CHAPTER ONE

INTRODUCTION

Background to the Study

Personality can be seen as the unique combination of an individual's behaviours, cognitions, and emotional patterns that shape how they think, feel, and act in various situations. Self could, be seen as a person's essential being that distinguishes him or her from other persons. There are three types of self: The individual self which consists of attributes and personality traits that differentiate one from others; the relational self which is the relationship with significance of our relationship with others and the collective self which reflects one's membership in social groups. This essential personal characteristic makes one's self concept (Du, King & Chi, 2017).

Self-concept could refer to the perception that a person has about himself, that is, the image or mental representation one has about his characteristics, abilities, limitations, values and roles in different areas of his life, such as social, emotional, physical, academic, among others. This abstract image may be conditioned by past experiences, social interactions, cultural values and personal expectations (Martin-Talavera & ÓscarGavín-Chocano 2023).

At the initial stage, one's self-concept may be general but as people grow older, the self-perception tends to become more organized, detailed and specific. Self-concept may also be seen as a collection of beliefs about one's own nature, unique qualities and typical behaviour. It is an individual's mental picture of him/herself. Self-concept may not only be seen as the image an individual has about him/herself but also including his or her physical, psychological, social and emotional characteristics, aspirations and achievement. According to Raboshakga (2019), amongst all the perceptions one experiences throughout lifespan, none seems to have higher meaning than those internalized concerning one's own personal being and perception of who he/she is, and where

he/she belongs in this world. Self-concept tends to be significant in unraveling how they become what or who they are, how they change over time as well as their decision-making processes.

There are two levels of self-concept, namely; high or positive self-concept and the low or negative self-concept. High self-concept may be responsible for self-assertiveness, confidence, the ability to handle tough times and the enablement to make the right decision at the right time while low self-concept may be responsible for lack of self-confidence, inferiority complex, inability to handle tough times and inability to make the right choice at the right time (Agboola, 2015). Students with positive self-concept tend to have stronger abilities to patiently endure difficulties and challenges and seem to be willing to spend more time and efforts to work harder. A person is said to have a high self-concept if he or she feels good about him or herself but reverse is the case with students with low self-concept. Whether high or low, self-concept tends to affect every aspect of one's life, from how he/she thinks about him/herself to the way such individual thinks about or react to life situations. Negative or low self-concept could foster negative influences and thoughts within the individuals. When these negative influences and thoughts are prevalent, generated either from within such individuals or through others, it could adversely affect the way they think and feel about themselves which is made evident in their behavioural dispositions and overtime, this could lead to low self-esteem which could reduce the quality of a person's life in many different ways. Unchecked low self-concept may even lead to mental health issues such as anxiety and depression, sometimes with tragic results (Egbochuku & Agboola, 2015). Thus, low or high self-concept could affect the all-round decisions the adolescents make either positively or negatively.

There are some factors that could be influencing one's self-concept. One of these factors is age. Age could affect one's self-concept since it may affect how someone perceives himself or herself. In childhood, the self-concept tends to be tied to concrete or physical thins like looks, items and

skill levels. But as the child grows, he/she learns about things like the intrinsic or inherent characteristics and psychological differences due to the fact that they now have a larger network of peers, mentors and models to compare themselves with. Later in life (teenager-adulthood) the self-concept could change into a more vague idea that is organized by what is relevant to the individual. Another factor influencing self concept would be appearance. This could influence an individual's self-concept and the perception of others. How one looks in terms of physical endowment could affect his or her own and other person's perception of that personality. Another factor is gender. This factor tends to have influence on how one perceives him/herself for all sorts of reasons especially the way they are treated differently based on gender from an early age. Gender which is the socially and culturally defined role behaviours and identities associated with male or female plays a significant role in shaping an individual's self-concept, especially during adolescence and early adulthood. Societal expectations and cultural norms often define how males and females perceive themselves in terms of abilities, roles, and behaviour. For instance, boys may develop higher self-concept in physical and mathematical abilities due to encouragement in those areas, while girls might show stronger self-concept in language and social relationships.

Furthermore, socio-economic status appears to be another factor that could influence self-concept. Socio-economic status (SES) significantly influences an individual's self-concept. Children and adolescents from higher SES backgrounds often have greater access to quality education, learning resources, supportive environments, and co-curricular opportunities. These advantages can enhance their confidence, self-esteem, and overall positive self-concept. On the other hand, individuals from lower SES backgrounds may face challenges such as limited access to resources, poor living conditions, or social stigma. These factors can lead to feelings of inferiority, low self-worth, and a negative self-concept if not properly addressed. This is

determined by one's level of income which dictates the individual's social status. Finally, education could be another factor that affects one's self-concept. Education plays a vital role in shaping an individual's self-concept. Through academic achievement, personal growth, and social interaction, students develop a sense of identity and self-worth. Positive educational experiences such as good grades, praise from teachers, and participation in class activities boost confidence and reinforce a positive self-concept. On the other hand, repeated failure, negative feedback, or lack of support in school can lead to low self-esteem and a negative perception of one's abilities. Education also exposes individuals to diverse ideas, cultures, and values, helping them better understand themselves and their potential. If one is educated, his/her self-concept is likely to be assertive and bold, based on the level of knowledge he or she has acquired.

In Nigeria, literature has shown that more than 50% of the adolescents have been exhibiting low self-concept (Agboola, 2015). Adolescent are mostly students in the senior secondary schools and their exhibition of low self-concept could be as a result of the family they come from, the environment, school type, peer influence, the socio-economic status and the societal taste. The inability to meet up with the demands of these factors may make them develop low self-concept which, in turn, may affect their lives' decision making process. It has been opined in some studies that there is a relationship between self-concept and the total well being including the decisions people make. Therefore, it is crucial that adolescents have accurate knowledge about themselves or they may choose careers that do not match their interest, skills and abilities since a reasonable number of them exhibit low self-concept.

It is possible for adolescents self-concept to change when they are exposed to new information and considering the fact that the adolescents cannot do without making decisions as far as their choice of career and other related situations are concerned. Researchers have tried to

enhance adolescents' self-concept using some counselling interventions that would help them to make appropriate decisions as regards their career and life situations.

In enhancing adolescents' self-concept, some counselling interventions had been used. These include career day or vocation and group counselling but the expected and desired outcome seemed not to have been achieved. However, one of the therapies perceived not to have been commonly used to enhance adolescents' low self-concept in Nigeria is the Solution Focused Brief Therapy (SFBT) propounded by Insoo Kim Berg and Steve de Shazer in the mid-1980s. SFBT is a unique goal oriented and directed therapy aimed at helping a client to gain autonomy by determining and achieving his/her own goals. The Solution Focused counsellors encourage clients' to focus on the solution rather than the problem and help client effectively plan how to reach their goals. Unlike other therapies, SFBT rules believe in clients' abilities to know what is best for them, rather than have a counsellor tell them. This therapy is founded on the rationale that there are exceptions to every problem and through examining these exceptions and having a clearer vision of a preferred future the clients and counsellors together can generate ideas for solution.

SFBT is a modern approach to psychotherapy based on solution-building rather than problem-solving. It explores current resources and future hopes rather than present problems and past causes and typically involves only three to six sessions. It has great value as a preliminary and often sufficient intervention and could be used safely as an adjunct to other treatments. The development of Solution Focused Brief Therapy (SFBT) seems to have made the view of problem less and lesser part in the counselling process to the extent that both the client and the counsellor are no longer seeing its existence. Instead, all attention is given to developing a picture of the solution and discovering the resource to achieve it. During the process of using SFBT counselling Therapy, taking cognizance of the strength and resources and commenting on them is an important

part of solution focused therapy sessions. This is because, sometimes, clients' lives may be so difficult that they could neither imagine things being different nor see anything of value in their present circumstance. With SFBT, the counsellor is seen as both a collaborator and consultant that is there to help the client achieve the goals. Clients do more of the talking and what they talk about is considered the corner-stone of the solution of their complaints. Usually, SFBT counsellor will have more direct method such as the use of extensive questioning about previous solution and exception to get accurate information which leads to the solution of that particular problem from the client.

Given that the adolescents in secondary school exhibit low self-concept and there is a need to help these students' self-concept to make them achieve their maximum potential, using a therapy that could facilitate a desired self-concept, this study therefore seems to examine the efficacy of SFBT in enhancing low self-concept of senior secondary school students in Oredo Local Government Area of Edo State.

Statement of the Problem

The idea's from human psychology showed that, the kind of decision one makes is largely determined by the way he perceives himself and this perception of one's self is called self-concept. Hence, individual could either develop positive or what is known as high self-concept or negative (low) self-concept. An adolescent with a positive self-concept has a stronger ability to patiently ensure difficulties and challenges and also willing to spend more time and efforts to handle tough situations. Self-concept, be it high or low, may affect every aspect of one's life ranging from how he/she thinks to the way he/she think about him/herself or acts and react to life situations. But, it must be stated clearly that low self-concept produces negative influences and thoughts within the individuals. When these negative influences and thoughts are dominant, generated from within

such individual or through others, it could adversely affect the way the person thinks and feels about him/herself. Over time, this may lead to low self-concept which could also reduce the quality of a person's life in many diverse ways in enhancing the adolescents in the secondary schools.

If adolescents in secondary schools exhibit low level of self-concept and this could negatively affect their total decisions and in turn rob them of their life's maximum fulfillment, it then becomes important to enhance student's self-concept using a counselling therapy. One of the therapies amidst others that would be effective in enhancing low self-concept of students in Nigeria, is Solution Focused Brief Therapy (SFBT). The SFBT counselling process is individualized and its focus is on the solution rather than the Problem. Based on these differences, it could be said that SFBT would be more effective than other therapies in enhancing secondary school students' low self-concept. Is this concept biased and to what extent will age and gender affect self-concept? The problem of this study, therefore, is to determine whether Solution-Focused Brief Therapy is effective in enhancing the concept of senior secondary school students with low self-concept in Oredo LGA and whether the effectiveness of the therapy varies according to age and gender.

Purpose of the Study

The purpose of the study is to investigate the efficacy of Solution Focused Brief Therapy (SFBT) in enhancing the low self-concept of senior secondary school students in Oredo Local Government Area of Edo State. Specifically, the study will determine the:

1. level of secondary school students' self-concept in Oredo Local Government Area of Edo State;
2. difference in the level of self-concept among students in the experimental and control groups before treatment;

3. difference in the level of self-concept in the experimental and control groups after treatment;
4. difference between the levels of self-concept among male and female students in the experimental group before treatment
5. difference between the levels of self-concept among male and female students in the experimental group after treatment
6. difference between the levels of self-concept based on age in the experimental group before treatment: and
7. difference between the levels of self-concept based on age in the experimental group after treatment

Research Questions

The following questions were raised to guide the study.

1. What is the level of self-concept of secondary school students in Oredo Local Government Area of Edo State?
2. What is the difference in the level of self-concept between students in the experimental and control groups before treatment?
3. What is the difference in the level of self-concept between students in the experimental and control groups after treatment?
4. What is the difference between the levels of self-concept between male and female students in the experimental group before treatment?
5. What is the difference between the levels of self-concept between male and female students in the experimental group after treatment?

6. What is the difference between the levels of self-concept of students based on age in the experimental group before treatment?
7. What is the difference between the levels of self-concept of students based on age in the experimental group after treatment?

