effectiveness between male and female students was not statistically significant. These outcomes can be explained by looking into the gender-specific dynamics of self-management and self-concept formation, as well as by comparing the findings with previous studies. Self-management techniques, which encourage students to set academic goals, monitor their progress, and regulate their behaviours, might resonate more with female students who tend to exhibit higher levels of intrinsic motivation and organizational skills than their male counterparts (Chigbu, Oguzie, Nwosu, Ngwaka & Onu, 2022). Research often shows that female students are more inclined to engage in goal-setting, planning, and self-monitoring practices, which are core components of self-management strategies. This alignment could make these techniques particularly effective for enhancing female students' self-concept by building their sense of competence and control over their academic achievements.

Female students from broken homes may face specific challenges that impact their academic self-concept, including emotional instability or lack of parental support. Self-management techniques provide a structured framework that can help these students develop consistency, focus, and a sense of autonomy over their academic outcomes. As they monitor their own progress and see tangible improvements, their academic self-concept improves as well, as they begin to view themselves as capable and independent learners. This process might be particularly affirming for female students who may place a high value on organization and self-regulation in coping with familial challenges.

While self-management techniques might be slightly more effective for female students, the lack of statistical significance between male and female groups suggests that these strategies can be beneficial across genders. Both male and female students from broken homes may benefit from the structured approach of self-management, as it offers clear, manageable steps for achieving academic success. This finding implies that self-management techniques are universally valuable and do not rely heavily on gender-based characteristics to be effective. The finding is consistent with the findings of previous related studies such as Anyamene, Nwokolo and Nwosu (2019) whose study found that self-management techniques significantly improved self-concept among secondary school students in Awka, aligning with the current findings. The present study provides additional insights into how these techniques may vary slightly in effectiveness based on gender. This supports the idea that self-management's effectiveness is broadly applicable but may have particular resonance with female students in broken homes.

The finding is also consistent with the finding of Olorunfemi-Olabisi and Akomolafe (2013). Their research showed that self-management techniques improved the academic self-concept of underachieving secondary school students. This study supports the current findings that self-management techniques can effectively boost self-concept by fostering a sense of control and personal responsibility over academic outcomes without any significant gender differences. The fact that both genders in the current study benefited from self-management without significant differences in outcomes equally aligns with this finding of Putri, Wibowo and Sugiyo (2021), indicating that self-management can address academic behaviours for a broad demographic. The lack of significant gender differences in overall effectiveness highlights the universal value of self-management techniques for both male and female students.

Moreso, the findings indicate that self-management techniques are more effective in enhancing the academic self-concept of senior secondary school students from broken homes in Delta State than junior students. However, the difference in effectiveness between junior and senior students was not statistically significant. These results can be understood by examining the developmental stage of the students, their academic needs, and how self-management techniques align with these factors. Senior secondary students generally possess greater maturity and responsibility compared to their junior counterparts, which can enhance their response to self-management techniques. Self-management requires planning, goal-setting,

and self-monitoring, all skills that develop with age. Senior students, being closer to significant academic milestones (e.g., final exams, university entrance), may be more motivated and better equipped to apply these skills consistently. This maturity likely makes self-management more impactful for them as they can grasp its relevance to their academic goals and long-term aspirations.

However, the non-significance of the difference between junior and senior students suggests that while senior students may experience somewhat greater benefits, self-management techniques are still universally valuable across age levels. Both junior and senior secondary students from broken homes benefit from strategies that encourage them to take control of their learning process, even if the senior students show a slightly stronger response. This could imply that self-management interventions, with slight adjustments, can be adapted for various age groups and still yield positive outcomes in terms of academic self-concept. The finding is consistent with findings of (Anyamene, Nwokolo & Nwosu, 2019; Oguzie, Obi & Nnadi, 2019; Rabiei et al. 2022; Putri, Wibowo & Sugiyo, 2021). These studies indicate that self-management is beneficial across different secondary school stages. The current study adds that senior students might experience marginally higher benefits due to their cognitive and emotional readiness. Also, Olorunfemi-Olabisi and Akomolafe (2013) demonstrated that self-management technique could improve academic self-concept among underachievers, regardless of age. This aligns with the current findings showing the effectiveness of self-management across junior and senior levels. Their study supports the notion that while senior students may engage with self-management at a deeper level, the core principles of self-regulation benefit students of all ages.

Conclusion

Based on the findings of this study, it can be concluded that self-management technique is effective in enhancing the academic self-concept of secondary school students from broken homes in Delta State. The study concluded that gender and educational level influence the effectiveness of self-management technique. Specifically, self-management technique yielded greater benefits for female students. Similarly, it was concluded that senior secondary school students benefit more from self-management technique than junior students.

Recommendations

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

1. Guidance counsellors working in secondary schools, especially in Delta State, should implement self-management technique as part of the school counselling curriculum because the technique was found effective and significant in enhancing the academic self-concept of secondary school students from broken homes, making it valuable additions to counselling practices.

2. School counsellors should emphasize self-management strategies when working with students from broken homes. Implementing self-management as a core strategy may produce more impactful outcomes for academic self-concept.

3. The school guidance counsellors in collaboration with the school management should develop gender-sensitive intervention programs in schools, where self-management is emphasized for both genders.

4. Schools should consider focusing on self-management technique for senior secondary students, with adaptations to suit their maturity.

5. School counsellors should receive training in self-management technique to apply technique effectively in classroom and counselling settings. By equipping educators and counsellors with self-management skills, schools can ensure consistent support for students' academic self-concept, particularly those from broken homes who may face unique challenges.

7. Schools should consider involving parents and guardians in workshops that explain self-management technique. By understanding and reinforcing these strategies at home, parents and guardians can support their children's academic self-concept and foster a consistent, supportive environment outside of school.

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