Hypotheses

The following hypotheses were formulated and tested at 0.05 alpha level of significance:

1. The level of secondary school students' self-concept is not significant
2. There is no significant difference in the level of self-concept between students in the experimental and control groups before treatment.
3. There is no significant difference in the level of self-concept between students in the experimental and control groups after treatment.
4. There is no significant difference between the levels of self-concept between male and female students in the experimental group before treatment
5. There is no significant difference between the levels of self-concept between male and female students in the experimental group after treatment.
6. There is no significant difference between the levels of self-concept of students based on age in the experimental group before treatment.
7. There is no significant difference between the levels of self-concept of students based on age in the experimental group after treatment.

Significance of the Study

This study holds significant value for several stakeholders including teachers, counselors, counseling students, parents and Nigeria at large.

The study would benefit teachers, by providing a framework to help students identify their strengths and past successes, which empowers them to achieve goals and improve academic performance and behaviour. SFBT also supports teachers in creating achievable goals, especially within the context of Individualized Education Plans (IEPs), fostering student autonomy and a more positive classroom environment.

The study also will be of benefit to counsellors by promoting client engagement through a future-oriented, strengths-based approach that emphasises collaborative goal-setting and effective problem-solving. Its brief nature offers cost-effectiveness and faster outcomes while its focus on client resources and positive change can enhance client hope and motivation. Counsellors also will find it beneficial for developing their own problem-solving skills and strengthening the therapeutic alliance through a respectful partnership with clients.

The study will be beneficial to parents and for families as a short-term, goal-oriented therapeutic approach focusing on finding solutions rather than analyzing problems. It is especially effective because it emphasises strengths, collaboration, and practical steps toward positive change, and all stakeholders with regards to enhancing students' self-concept and be beneficial to the students knowing the importance of enhancing their low self-concept because if one is unaware of what he/she can do in respect to potentials and abilities, there is no way he/she can pursue and actualise the potentials. Hence, through the Solution Focused Brief Therapy (SFBT), students may be assisted to have a better knowledge of their potential fulfillment.

This study therefore, will be significant to Nigerians by enhancing individual and collective well-being through practical, short-term strategies for problem-solving and personal growth, leading to improved emotional and psychological adjustment, boosted self-esteem, and better coping mechanisms for stress.

The study also will provide basic information for counselling development programmes to enhance students' all round adjustment and achievement, thus adding to available literature on the positive application of Solution Focused Brief Therapy in schools.

Scope of the Study

. The study examined the efficacy of Solution-Focused Brief Therapy (SFBT) in enhancing the self-concept of Senior Secondary School Two (SS2) students. Contextually, the study focused on students' self-concept and the efficacy of SFBT, with particular attention to age and gender as variables that may influence students' self-concept. Geographically, the study was conducted among SS2 students in two (2) public mixed secondary schools in Oredo Local Government Area of Edo State, Nigeria. The study was therefore limited to the selected schools, the specified class level, and the variables under investigation.

Operational Definition of Terms

The following terms are operational definitions:

Adolescents: These are boys and girls that are in their transiting age and stage from childhood to becoming adults mostly senior secondary school students (age 12 to 14 and 15 & above as used in the work).

High Self-Concept: This refers to a self-concept score of **45 and above**, indicating that the student demonstrates a relatively positive perception and evaluation of self.

Low Self-Concept: This refers to a self-concept score **below 45**, indicating that the student demonstrates a relatively negative or less favourable perception and evaluation of self.

Self-concept: self-concept is the belief one has about himself or herself. Self-concept can also been seen as one's perception or image of his/her abilities, unique nature and knacks which can be high (positive) or low (negative).

SFBT: Developed by Steve de Shazer and Insoo Kim Berg in (1985), this post-modern approach to psychotherapy emphasizes building solutions rather than analyzing problems. The core belief of this therapy is that the focus of counselling should be on creating solutions, as opposed to dwelling on the problems.

CHAPTER TWO

LITERATURE REVIEW

This chapter present the review of relevant literatures to the study, and are discussed under the following subheadings: conceptual framework, theoretical framework, empirical review and summary of literature review.

Independent Variable Mediating Variables Dependent Variable

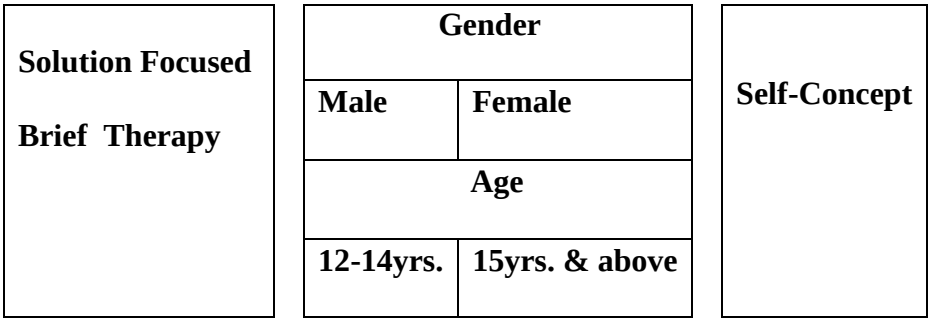


Figure 1: Conceptual Framework

Source: Adapted from Agboola (2015) and modified by the researcher

Figure 1 above represents the conceptual framework for the study. This framework simply explicates the independent variable as the Solution Focused Brief Therapy (SFBT), gender and age as the mediating variables and the dependent variable is self concept. The intervention strategy for this study is the Solution Focused Brief Therapy which constitutes the independent variable for the study.

There are two factors that presume as the mediators between the treatment and the treatment outcomes which have been classified in this study as mediating variables. These mediating variables are age and gender. These variables were thought to have capacity of affecting the treatment the outcome, and that is why they are being studied alongside with the independent variables to know the level of interaction in the treatment and the outcome of the treatment.

From the framework, it is made obvious that the independent variable is the treatment strategies while the effect treatment outcome in the form of appropriate self-concept (dependent variable). The mediating variables (age and gender) are thought to mediate between the treatment and treatment outcome. Since self-concept is an ever-changing concept that can change when an individual is exposed to a new information, these therapeutic strategies are meant to help the subjects develop appropriate understanding of the important role counsellors' valid and usable information plays in the development of high self-concept that would foster the right decision making process and be able to apply this in their life situation.

Self-Concept

Individuals have various imaging about themselves; as well as, this fact impacts on their behaviours, attitudes, and reactions. One of the main factors that develop this imaging is self-concept. Being able to identify self as a distinct object is an essential first step in the development and advance of a self- concept; in fact, it is the total of opinions that individually have about himself or herself: and the next step may includes social factors. This is stated in the Vedic philosophy as Ahamkara; a term originating almost 3,000 years ago as well as in eastern spiritual performance such as Yoga. Some psychologists such as Rogers and Maslow have a comprehensive role in popularizing the knowledge of self- concept in the west. According to Rogers, everyone strives to obtain an ideal self. Additionally, Rogers theorised that psychologically healthy individuals actively move away from roles shaped by others' prospects, and instead look within themselves for justification. Conversely, neurotic individuals have self-concepts that do not match their skills (Mehrad 2016).

Self concept is a complex and dynamic process that is multi-dimensional. A lot of factors interact to determine an individual's self-concept. These factors interact with available opportunity

to influence students' performance and the way they perceive themselves. These factors include the following: personal, cultural, attitudinal, situational, social, genetic, metabolic, cognitive, affective and psychomotor variables at personal level.

Components of self-concept

According to Carl Rogers (1959), self-concept has three different components, which are self-image (how you see yourself physically and psychologically), self-esteem (your overall evaluation of yourself) and ideal self (the person you aspire to be).

a. Self-image: This is your mental representation of who you are, encompassing your physical appearance, personality traits, and social roles.

b. Self-esteem: This refers to your overall feelings of self-worth and your evaluation of your own attributes and abilities.

c. Ideal self: This is the person you aspire to be, the version of yourself you hope to become in the future.

Other perspectives on self-concept may include

1. Role performance: How you act and behave in different situations.
2. Self-efficacy: Your belief in your ability to succeed in specific tasks or situations.
3. Existential self: Your sense of existence and awareness of your own being.
4. Identity: Your sense of who you are and where you fit in the world.
5. Self-worth: Your belief in your value and worthiness.
6. Perception of our bodies: How you view your physical appearance and how it relates to your self-concept.
7. Social identity/self: This is your sense of belonging to various social groups and the roles you play within those groups, influencing how you see yourself.

Factors Affecting Self Concept

Education: Education can influence an individual's self-concept by having supportive teaching staff who continues to encourage a student to keep up the good work. Also, another factor that can influence an individual's self-concept is the lack of employment due to having a poor education. Education can impact on a person's self-esteem if he/she cannot get into employment and the person will get a negative self-image and low self-esteem.

Media: Media can influence an individual's self-concept through provision of educational sources such as promoting enrolment on academic courses and information on current situation happening in our society. A further reason that can influence an individual's self-concept is displaying of images of models or celebrities being underweight.

Appearance: Appearance can affect an individual's self-concept both constructively and harmfully. For example, appearance constructive influence will be pictures displayed by sports encouraging individuals to keep up a healthy lifestyle. Furthermore, appearance can have a negative influence on a person's life through advertising photos of underweight models and this can influence young women.

Culture: Culture is a belief that you have or self values. This can influence our self concept if we do not endorse other people's culture.

Abuse: There are different types of abuse; they are physical, emotional, neglect and sexual. These or any type of abuse can be detrimental to a person. However, abuse can influence a person if they have been neglected and they will develop a low self esteem. In addition, a person has been neglected may feel socially excluded and may suffer from mental health conditions.

Gender: Gender is characterized by being a man or woman. This categorization can influence a person's self-concept of stereotyping job roles for both genders. For example, men should play football and women should stay at home and cook the meals also take care of the children.

Age: It can be said that self-concept can fluctuate throughout different life stages. Also, age can influence a person's self-concept during childhood and adolescent development. Through comprehending his ideal self receiving peer pressure.

The Structure of Self-Concept

The structure of self-concept includes the following:

The perceived self: The perceived self includes perceptions of three types of individual attributes. These are: traits, competencies and values. Traits are distinguishing qualities or characteristics of someone's typical behaviour. Fundamental to this definition is the assumption that people make internal attributions to individuals who consistently demonstrate a particular behaviour pattern in different situations or at different times without apparent external reasons. Thus, traits become shorthand labels that we use to describe repeated behaviour patterns for ourselves and others. Competencies are skills and abilities of someone to do something successfully or efficiently. These skills and abilities can be leadership, managerial or expertise in certain field(s). Values are defined as the regard that something is held to deserve; the importance, worth, or usefulness of something which determines behaviour of people. Most individuals demonstrate their values in speeches and actions.

Dimension of Self Perception

An individual's perception of his/her attributes (traits, competencies and values), can be describe in terms of two separate dimensions, level and strength (Bratovcic, Mikic, Kostovski, Teskeredzic & Tanovic, 2015).

Level of self perception: This dimension refers to "the degree to which the individual perceives he/she possesses this attribute'. Does the individual see himself or herself as highly introverted (trait), or a very good soccer player (competence) or a lover of justice (value)? This dimension deals with issues of where individuals see themselves, relative to their ideal selves, and is directly related to the issue of high or low self esteem. It is manifested in High versus Low self-concept. When determining the level of an attribute, individuals use two types of evaluative frames of reference. "An *ordinal standard* or frame of reference is used when the individual rates or compares him/herself to others (how good is he or she relative to others). To be first or the best is the ultimate criterion when using this kind of standard. A *fixed standard,* whereby, he/she rates or evaluates attributes against a goal or predetermined metric or criterion (to earn a bachelor's degree) can also be used. This may take the form of reaching a set of internalised goals or timetables.

Strength of self-perception: This is the second dimension which refers to how strongly the individual holds the perception of attribute level. Individuals with strong perceived selves are relatively firm in their perceptions of an attribute level. These strong perceptions of self are a result of consistent and clear feedback with regard to the attribute. A weak perceived self is reflected in individuals who are relatively unsure of an attribute level, often resulting from conflicting or ambiguous feedback with regard to the attribute.

Concept of Solution Focused Brief Therapy (SFBT)

Solution-Focused Brief Therapy (SFBT) is a goal-oriented, short-term therapeutic approach that empowers individuals to identify and build on their strengths, resources, and capacities for change. Solution-Focused Brief Therapy, was developed in the mid-1980s by husband-and-wife team, Steve de Shazer (1940-2005) and Insoo Kim Berg (1934-2007). Solution Focused Brief Therapy is a powerful therapeutic approach that empowers individuals to identify

and build on their strengths, resources, and capacities for change. By focusing on solutions rather than problems, SFBT provides an efficient, short-term, and flexible approach to promoting positive change and resilience. With its wide range of applications and proven effectiveness, SFBT has become a valuable tool for mental health professionals and organizations worldwide. (Jerome , Philip 2023)

Solution Focused Brief Therapy (SFBT) is a goal-directed, collaborative, and brief form of psychotherapy that focuses on building solutions rather than dwelling on problems. It is a forward-looking approach that helps individuals, couples, and families identify their strengths and resources to create a preferred future.

Key Principles of SFBT

SFBT operates on a set of core principles that guide its practice:

1. If it's not broken, don't fix it. The therapist doesn't try to solve problems that the client doesn't see as a problem.
2. If something is working, do more of it. When a client has a successful coping strategy, even a small one, the therapist helps them amplify it.
3. If it's not working, do something different. If a particular strategy is ineffective, the therapist encourages the client to explore other options.
4. Small changes can lead to big changes. SFBT believes that small, manageable steps can have a ripple effect and lead to significant transformations.
5. The solution is not necessarily related to the problem. The cause of a problem doesn't need to be understood in order to find a solution.
6. The client is the expert on their own life. The therapist's role is not to be a problem-solver, but to be a guide who helps the client access their own inner wisdom and resources.

Core Techniques and Questions

SFBT uses a number of specific questioning techniques to help clients envision and build their solutions:

I. The Miracle Question: This is a classic SFBT technique that helps clients imagine a future where their problem is solved. The therapist might ask, "Suppose that while you are sleeping tonight, a miracle happens. When you wake up tomorrow morning, what would be the first small sign that would tell you a miracle has occurred and your problem is gone?" This helps clients describe a desired future in concrete, behavioural terms.

II. Exception Questions: These questions are designed to help clients identify times when the problem was not present or was less severe. Examples include, "Tell me about a time when you managed the situation better than usual," or "What was different on the days the problem didn't happen?" This helps clients recognize their existing strengths and successes.

III. Scaling Questions: This technique helps clients quantify their progress and their readiness for change. A therapist might ask, "On a scale of 1 to 10, where 1 is the worst things have ever been and 10 is the day after the miracle, where are you today?" This can be followed up with questions like, "What would it take to move from a 4 to a 5?"

IV. Coping Questions: These questions acknowledge a client's resilience and help them identify how they've managed to keep going despite difficult circumstances. A therapist might ask, "Given everything you're dealing with, how have you managed to keep things from getting worse?"

Tenets of SFBT

Solution-Focused Brief Therapy (SFBT) is a future-oriented, goal-directed, and collaborative approach to therapy. Unlike traditional models that may delve into the root causes of

problems, SFBT focuses on a client's strengths and resources to create solutions. Its core tenets are guided by a set of principles that emphasize positive change and client empowerment.

The key tenets of SFBT include:

1. Focus on Solutions, Not Problems: The central idea is to shift the conversation away from the "why" of a problem and toward the "what" of a solution. The therapist and client work together to build a preferred future rather than dwelling on past issues or current conflicts.
2. Clients are the experts in their own lives: SFBT is a non-judgmental, client-led approach. The therapist's role is to act as a guide or coach, helping the client to identify their own goals and to recognize their existing strengths and resources.
3. Change is constant and inevitable: This principle is based on the belief that nothing stays the same. Even small changes can have a ripple effect and lead to significant transformations. SFBT therapists look for and amplify these small shifts.
4. If it's not broken, don't fix it: This simple rule encourages clients and therapists to focus on areas that are working well and to leave alone things that are not causing problems.
5. If something is working, do more of it: When a client identifies a behavior or a strategy that has been effective in the past, the therapist encourages them to increase its frequency.
6. If it's not working, do something different: This principle encourages experimentation and flexibility. If a client's usual way of dealing with a problem isn't effective, they are encouraged to try a new approach.
7. The solution is not always directly related to the problem: SFBT recognizes that a solution may not be the logical opposite of the problem. Sometimes, solutions come from unexpected places and are unrelated to the problem's origins.

8. Exceptions to the problem always exist: No problem happens all the time. The therapist actively looks for "exceptions" or times when the problem could have occurred but didn't. By exploring these exceptions, the client can gain insight into their own coping mechanisms and strengths.
9. Therapy is short-term: SFBT is designed to be a brief form of therapy, often lasting only a few sessions. This is because the focus is on a specific goal and the client's existing resources, which allows for quicker progress.

How SFBT Works

SFBT is different from other forms of therapy in several ways:

a. Future-Focused: It deliberately avoids a detailed exploration of the past or the origins of the problem.
b. Collaborative: The therapist and client work together as a team, with the client setting their own goals and the therapist providing guidance.
c. Brief: As the name suggests, SFBT is designed to be a short-term intervention, often lasting only a few sessions.
d. Strength-Based: It focuses on a client's strengths, resources, and past successes to build a path forward.

SFBT is a hopeful and empowering approach that helps people make positive changes by focusing on what is possible, rather than on what is wrong. It is widely used in various settings, including mental health counseling, school counseling, coaching, and social work.

Theoretical Frameworks

The study is hinged on two theories namely, Carl Rogers' (1959) Personality Theory and Super's (1963) Theory of Personality Development,

Carl Rogers' Personality Theory

This study mainly will be based on Carl Rogers' (1959) Personality Theory, According to Rogers; everyone can achieve their goals, wishes and desires in life if they are in the right environment that provides genuineness, acceptance and empathy. This kind of environment helps one develop healthy personalities which are a reflection of our 'selves' (self-image and ideal self). The closer our self-image and ideal-self are to each other, the more consistent or congruent we are, which results to a higher sense of self-worth and this is determined by what Rogers' called 'self-concept'. Self-concept, the central notion of the theory is defined as the organized, consistent set of perceptions and beliefs about oneself. There are two primary sources that influence one's self-concept; these include the childhood experiences and evaluation by others.

According to Rogers (1959), we want to feel experience and behave in ways which are consistent with our self-concept and which reflect our ideal-self; the kind of self which we like to be. A person is said to be in a state of incongruence if some of the tonality of their experience is unacceptable to them and is denied or distorted in the self-concept. Rogers is of the view that there are three components that makes a person's self-concept, which include:

Self worth (or self-esteem) what we think about ourselves. Rogers believed feelings of self-worth developed in early childhood and were formed from the interaction of the child with the mother and father.

Self image – How we see ourselves, which is important to good psychological health. Self-image includes the influence of our body image on inner personality. At a simple level, we might perceive ourselves as a good or bad person, beautiful or ugly. Self image has an effect on how a person thinks feels and behave in the world.

Ideal-Self – This is the person who we would like to be. It consists of our goals and ambitions in life, and is dynamic – i.e. forever changing. The ideal self in childhood is not the ideal self in our teens or late twenties etc…

Self-worth which is a by-product of self concept may be seen as a continuum from high to very low. For Rogers (1959) a person who has high self-worth, that is, has confidence and positive feelings about him or herself, faces challenges in life, accepts failure and unhappiness at times, and is open with people. A person with low self-worth which is also a product of self concept may avoid challenges in life, not accepting that life can be painful and unhappy at times, and will be defensive and guarded with other people. This theory is related to this study as it shows that one's self-concept whether high or low is determined by some environmental and personality factors which include age, gender culture etc…

This theory is relevant to this study in that everyone can achieve their goals, wishes and desires in life if they are in the right environment that provides genuineness, acceptance and empathy. The closer our self-image and ideal-self are to each other, the more consistent or congruent we are, which results to a higher sense of self-worth and this is determined by what Rogers' called 'self-concept'.

Super's Theory of Personality Development

The second theory for this is the Super's (1963) theory of personality development. Consequently, the theory by Super is summarized and discussed below. Two components of Super's theory, his stage model and his notion of life roles are examined. Super (1980, 1990) suggested that career choice and development is essentially a process of developing and implementing a person's self-concept. Self-concept according to Super (1990), is a product of an interaction between a number of factors, including physical and mental growth, personal

experiences and environmental characteristics and stimulation. Super (1990) suggested that self-concept is always evolving as a result of interactions between a person and his/her environment. Generally, speaking, a relatively stable core self-concept should emerge during late adolescence, which becomes the basis for continuity in choice and development through adult life stages. Life and work satisfactions and dependent on whether a person is able to implement their evolving self-concepts through work and other activities.

Super believes that adolescence is a critical period for building a more stable picture of self, a new self-image and self-concept. Formation of the self-concept is shaped by ones social experiences and perception of the meanings of those experiences. In the process of time, the adolescent gathers social experiences which translate his maturing self-concept into occupational terms. The basic idea in Super's theory is the self-concept. He believes that an individual will make occupational choices which are highly consistent with the picture of him or herself.

Super's Developmental self-concept

Super's career model is based on the belief that self-concept changes over time and develops as a result of experience.

Developmental Perspective: Understanding Careers in the Life Span

While traditional vocational guidance focused on occupational choice and the prediction of occupational success at some later point in time, Super stressed the need to understand and predict a career. He defined a career as a sequence of occupations, jobs, and positions held during the course of a lifetime, including also prevocational and post vocational activities. Super asserted that what was actually needed in vocational guidance was a career model, which takes into account the sequence of positions that an individual occupies during her or his working life. Interest in understanding careers led Super to look into peoples' career patterns, which portray one aspect of

vocational development-the sequence of changes in occupational level and field over a period of time. Although initially "set out" by the individual's parental socioeconomic level, patterns are also determined by individuals' abilities, personality traits, and the opportunities to which they are exposed. The analysis of career patterns supported the view that the life cycle imposes different vocational tasks on people at various times of their lives. Drawing on the work of developmental psychologists and sociologists who independently studied stages of life and work, Super and his colleagues outlined five major stages of career development, with each one characterized by three or four appropriate developmental tasks:

Growth (roughly age 4 to 13), the first life stage, the period when children develop their capacities, attitudes, interests, socialize their needs, and form a general understanding of the world of work. This stage includes four major career developmental tasks: becoming concerned about the future, increasing personal control over one's own life, convincing oneself to achieve in school and at work, and acquiring competent work habits and attitudes.

Exploration (Ages 14-24) is the period when individuals attempt to understand themselves and find their place in the world of work. Through classes, work experience, and hobbies, they try to identify their interests and capabilities and figure out how they fit with various occupations. They make tentative occupational choices and eventually obtain an occupation. This stage involves three career development tasks. The first one, the crystallization of a career preference, is to develop and plan a tentative vocational goal. The next task, the specification of a career preference, is to convert generalized preferences into a specific choice, a firm vocational goal. The third vocational task is implementation of a career preference by completing appropriate training and securing a position in the chosen occupation.

Establishment stage (**25-44 years**) is the period when the individual, having gained an appropriate position in the chosen field of work, strives to secure the initial position and pursue chances for further advancement. This stage involves three developmental tasks. The first task is stabilizing or securing one place in the organization by adapting to the organization's requirements and performing job duties satisfactorily. The next task is the consolidation of one's position by manifesting positive work attitudes and productive habits along with building favorable coworker relations. The third task is to obtain advancement to new levels of responsibility.

Maintenance (45-65) is the period of continual adjustment, which includes the career development tasks of holding on, keeping up, and innovating. The individuals strive to maintain what they have achieved, and for this reason they update their competencies and find innovative ways of performing their job routines. They try also to find new challenges, but usually little new ground is broken in this period.

Disengagement (over 65) is the final stage, the period of transition out of the workforce. In this stage, individuals encounter the developmental tasks of deceleration, retirement planning, and retirement living. With a declined energy and interest in an occupation, people gradually disengage from their occupational activities and concentrate on retirement planning. In due course, they make a transition to retirement living by facing the challenges of organizing new life patterns.

Super's model demarcates the stages both with age bounds and task markers. Originally, Super viewed the stages as chronological, but later he also acknowledged an age-independent, task-centered view of stages. For example, individuals embarking on a new career in their middle adulthood might go through exploration and establishment stages. Thus the five stages spreading across one's entire life span, or the "maxicycle," might also be experienced as "minicycles" within

each of the maxicycle stages. Individuals cycle and recycle throughout their life span as they adapt to their own internal changes or to changed opportunities to which they are exposed.

Super assumed that not everyone progresses through these stages at fixed ages or in the same manner. This notion led him to develop and elaborate on the construct of career maturity (initially called vocational maturity), which denotes the readiness of the individual to make career decisions. Operationally, it is defined as the extent to which an individual has completed stage-appropriate career developmental tasks in comparison with other people of the same age. Super and his colleagues devoted much effort to define this construct and develop appropriate measures. They identified five primary dimensions of vocational maturity: "planfulness" or awareness of the need to plan ahead, readiness for exploration, informational competence (comprising knowledge about work, occupations, and life career roles), decision-making skills, and reality orientation. Super believed that a young person should be mature enough to benefit from career assessment and counseling. In adults, where recycling through career stages is less dependent on age, Super suggested that readiness for career decision making should be referred to as career adaptability.

Phenomenological Perspective: The Notion of Occupational Self-Concept

In his account of vocational behavior, Super incorporated in his developmental perspective the idea that people base their career decision on beliefs about their own abilities and other self-attributes. He saw career choice as the process of implementation of self-concepts, work role as a manifestation of selfhood, and career development as an active process of improving the match between one's self-concept and the occupational environment. Self-concept can be defined as the way the person sees herself or himself. For example, a young woman might believe that she is bright and creative, self-confident, spontaneous in behavior, and unwilling to assume responsibility. This composite of her beliefs about her own abilities, traits, and values make up her

self-concept. Since the self-concept is a subjective phenomenon or an appearance in experience, this perspective is often denoted as phenomenological.

Super accepted the view that self-concept is central for understanding a person's behavior. It is the product of the interaction of a person's inherited characteristics, neural and endocrine makeup, opportunity to play various roles, and resulting outcomes of role-playing success. Formation of self-concept begins in infancy when a sense of identity is developed. As they grow, individuals develop a personal image of their own abilities, personality traits, values, and roles. They then compare this subjective picture of themselves with what they get to know about the world's occupations, and they then try to translate their self-concept into an occupational perspective. The outcome is the occupational self-concept, defined by Super as a constellation of self-attributes that are vocationally relevant for the individual. The occupational self-concept eventually may transform into a vocational preference. Super believed that the career development process can be guided, among others, by aiding subjects to develop and accept their occupational self-concepts.

Thus the process of career choosing and development is basically that of developing and implementing a self-concept. The degree of satisfaction people attain from the work role is, according to Super, proportional to the degree to which they have been successful in their endeavor to implement self-concepts. This endeavor, however, requires a continuous personal adjustment; self-concepts develop and change throughout people's lives as does also their living and working environments. This makes the career choice and adjustment a continuous process.

This theory is relevant to this study in that students' involvement in academics, extracurricular activities, leadership roles, and career guidance programs gives them opportunities to explore their potential. This aligns with Super's belief that life roles (e.g., student, child, worker, citizen)

contribute to how individuals see themselves. By recognizing success in these roles, students develop a positive and realistic self-concept. Furthermore, Super emphasized the importance of self-reflection and goal setting in personal development. Encouraging students to reflect on their strengths, interests, and future aspirations fosters a sense of purpose and direction, which directly enhances their self-concept.

In conclusion, Super's theory underscores that self-concept is both the product and the driver of personal development. By supporting students in self-discovery, role exploration, and purposeful decision-making, educators and counselors can significantly contribute to the enhancement of their self-concept which is very relevant to this study.

Empirical Review

Level of Self Concept among Students

Agrawal, and Teotia (2019) reviewed, the level of secondary school, student's self-concept about their academic capabilities plays an important role. The aims of the study were to examine the self-concept of secondary level students of rural and urban area, government and public school and to compare the self-concept of boys and girls. Sample of the study were 400 secondary class students, where 200 boys and 200 girls of government and public schools in rural and urban areas of East and North- East Delhi and Delhi Ncr, are taken for study. The sample was drawn from 16 secondary schools affiliated with CBSE board, session 2013-14 under directorate of education Delhi, India. Self-concept was measured by, "SwatvaBodh Parikshan" (SBP) scale by Dr. (Mrs) G.P. Sherry, Dr. R.P. Verma and Dr. P.K. Goswami (1988) and to measure academic achievement motivation, Dr. T. R. Sharma's AAMT inventory was used as a tool. The study was guided by four research objectives and four corresponding null hypotheses were raised and tested at 0.05 alpha level of significance. The result of the study revealed that there is no significant difference in the

total self concept with regard to gender and type of school variation, but urban students have better self-concept than rural students. Another finding of the study revealed that socio-economic self-concept of the girls was better than their counterpart. Temperamental qualities, emotional tendencies and mental health of urban students were better as compared to rural students. The study also revealed significant relationship between self-concept and academic achievement in all the secondary level students. Based on the findings of the study, recommendations for building the better self-concept of the students have been mentioned. The study was guided by one (1) research question and corresponding one (1) null hypothesis tested at 0.05 alpha level of significance . Academic Self-Concept Questionnaire (ASCQ) was used for collection data from learners in senior secondary schools in the area. Content validation of the instrument was carried out to ensure that the items in the questionnaire were clear and unambiguous. A Cronbach reliability coefficient of 0.77 was obtained for academic self-concept. The authors administered the questionnaire (ASCQ) on students. Research question provided was answered using Mean () and Standard deviation (SD). The results showed that the level of academic self-concept of Senior Secondary Schools Students in Edo North Senatorial District was high. The result further showed that there was a positive/significant relationship between academic self-concept and academic achievement of Senior Secondary School Students in Edo North Senatorial District. Based on the findings it was therefore recommended that school authorities should ensure that students with low academic self-concept were provided with an intervention support to improve on their academic achievement.

Seth and Baidoo (2025) carried a study on Learners' Perception (level) of Academic Self-Concept and Intrinsic Motivation: Evidence from Senior High School Students. This study aimed at examining students' perception of academic self-concept and intrinsic motivation among Senior

High Students in the Shai-Osudoku District. Descriptive cross-sectional survey design was used in the study. The study was guided by three (3) research questions and three (3) hypotheses. Questionnaires were used to collect data from a sample of 346 students within the Shai Osudoku District through a multistage sampling technique. The results revealed that most of the students had positive perceptions of their academic self-concept and intrinsic motivation. It was further recommended that educational psychologists and counsellors in various schools should be more proactive and innovative in designing comprehensive educational programmes for their students to improve on their academic self-concept and intrinsic motivation which will enhance their study habits.

Jaiswal and Choudhuri. (2017). Investigated Academic self-concept and academic achievement of secondary school students' level. The aims of the study were to examine the relationship between academic self-concept and academic achievement of secondary students and to compare the academic self-concept of male and female secondary students. Sample of the study were 615 secondary school students of both genders (Male 317, Female 298, aged 14-17 years). The sample was drawn from 15 secondary schools affiliated with CBSE board, session 2016-17 of Varanasi city, India. Academic achievement was measured by self-reported Cumulative Grade Point Average (CGPA) of the previous year. Academic self-concept was measured using Kample and Naik (2013) Academic Self Concept Scale (ASCS), which was composed of 57 items, distributed in 8 subscales namely Academic Ability, Academic Interests, Study, Examination, Academic Interaction, Academic Efforts, Curriculum, and Academic Future. The study was guided by three (3) research objectives and two research hypotheses were raised and tested at 0.05 alpha level of significance. The result of the study revealed that there was a positive relationship between academic self-concept and academic achievement and this relationship was stronger for

female students (r = .28) than that of male students (r = .17). Moreover, gender differences in the academic self-concept of the students were also found. Female students had significantly higher academic self-concept than male students.

The Effectiveness of Solution Focused Brief Therapy

Egbochuku, Oduh and Agboola (2017), carried out a study to investigate the effect of Solution Focused Brief Therapy on adolescents' self concept among secondary school students in Ikpoba-Okha Local Government Area in Edo State. The sample of the study was 493 students out of which 34 students were identified with low self concept. This sample comprised of nine (09) males and eight (08) females in the experimental group and five (05) males and twelve (12) females in the control group. To guide the study, three research questions and their corresponding hypotheses were raised and tested at 0.05 alpha level of significance. The data collected were analyzed using the descriptive statistics of mean and the independent sample student t - test. The results showed that students exposed to solution focused brief therapy had a higher mean self concept score than those in the control group at post-test, the students in the experimental group had a higher score at post-test when compared with their pretest and sex has no significant influence on the self concept score among the students in the experimental group at post-test. It was, therefore, recommended that schools should have trained counsellors to help the adolescent students build their self concept irrespective of their sex using solution focused brief therapy since the therapy is not sex biased.

Aminnasab, Mohammadi, Zareinezhad, Chatrrouz, Mirghafari and Rahmani (2018). Investigated the effectiveness of Solution-Focused Brief Therapy (SFBT) on depression and Perceived Stress in Patients with breast cancer. The research was a semi-experimental design with pretest, post-test and follow-up (1 month), which was conducted from November to February,

2016. In this study, 30 patients with breast cancer who attended Imam Hossein Hospital in Tehran City were selected by convenience sampling method and randomly were assigned in 2 experimental (n=15) and control groups (n=15) and Cohen's Perceived Stress Scale and Center Epidemiological Studies Depression Scale were administrated as pretest. Experimental group received 8 sessions of Solution-Focused Brief Therapy SFBT and control group received no intervention. At the end, post-test was administrated on two groups and, repeated measure multi-variable method was used for data analysis by SPSS-21 software. The results of the present study indicated that there were significant differences between the experimental and control groups after administrating SFBT. Thus, the mean of depression and perceived stress of experimental group decreased (P<0.001). Conclusion The result of study that showed SFBT is effective in decreasing depression and perceived stress in patients with breast cancer. Therefore, in order to improve the positive psychological state in these patients psychological screening must be performed and if needed clinical trials and appropriate intervention be considered.

Ekwelundu, Okeke, and Obi (2023) investigated the effectiveness of Solution-Focused Brief Therapy (SFBT) on perceived academic stress among postgraduate students of Chukwuemeka Odumegwu Ojukwu University, Uli, Anambra State. The study was guided by four research questions and four null hypotheses tested at the 0.05 level of significance. A quasi-experimental research design, specifically a pretest, posttest, non-equivalent control group design, was adopted.

The population consisted of 60 doctoral education students with a high rate of academic stress across five departments of education. A sample size of 25 respondents was selected using purposive sampling. Data were collected using the Perceived Academic Stress Scale (PASS), adapted from Bedewy and Gabriel (2015). The instrument was validated, and a reliability

coefficient of 0.85 was obtained. Mean was used to answer the research questions, while Analysis of Covariance (ANCOVA) was used to test the hypotheses. The findings revealed that Solution-Focused Brief Therapy (SFBT) was significantly effective in managing academic stress among the postgraduate students who participated in the study ($F = 206.043$; $p < 0.05$). The results also showed that SFBT was slightly more effective for male students than female students, although the difference was not statistically significant ($F = 1.966$; $p > 0.05$). Furthermore, the effectiveness of SFBT was significantly retained at a four-week follow-up ($F = 102.042$; $p < 0.05$). It was also found that the retention of SFBT's effectiveness was significantly higher among male students compared to female students ($F = 5.046$; $p < 0.05$). Based on these findings, the researchers recommended that postgraduate students should be encouraged to utilize the university counselling clinics to help them develop positive perceptions and better coping strategies for academic stress.

Malhotra and Suri (2020). Investigated the Efficacy of Solution-Focused Brief Therapy on Self-Concept of Bullied Adolescents. The study was conducted to investigate the efficacy of Solution-Focused Brief Therapy (SFBT) on the self-concept of bullied adolescents. The participants were students from secondary & senior secondary schools in New Delhi. A sample of 30 adolescents (14 boys & 16 girls) was selected from Grades 8 to 11 within the age bracket of 13-16 years by employing random sampling. The sample was divided into experimental and control groups using the Fishbowl technique. A pre-post test experimental design was used. The Wilcoxon signed-rank test and Mann-Whitney U-test were employed to analyze the data. The study indicated that (a) there was no significant difference between the two groups on self-concept before intervention; (b) there exists a significant difference between the experimental and control groups with respect to self-concept after intervention; (c) the effect size computed for assessing magnitude of efficacy was found to be high; and (d) significant changes were reported in the

physical, social, temperamental, educational, and intellectual domains of self-concept. It was concluded that SFBT is an effective approach to enhance the self-concept of bullied adolescents.

Age and Students' Self Concept

Egbochuku and Agboola (2017), investigated the influence of age on adolescents' self-concept among Secondary School students in Ikpoba-Okha Local Government Area in Edo State. The sample of the study was 422 students. The sample comprised of 218 males and 204 female students. Among these 27 students were between the age range of 12 -14, 307 students were within the age range of 15-17 while 88 students were within the age range of 18 –above. To guide the study, three research questions and their corresponding hypotheses were raised and tested at 0.05 alpha level of significance. Adolescent Self-Concept Scale (ASCS) questionnaire was used for data collection and the reliability coefficient was 0.85, computed using the Pearson Product Moment Correlation Coefficient (PPMCC). The data collected were analyzed using descriptive statistics of mean and the independent sample student t -test. The results showed that there were differences among the three groups but the differences were not significant. It was therefore recommended that schools should have trained counsellors to enable the adolescent students build their self-concept irrespective of their age differences.

Raboshakga (2019), carried out study on the influence of age and gender on the self-concept of adolescents in Pretoria. The study used a cross-sectional research design to explore the influence age and gender has on the global and domain specific self-concept of adolescents in Pretoria. The final sample consisted of 145 black adolescent boys and girls from two schools in the Pretoria area. The study was guided by two (2) research questions and corresponding two hypotheses were raised and tested at 0.05 alpha level of significance. The main findings suggest that younger adolescents have a higher global self-concept compared to older adolescents, and also

scored higher than older adolescents in the social and physical self-concept. The findings further showed a pattern of increase in the global, emotional and social self-concept during early adolescence, a decline during middle adolescence and an increase during late adolescence. With regards to gender, findings indicate that girls scored higher in emotional self-concept compared to their male counterparts. Based on the findings of this study, implications for practice and recommendations are noted.

Tusupbekova, Aliya, Sabitovich, Kehinde and Evlogieva (2023), examined the differential influence of gender and age on the self-consciousness of adolescences in Kazakhstan. The differential influence of age and gender on adolescents' self-consciousness was cross-examined in this study. The study was guided by a general aim: to examine the differential influence of gender and age on adolescents' self-consciousness in Kazakhstan. Hence, the researchers tested this aim statistically using Factorial Multivariate Analysis of Variance (MANOVA) to determine whether self-consciousness differed across. The revised self-consciousness scale was used for data collection. Data was collected from 414 participants comprising adolescents (82.2% females and 19.8% males) with a mean age of 15.5. Data generated were analysed using descriptive statistics and inferentially involving a factorial Multivariate Analysis of Variance. Findings from the study revealed that female adolescents scored higher in PrSC, PuSC and SA. Significant age differences were observed among participants aged 13-14, 15-16 and 17-18. The 15-16 age group scored higher than both the 17-18 and 13-15 age groups across all three aspects of self-consciousness. The study found that self-consciousness varies by age and gender, with females showing higher sensitivity and susceptibility across all aspects. This study has implications for adolescent development, social justice and the creation of a more equitable society.

Anni, Pirko, and Tulviste (2024), studied Self-concept at different stages of life: How do early and late adolescents and young, middle-aged, and older adults describe themselves? The study aimed to find out which differences and similarities emerge in the self-concepts of early and late adolescents and young, middle-aged, and older adults. A total of 822 participants, including 530 adolescents aged 9–19 (over 50% were girls) and 292 adults aged 20–71 (over 80% were women), from Estonia provided their spontaneous self-descriptions. Early adolescents described their preferences, appearance, family, peers, and peripheral attributes more frequently and traits, identity, and global attributes less frequently than other age groups. Late adolescents' self-descriptions included significantly more traits and fewer social roles, identity, and family mentions than those of adults. The three adult groups were similar in the use of different attributes to describe themselves. The study was guided by two (2) research questions. Overall, the study suggests that early adolescents describe themselves mainly through concrete, objective attributes, late adolescents through abstract psychological attributes, and adults through social–psychological attributes. The findings demonstrate that the self-concept is indeed multidimensional. Adolescents and adults of different ages used various attributes to describe themselves: their inner qualities, hopes and dreams, preferences, likes and dislikes, relationships, activities, and social roles. The last two-activities and social roles-were the two categories that were frequent in all age groups. While early adolescents provided the lengthiest self-descriptions, the variability of those descriptions was the lowest.

Gender and Students' Self Concept

Anierobi (2019) investigated the relationship among gender, academic self-concept and academic achievement of secondary school students in Awka Urban. A correlational design was utilized in this study which was carried out in Awka Urban. A purposive sample of 80 SS2 students

formed the participants for the study. Three research questions and three hypotheses guided the study. The instrument for data collection was Academic Self-Concept Questionnaire (ASCQ) adapted from Yan and Yates (2007) which was validated by two experts in the Faculty of Education and Students' previous term result overall average obtained from the selected schools. The reliability of ASCQ was determined using test retest and analyzed Pearson moment correlation coefficient and a coefficient of 0.72 obtained indicating that the instrument was reliable. The data collected was analyzed using Pearson moment correlation with the Statistical Package for Social Sciences (SPSS) version 20 of 2011. It was found that gender was not a significant factor in measuring students' academic self-concept. It also revealed that gender has no significant relation with students' academic achievement, while academic self-concept and academic achievement have a strong and positive correlation. The implementing of psycho-educational programmes, seminars and workshops to provide opportunities for students to express themselves and thus develop their self-esteem and self-confidence which will, in turn, positively impact their academic self-concept was recommended.

Igbo, Onu, and Obiyo (2015), investigated the influence of gender stereotype as a predictor of secondary school students' self-concept and academic achievement. The study was guided by four purposes, four research questions, and four hypotheses. The study adopted ex post facto design. The research sample was drawn from eight government/public senior secondary schools in Udi education zone. Nine schools were randomly selected from the 227 schools. A total of 342 senior secondary II school (SSII) students made up the sample of the study. A 20-item students' stereotype self-concept questionnaire (SSSCQ) was adapted from Marsh's Self Descriptive Questionnaire II (SDQII), and a 10-item students' mathematics achievement test (SMAT) was developed by the researchers after reviewing related literature. This was done with the help of

experts in the areas. The instruments were face and content validated and used for the collection of data. In analyzing the data, mean and standard deviation were used in answering the research questions while a *t* test was used in testing the four hypotheses. The findings of the study indicate that gender stereotype has significant influence on students' self-concept and academic achievement in favor of the male students. On the other hand, school location has significant influence on academic achievement of students but has no significant influence on students' self-concept.

Kaedabi-Donkor, Amponsah, Dramanu and Britwum (2025). The study examined gender and age variations in academic self-concept and academic achievement of distance learners at the College of Distance Education, University of Cape Coast (CoDE-UCC). Academic self-concept scale and academic achievement test scores were utilized for the study. The study tested four hypotheses. A cross-sectional study with a quantitative approach was employed for this investigation. The study demonstrated a linkage between academic self-concept and academic achievement. The study found no effect of gender and age interaction on academic self-concept. The study further found non-significant gender and age effects on academic achievement; nonetheless, there was gender main effect on academic achievement. Additionally, gender and age interaction did not moderate the association between academic self-concept and achievement. Referring to this, the Board of Directors in CoDE-UCC should focus on boosting students' academic self-concept, particularly in fostering confidence and a belief in the value of effort.

Mauki and Marandu (2019), carried out a study on the effect of age and sex on self-esteem among adolescent students in secondary schools in Tanzania. The was guided by two (2) research questions and two (2) corresponding hypotheses. The work quantitatively assessed the effect of age and sex on self-esteem development among adolescent students in secondary schools in

Kinondoni Municipality. The study employed correlation research design, using exclusively a structured questionnaire for data collection. 511 participants were involved in this study out of which 324 were from public secondary schools and 187 came from private secondary schools. Furthermore, multiple regression analysis was conducted to test the significant effect of age and sex on adolescents' self-esteem. The Rosenberg Self-esteem scale, developed by Morris Rosenberg in 1965 was adopted for measuring levels of self-esteem. It was generally found that sex had a greater effect in self-esteem ($p=.037<0.05$) but age had no statistically significant effect on self-esteem ($p=0.107>0.05$).

Summary of Literature Reviewed

This chapter reviewed the relevant literature related to the study on the efficacy of Solution-Focused Brief Therapy (SFBT) in enhancing the self-concept of senior secondary school students. The review was organised under the conceptual, theoretical and empirical foundations of the study. The conceptual review examined the major concepts relevant to the study, including the concept of self-concept, its dimensions, characteristics, factors influencing its development, and the importance of positive self-concept among secondary school students. The review also examined Solution-Focused Brief Therapy (SFBT), its meaning, key principles, techniques and therapeutic processes, as well as its application in addressing psychological and educational concerns among students.

The conceptual review further established the relationship between SFBT and students' self-concept. SFBT focuses on students' strengths, resources, previous successes and possibilities for positive change rather than concentrating primarily on their problems or deficits. Through techniques such as scaling questions, exception questions, the miracle question, goal setting and identification of personal strengths, SFBT can help students recognise their capabilities and

develop more positive perceptions of themselves. The review also examined the relevance of self-concept to students' academic, social, emotional and interpersonal functioning, thereby establishing the importance of interventions that can enhance students' perceptions and evaluations of themselves.

In addition, the review examined **age and gender as mediating variables** in the relationship between SFBT and students' self-concept. Age was considered because students at different stages of adolescence may differ in their level of emotional maturity, social experiences, self-awareness and perception of themselves. These developmental differences may influence how students respond to counselling interventions and how their self-concept is formed and expressed. Gender was also reviewed as a relevant variable because students may experience different social expectations, interpersonal experiences and environmental influences that could affect their self-concept. Consequently, the study considered whether age and gender may influence students' self-concept and the extent to which they benefit from SFBT.

The theoretical review focused on **Carl Rogers' Personality Theory** and **Super's Theory of Personality Development**. Rogers' theory provided a foundation for understanding the development of self-concept, particularly the importance of self-perception, self-worth, acceptance and the relationship between an individual's real self and ideal self. The theory supports the view that individuals can develop healthier self-concepts when they experience acceptance, understanding and opportunities for positive personal growth. Super's Theory of Personality Development provided a developmental perspective for understanding how individuals' self-concept evolves across different stages of life. The theory was particularly relevant to the present study because the participants were adolescents whose self-concept is still developing. Together,

the theories provided a theoretical basis for understanding students' self-concept and the potential usefulness of counselling interventions in promoting positive self-development.

The empirical review examined previous studies related to self-concept and other closely related constructs such as self-esteem and self-image, as well as studies on the application and effectiveness of SFBT in educational and counselling settings. The reviewed studies generally indicated that positive self-concept is associated with better psychological, social and academic functioning, while negative self-concept may be associated with difficulties in students' adjustment and overall development. The empirical literature also provided evidence that brief, strength-based counselling interventions such as SFBT can contribute to positive changes in students' perceptions, behaviours and psychological functioning.

Although several researchers have conducted studies on self-concept, self-esteem, self-image and the application of counselling interventions such as SFBT, the review revealed a relative scarcity of recent studies that specifically examined the efficacy of SFBT in enhancing the self-concept of SS2 students in public mixed secondary schools within Oredo Local Government Area of Edo State. Furthermore, limited attention has been given to the role of age and gender as mediating variables within this specific context. The geographical, population and contextual limitations of existing studies therefore indicate a gap this study filled.

CHAPTER THREE

METHODOLOGY

In this chapter, the procedures used to carry out the study are discussed. These are arranged under research design, population of the study, sample and sampling technique, research instrument, validity of the instrument, reliability of the instrument, method of data collection, and method of data analysis.

Research Design

Two research designs were used for the study. The first was the descriptive survey, which was used to collect the baseline data at pretest. The second design was a pre-test, post-test non-equivalent control group quasi-experimental design. One independent variable (Solution Focused Brief Therapy) was involved in this study, two mediating variables (gender and age), and one dependent variable (self-concept). The mediating variables in this study were gender and age, each comprising two categories. To ensure uniformity in educational background, all participants were drawn from secondary schools within the same Local Government Area. The independent variable, Solution-Focused Brief Therapy (SFBT), was manipulated by exposing the experimental group to the treatment, while the control group did not receive the intervention. The dependent and the intervening variables were selected variables in the sense that subjects were selected based on scores obtained from their pretest to determine the level of self concept exhibited, and gender (sex) and age boxes were used to determine their sex and age brackets. This study involves only one dependent variable, namely, self-concept. This variable is of two levels, which are high and low. The two levels were measured in this study using the pretest score. The participants, at the pretest, with a score of 45 and above were regarded as those with a high self-concept, while those with 44 and below were regarded as those with a low self-concept. At the point of analysis, it was only

those with low self concept that were of interest to the researcher. As a result, treatment was only given to students with low self concept, and was post-tested.

The independent variable of the study was Solution Focused Brief Therapy. This variable was manipulated through the sensitisation of the treatment group using the treatment package, while the control group was not exposed to any treatment.

Table 1: Showing the Design over Variables

Groups	Design
Experimental Group	O_1 ——— X_1 ——— O_2
Control Group	O_1 ——— ——— O_2

Key: ***O_1&$O_{1...}$ pre-test and post-test.***

---------- No randomization of subjects to groups.

X_1 is Solution Focused Brief Therapy

Population for the Study

The population of the study was 215 SS2 students from two public mixed senior secondary in Oredo Local Government Area of Edo State, (Ministry of Education, Oredo L.G.A, Edo State 2022).

Senior Secondary Two (SS2) students were chosen for this study due to their relative stability and availability. Students in Senior Secondary One (SS1) may not be fully settled, as some schools continue to admit students into that class during the academic session. Conversely, SS3 students are often engaged with preparation for their external examinations such as WAEC and NECO, which may affect their consistency and availability for participation in the study.

Sample and Sampling Technique.

The sample of the study consististed of 60 students from two public mixed senior secondary SS2 students in Oredo Local Government Area of Edo State with low self concept. Using the equal proportion sampling technique, 30 students from one of the schools were assigned as the control group, while 30 students from the other school were assigned as the experimental group. The experimental group was exposed to Solution Focused Brief Therapy, while the control group was not exposed to any therapy. The sampling technique used for picking the schools was the simple random sampling by balloting.

Research Instrument

The instrument for data collection for the study was a questionnaire titled "Self-Concept Scale Questionnaire (SCSQ)," which was adapted from Agboola (2015) and modified by the researcher. The instrument was made up of two sections. Section A contained the information about the students' bio-data such as sex and age while Section B consist of twenty (20) items on self concept on a five-point Likert scale of Completely like me (CLM), Mostly like me (MLM), Partly like me (PLM), Mostly unlike me (MUM) and Completely unlike me (CUM) asked based on sex and age as factors considered to affect senior secondary students self concept.

Validity of the Instrument

To establish the validity of the instrument, three copies of the draft instrument were presented to three experts in the Department of Education, Benson Idahosa University, Benin City, Edo State. The experts critically examined the instrument in relation to the research questions, clarity and relevance of the items, appropriateness of the title, and the scoring procedure of the scale. Their observations, corrections and recommendations were carefully considered and incorporated into the final version of the instrument. The expert review therefore established the face and content

validity of the instrument and ensured that the items adequately measured the constructs relevant to the study.

Reliability of the instrument

In establishing the reliability of the instrument for the study, the researcher administered thirty (30) copies of the instrument to SS2 students outside the proposed sampled students but within the population targeted. Data collected were analysed using the Cronbach Alpha statistics to determine the coefficient value. The instrument yielded an acceppptable reliability coefficient of 0.70, which indicated that the instrument was dependable.

Treatment Procedure

STEP I: Pre-Testing

The two groups were be pre-tested using the Senior Self Concept Scale Questionnaire (SCSQ).

STEP II: Treatment Packages

Sensitization of the students in experimental Group A using Solution Focused Brief Therapy on self-concept

· **Session 1:** In this session, the following heading was discussed:"the concept of Solution Focused Brief Therapy (SFBT)".

· **Session 2:** discuss the key Rules of SFBT, and The Basic Tenets that inform SFBT.

· **Session 3:** The process of Solution Focused Brief Therapy, application of SFBT and the Therapeutic process.

· **Session 4:** The Techniques that help clients imagine the possible format and Session Structure for Solution Focused Brief Therapy and scale and scaling Question.

· **Session 5:** Building client self-helpfulness with positive exceptions and finally.

· **Session 6:** Self concept and factors contributing to self concept. How SFBT works with self-concept and all questions raised were answered.

Control of Extraneous Variables

They are those factors which could confound and influence the findings of the study which could pose serious threats to the internal validity of an experimental design if not controlled. The researcher emphasised confidentiality among students throughout the treatment sessions to minimize contamination.

In this study, the extraneous variables that might contaminate the study were identified and controlled as follows:

Attrition/Experimental Mortality

The researcher controlled this by discussing with the students and agreeing on a convenient time of meeting before the treatment session commence. The participants were encouraged and sensitized to be punctual and regular to all sessions. To further reduce the chance of this error, participants were informed of regular refreshments throughout the periods of meeting.

Subject Bias

The participants' perception of the nature of the study could affect the outcome. This was controlled by not revealing the nature of the experiment to the participants. They did not know whether they were in the treatment or control group.

Subject Interaction

The influence or effect that participants (subjects) may have on each other during a study, especially when they are aware of each other's involvement or communicate during the research process. Participants may influence each other's behaviour, responses, or attitudes, which can affect the validity of the research findings. In an experiment where a group of students receive a training programme, if they discussed the content with students in the control group, it could influence the outcome.

This researcher kept participants in the control and experimental groups in different locations and time slots to reduce the chance of interaction or information sharing.

Experimental Expectancy Effects

There was no doubt that the researcher had some ideas about how participants would respond to the experiment. These expectations could alter the result and the interpretation of the behaviour of the participants. To reduce this bias, a standard pattern was used in presenting the treatment package, and a detailed explanation of questions on the treatment package was used.

Experimenter Bias

The nature and techniques the researcher used in the presentation of the treatments to students might bring about bias on the researcher's part, and this could affect the result of the study. To control for this, the researcher strictly followed the treatment package designed for the treatment groups.

Step III: Administration of Instrument: Post-Test

The instrument titled "Self Concept Scale Questionnaire" (SCSQ), at the pre-test, followed by the treatment. The two groups were concurrently administered by the researcher and school counsellor separately in their various schools to avoid subject interaction. And at the end of the

treatment, both the experimental and the control groups were post-tested using the same questionnaire by the researcher who coordinated the study, the trained Research Assistant helped in the administration of the instrument and the school counsellor helped organising the students. The completed questionnaire was collected instantly.

Scoring Formular

The scoring of the items followed thus: since the items in the questionnaire are all positively worded items, they were scored 5,4,3,2,1 on Completely like me (CLM), Mostly like me (MLM), Partly like me (PLM), Mostly unlike of me (MUM) and Completely unlike of me (CUM) respectively. There were twenty (20) items on the scale. If a respondent rate himself 5 on every item, the maximum of one hundred (100) scores would be recorded, and this would represent the highest level of self concept and right decision making skills. Scores of 45 and above represented high self concept and right decision making skills, while scores below 45 represented low self concept and lack of right decision making skills.

Method of Data Analysis

In analyzing the data collected, research questions one was answered using the frequency count and percentage. Research questions 2 – 7 were answered using the descriptive statistics of mean and Standard Deviation.

Hypothesis one was tested using the one sample t-test while hypotheses 2 – 7 were tested using the students independent sample t-test. All research questions were answered while hypotheses were tested at 0.05 alpha level of significance.

CHAPTER FOUR

ANALYSIS OF DATA AND PRESENTATION OF RESULTS

In this chapter, the results of the data collected and discussion of the findings of the study were discussed. The findings were discussed in relation to the research questions and hypotheses, with support from recent empirical studies. Two hundred and fifteen (215) copies of the instrument were administered on SSII students in the two schools, and the two hundred (200) copies were retrieved. Out of the two hundred, 144 students (82 in school A and the other 62 in school B) were found to have a low level of self concept, out of which 60 students (30 from each school using the equal proportion sampling technique) with low self concept became the sample used for the study.

Research Question One: What is the level of self concept among secondary school students in Oredo Local Government Area?

Table 2: Summary of level of students' self-concept in Oredo Local Government Area

Schools	N	Frequency (%) of Low Level of Self Concept	Frequency (%) of High Level of Self Concept
A	100	82 (82)	18 (18)
B	100	62 (62)	38 (38)
Total	200	144(72)	56(28)

Table 2 showed that out of 200 students used for the study initially from the two schools, 144 of them (72%) exhibited low levels of self concept while the remaining 56 (28%) exhibited high levels of self concept. In detail, the table showed that 82 (82%) of the students in school A exhibited low level of self concept while the remaining 18 (18%) exhibited high level of self concept 62 (62%) of those in school B exhibited low level of self concept while the remaining 32 (32%) exhibited high level of self concept. As indicated in the table, majority of the students from both schools exhibited low level of self concept.

Research Question Two: What is the difference in the level of self concept between the experimental and control group students at pre-test?

Table 3: Descriptive statistics of mean and standard deviation showing the difference in the level of students' self-concept between the control and experimental group at pre-test

Group	N	SD	Mean	Mean Difference
Experimental	30	4.32	39.80	
				1.37
Control	30	4.36	38.43	

Table 3 showed that out of 60 students used for the study, 30 students who are in the control group had a mean score of 38.43 with standard deviation of 4.36 at pretest level, while the 30 students who are in the experimental group had a mean score of 39.80, with standard deviation of 4.32, and a mean difference of 1.37 for those who are in the experimental group. It can be concluded from the table, therefore, that there is a difference between the experimental and control group students' self concept at the pretest level; however, the experimental group students had a higher mean score than the control group students which could be attributed to subject interaction.

Research Question Three: What is the difference in the level of self concept between the experimental and control group students at post-test?

Table 4: Descriptive statistics of mean and standard deviation showing the difference in the level of students' test anxiety between the control and experimental group at post-test

Group	N	SD	Mean	Mean Difference
Experimental	30	6.87	81.63	
				40.10
Control	30	3.72	41.53	

Table 4 showed that out of 60 students used for the study, 30 students who are in the control group had a mean score of 41.53 with standard deviation of 3.72 at post-test level while the 30 students who are in the experimental group had a mean score of 81.63, with standard deviation of 6.87 with a mean difference of 40.10 in favour of those who are the experimental group. It can be concluded from the table, therefore, that the difference in the mean score of the control group from that of the pretest, could be attributed to time or maturation. Also, there is a difference between the control and experimental group students' self concept level at the post-test level, with the experimental group students having the higher mean score than the control group students.

Research Question Four: What is the difference in the level of self concept between male and female secondary school students in the experimental group at pre-test?

Table 5: Descriptive statistics of mean and standard deviation showing the difference in the level of students' self-concept by gender at pre-test

Gender	N	SD	Mean	Mean Difference
MALE	17	4.94	40.00	
				0.46
FEMALE	13	3.53	39.54	

Table 5 showed that out of 30 students in the experimental group, the male students had a mean score of 40.00 with standard deviation of 4.94 at pre-test, while the females in the group had a mean score of 39.54, with standard deviation of 3.53 and a mean difference of 0.46 in favour of the male students in the experimental group. It can be concluded from the table, therefore, that there is a difference between male and female students' self concept levels in the experimental group at pre-test; however, the male students had a higher mean score than their female counterparts in the group

Research Question Five: What is the difference in the level of self concept between male and female secondary school students in the experimental group at post-test?

Table 6: Descriptive statistics of mean and standard deviation showing the difference in the level of students' test anxiety by gender at post-test

Gender	N	SD	Mean	Mean Difference
Male	17	6.71	80.94	
				1.59
Female	13	7.23	82.54	

Table 6 showed that out of 30 students in the experimental group, the male students had a mean score of 80.94 with standard deviation of 6.71 at post-test, while the female in the group had a mean score of 82.54, with standard deviation of 7.23 and a mean difference of 1.59 in favour of the female students in the experimental group. It can be concluded from the table, therefore, that there is a difference between male and female students' self concept levels in the experimental group at post-test; however, the female students had a higher mean score than their male counterparts in the group.

Research Question Six: What is the difference in the level of self concept of secondary school students in the experimental group at pre-test based on age?

Table 7: Descriptive statistics of mean and standard deviation showing the difference in the level of students' self-concept by age at pre-test

Age	N	SD	Mean	Mean Difference
12-14	11	5.64	38.55	
				1.98
15 and above	19	3.29	40.53	

Table 7 showed that out of 30 students in the experimental group, the students between the age of 12-14 years had a mean score of 38.55 with standard deviation of 5.64 at pre-test while those from 15 years and above in the group had a mean score of 40.53, with standard deviation of 3.29 and a mean difference of 1.98 in favour of the students between 15 years and above in the experimental group. It can be concluded from the table therefore, that, there is a difference between students' self concept level in the experimental group at pre-test based on age, however, students between the age of 15years and above had the higher mean score than their counterparts of 12-14 years and above in the group.

Research Question Seven: What is the difference in the level of self concept of secondary school students in the experimental group at post-test based on age?

Table 8: Descriptive statistics of mean and standard deviation showing the difference in the level of students' self-concept by age at post-test

Age	N	SD	Mean	Mean Difference
12-14	14	6.33	84.27	
				4.17
15 and above	16	6.85	80.11	

Table 8 showed that out of 30 students in the experimental group, the students between the age of 12-14 years had a mean score of 84.27 with standard deviation of 6.33 at post-test while those from 15 years and above in the group had a mean score of 80.11, with standard deviation of 6.85 and a mean difference of 4.17 in favour of the students between 12-14 years in the experimental group. It can be concluded from the table therefore, that, there is a difference between students' self concept level in the experimental group at post-test based on age, however, students between the age of 12-14 years had the higher mean score than their counterparts of 15 years and above in the group.

Testing of Hypotheses

Hypothesis One: The level of self concept among secondary school students in Oredo Local Government Area is not significant.

Table 9: One sample t-test showing the level of self-concept among students in Oredo Local Government Area of Edo State

Variable	N	Mean	Mean Diff	df	t	Sig(2-tailed)	Decision
Level of Self Concept	200	1.28	1.28	199	40.22	0.00	Reject Ho

The data in Table 9 showed that the level of self concept among senior secondary school II students in the control and experimental group is significant at 0.00 (t = 40.22; df = 199). Since 0.00 is lower than 0.05 alpha level of significance, the hypothesis which says the level of self concept among senior secondary school II students in Oredo Local Government Area is not significant is not accepted. This implies that the level of self concept among senior secondary school students in Oredo Local Government Area is significant.

Hypothesis Two: There is no significant difference in the level of self concept between the experimental and control group students at pre-test.

Table 10: Students' independent t-test showing the difference in the level of self-concept between the experimental and control group students at pre-test

Group	N	Mean	Mean diff	df	t	Sig (2-tailed)	Decision
Experimental	30	39.80	1.37	58	1.22	0.23	Accept Ho
Control	30	38.43					

Table 10 shows that the difference in the level of self concept between the experimental and control group students at pre-test is not significant at 0.23 (t = 1.22; df = 58). Since 0.23 is higher than 0.05 alpha level of significance, the observed difference in the level of self concept between the experimental and control group students is not significant. With this, the null hypothesis, which says there is no significant difference in the level of self concept between the experimental and control group students at pre-test, is accepted. This showed that there is no significant difference in the level of self concept between the experimental and control group students.

Hypothesis Three: There is no significant difference in the level of self concept between the experimental and control group students at post-test.

Table 11: Students' independent t-test showing the difference in the level of self-concept between the experimental and control group students at post-test

Group	N	Mean	Mean diff	df	t	Sig (2-tailed)	Decision
Experimental	30	81.63	40.10	58	28.13	0.00	Reject Ho
Control	30	41.53					

Table 11 shows that the difference in the level of self concept between the experimental and control group students at post-test is significant at 0.00 (t = 28.13; df = 58). Since 0.00 is lower than 0.05 alpha level of significance, the observed difference in the level of self concept between the experimental and control group students at post-test is significant. With this, the null hypothesis which says there is no significant difference in the level of self concept between the experimental and control group students at post-test is rejected. This showed that there is a significant difference in the level of self concept between the experimental and control group students at post-test.

Hypothesis Four: There is no significant difference in the level of self concept between male and female students in the experimental group at pre-test.

Table 12: Students' independent t-test showing the difference in the level of self concept between the male and female students in the experimental group at pre-test

Gender	N	Mean	Mean diff	df	t	Sig (2-tailed)	Decision
Male	17	40.00	0.46	28	0.29	0.78	Accept Ho
Female	13	39.54					

Table 12 shows that the difference in the level of self concept between male and female students in the experimental group at pre-test is significant at 0.78 (t = 0.29; df = 28). Since 0.78 is higher than 0.05 alpha level of significance, the observed difference between the male and female students' level of self concept in the experimental group at pre-test is not significant. With this, the null hypothesis which says there is no significant difference in the level of self concept between male and female students in the experimental group at pre-test is accepted. This showed that there is no significant difference in the level of self concept between male and female students in the experimental group at pre-test.

Hypothesis Five: There is no significant difference in the level of self concept between male and female students in the experimental group at post-test.

Table 13: Students' independent t-test showing the difference in the level of self-concept between the male and female students in the experimental group at post-test

Gender	N	Mean	Mean diff	df	t	Sig (2-tailed)	Decision
Male	17	80.94	-1.59	28	-0.63	0.54	Accept Ho
Female	13	82.53					

Table 13 shows that the difference in the level of self concept between male and female students in the experimental group at post-test is significant at 0.54 (t = -0.63; df = 28). Since 0.54 is higher than 0.05 alpha level of significance, the observed difference between the male and female students' level of self concept in the experimental group at post-test is not significant. With this, the null hypothesis which says there is no significant difference in the level of self concept between male and female students in the experimental group at post-test is accepted. This showed that there is no significant difference in the level of self concept between male and female students in the experimental group at post-test.

Hypothesis Six: There is no significant difference in the level of self concept of secondary school students in the experimental group at pre-test based on age.

Table 14: Students' independent t-test showing the difference in students' level of self concept in the experimental group based on age at pre-test

Age	N	Mean	Mean diff	df	t	Sig (2-tailed)	Decision
12 – 14	11	38.55					
			-1.98	28	-1.22	0.23	Accept Ho
15 & above	19	40.53					

Table 14 shows that the difference in the level of self-concept of secondary school students in the experimental group at pre-test based on age is significant at 0.23 (t = -1.22; df = 28). Since 0.23 is higher than 0.05 alpha level of significance, the observed difference in the level of self concept of secondary school students in the experimental group at pre-test, based on age, is significant. With this, the null hypotheses which says there is no significant difference in the level of self concept of secondary school students in the experimental group at pre-test based on age, is accepted. This shows that there is no significant difference in the level of self concept of secondary school students in the experimental group at pre-test based on age.

Hypothesis Seven: There is no significant difference in the level of self concept of secondary school students in the experimental group at post-test based on age.

Table 15: Students' independent t-test showing the difference in students' level of self concept in the experimental group based on age at post-test (after treatment)

Age	N	Mean	Mean diff	df	t	Sig (2-tailed)	Decision
12 – 14	14	84.27					
			4.17	28	1.65	0.11	Accept Ho
15 & above	16	80.11					

Table 15 shows that the difference in the level of self concept of secondary school students in the experimental group at post-test based on age is significant at 0.11 (t = 1.65; df = 28). Since 0.11 is higher than 0.05 alpha level of significance, the observed difference in the level of self concept of secondary school students in the experimental group at post-test, based on age, is significant. With this, the null hypotheses which says there is no significant difference in the level of self concept of secondary school students in the experimental group at post-test based on age, is accepted. This shows that there is no significant difference in the level of self concept of secondary school students in the experimental group at post-test based on age.

Summary of Findings

Seven findings were obtained from this study and this includes:

1. Majority of the students' self concept exists at a statistically significant level among students in Oredo Local Government Area. Majority of the students exhibited low level of self concept.
2. There was no statistical significant difference in the level of self concept between students in the control and experimental group before treatment (at pretest).

3. There was a statistical significant difference in the level of self concept between students in the control and experimental group after treatment (at post test).
4. There was no significant difference in the level of self concept between male and female students in the experimental group before treatment (at pre-test).
5. There was no statistical significant difference in the level of self concept between male and female students in the experimental group after treatment (at post test).
6. There was no significant difference in the level of self concept of secondary school students in the experimental group at pre-test based on age.
7. There was no statistical significant difference in the level of self concept of secondary school students in the experimental group at post-test based on age.

Discussion of Findings

The study examined the efficacy of Solution Focused Brief Therapy (SFBT) in enhancing low self concept of senior secondary students in Oredo Local Government Area of Edo State. The findings provide significant insight into the nature of low self concept and perception among adolescent and the potential of SFBT intervention. The results are discussed below in relation to existing empirical literature and theoretical perspectives.

The first finding in this study revealed that there was a statistical significant difference among the levels of self concept in senior secondary (SS2) school students in Oredo Local Government Area of Edo State. It showed that the majority of the students exhibited low self concept, this may be attributed to fact that students have different levels of upbringing, exposure and environmental factors which could be a major factor that affects how they relate generally and even affect academic performances. This finding is not in agreement with the findings of Arhedo & Agweda

(2024) who investigated Learners' level of academic self-concept in senior secondary schools relationship between academic self-concept and academic achievement of Senior Secondary School Students in Edo North Senatorial District. In their findings, the results showed that the level of academic self-concept of Senior Secondary Schools Students in Edo North Senatorial District was high. This may be because their scope of study which was Edo North Senatorial District while Oredo is under Edo South Senatorial District. Based on their findings they recommended that school authorities should ensure that students with low academic self-concept should be provided with an intervention to support to improve on their academic self concept and achievement which supports the reason for this work

The second findings of this study revealed that there was no statistically significant difference in the level of self-concept between students in the control and experimental groups at the pre-test stage. This implies that both groups were homogeneous and possessed common environmental experiences and background. This finding is in agreement with the study of Agwu and Nmadu (2023), carried out a study on Students' interactive engagement, academic achievement and self-concept in chemistry: An evaluation of cooperative learning pedagogy. Chemistry Education Research and Practice and reported that there was no statistically significant difference in the pre-test academic self-concept scores of students in the experimental and control groups. Their finding indicated that both groups were comparable prior to the introduction of the instructional strategy, thereby establishing a fair basis for measuring the impact of the intervention. Similarly, the findings align with the work of Sabando-García et al. (2024), which emphasized the importance of establishing baseline equivalence in studies involving self-concept among secondary school students. Their study supports the notion that ensuring similarity between groups at the pre-test stage strengthens the validity of the research outcomes. Therefore, the present finding corroborates

existing literature which suggests that the absence of a significant difference at the pre-test stage is an indication of group comparability and enhances the internal validity of the study.

The third finding in this study revealed that there was a statistical significant difference in the level of self concept between students in the control and experimental group after treatment at post test when compared to their scores at the pre test level. The experimental group recorded a higher mean score of 81.63 at post test which substantially higher than the pre test mean score of 39.80. This significant difference and improvement can be attributed to the effectiveness of the treatment package administered during the study. Before the intervention, students' self concept appeared relatively low as reflected in the pretest mean score. However, exposure to the treatment package likely enhanced their self awareness, confidence and perception of their abilities leading to a higher post test score. Furthermore, the significant difference between the pretest and posttest mean supports the assumption that self concept is not static but can be developed over time through appropriate educational and psychological strategies. This aligns with existing literature which posits that self concept can be improved through deliberate and supportive intervention. This finding is in agreement with the findings of Egbochuku, Oduhand Agboola (2017) that carried out a study to investigate the effect of Solution Focused Brief Therapy on adolescents' self concept among secondary school students in Ikpoba-Okha Local Government Area in Edo State. The results showed that students exposed to solution focused brief therapy had a higher mean self concept score than those in the control group at post-test, the students in the experimental group had a higher score at post-test when compared with their pretest. The finding of this work is also in agreement with Malhotra and Suri (2020), who carried out a study to investigate the Efficacy of Solution-Focused Brief Therapy on Self-Concept of Bullied Adolescents. The result showed that (a) there was no significant difference between the two groups on self-concept before intervention;

(b) there exists a significant difference between the experimental and control groups with respect to self-concept after intervention; (c) the effect size computed for assessing magnitude of efficacy was found to be high; and (d) significant changes were reported in the physical, social, temperamental, educational, and intellectual domains of self-concept. It was concluded that SFBT is an effective approach to enhance the self-concept of bullied adolescents.

In summary, the increase in mean scores of this study from 39.80 to 81.63 demonstrates that the treatment package was effective in enhancing students' self concept, thereby, validating its use as a useful tool in education settings. Though, the mean score of the control group rose from 38.43 to 41.53 at posttest without any treatment. This increase could be attibuted to time or maturation.

The fourth finding of this study revealed that there was no significant difference in the level of self-concept between male and female students in the experimental group at pre-test. Although the mean score of male students (40.00) was slightly higher than that of female students (39.54), the difference was not statistically significant. This outcome is not unexpected because, at the pre-test stage, both groups had not yet been exposed to any form of intervention or treatment that could influence their self-concept differently. In other words, the students were operating under relatively similar academic, social, and environmental conditions, which likely produced comparable self-perceptions. This finding agrees with recent studies such as Wang and Yu (2023) who investigated Gender-moderated effects of academic self-concept on achievement, motivation, performance, and self-efficacy: A systematic review, reported that gender differences in academic self-concept are often inconsistent and negligible. Similarly, Trinidad, Razzaque and Nguyen (2024) carried out research on Academic self-concept and student engagement: Examining gender similarities and differences. Teachers College Record and found that male and female students

tend to exhibit comparable levels of academic self-concept prior to intervention. Fiedler, Buchholz and Schaeper (2024) carried out study on Does gender composition in a field of study matter? Gender disparities in college students' academic self-concepts. Research in Higher Education, also observed that gender differences in self-concept are context-dependent and often not significant. Furthermore, a more recent study by Obodo and Ani, (2025) investigated Environmental factors influencing academic performance of secondary school students in Enugu North Local Government Area. Global Journal of Educational Research indicated that variations in self-concept are influenced more by environmental and instructional factors than by gender. Therefore, the slight difference observed in this study may be attributed to chance rather than any real gender-based disparity.

In summary, the slight difference observed in mean scores (male = 40.00, female = 39.54) can be attributed to random variation or individual differences, which could be normal in any sample, but not strong enough to produce a statistically significant difference.

The fifth finding in this study revealed that there was no statistical significant difference in the level of self concept between male and female students in the experimental group after treatment (post test). Though, Male students had a lower mean score (80.94) than their female counterparts' that had a higher mean score (82.53). This could suggest that gender does not play a major role when it comes to how students perceive and evaluate themselves within the school context. In summary, the higher self concept mean observed among female students compared to their male counterparts may be attributed to better classroom engagement, stronger social relationships, and positive reinforcement from teachers and differing behavioural and societal expectations. These factors could collectively contribute to a more positive self perception among female students. This finding is fully in agreement with Anierobi (2019) who investigated the relationship among

gender, academic self-concept and academic achievement of secondary school students In Awka Urban. The result showed that gender was not a significant factor in measuring students' academic self-concept. It also revealed that gender has no significant relation with students' academic achievement, while academic self-concept and academic achievement has a strong and positive correlation. The finding of this work also agrees with Egbochuku, Oduhand Agboola (2017), who carried out a study to investigate the effect of Solution Focused Brief Therapy on adolescents' self concept among secondary school students in Ikpoba-Okha Local Government Area in Edo State. The result shows that sex (gender) has no significant influence on the self concept score among the students in the experimental group at post-test.

The sixth finding in this study revealed that there was no statistically significant difference in the level of self-concept among secondary school students in the experimental group at pre-test based on age. Although students aged 15 years and above had a slightly higher mean score (40.53) than those aged 12–14 years (38.55), the difference was not significant. This finding may be because students had not yet been exposed to any intervention or treatment that could differentially influence their self-concept based on age. Therefore, their responses reflect their baseline characteristics, which are expected to be relatively homogeneous. This finding is supported by Wang and Yu (2023), who investigated Gender-moderated effects of academic self-concept on achievement, motivation, performance, and self-efficacy: A systematic review reported that variations in self-concept across demographic variables such as age are often inconsistent and not statistically significant. Similarly, Sabando-García et al (2024) carried out a study on Measurement through structural equations of the self-concept instrument in high-school students. Frontiers in Education and found that self-concept tends to remain relatively stable across adolescent age groups. Agrawal and Teotia (2015, 2023) investigated Self concept of secondary level students in

Delhi/Delhi (NCR). Journal of Emerging Technologies and Innovative Research, reported that there was no significant age-related differences in self-concept among secondary school students. Furthermore, Oribhabor (2021) carried out a study on Influence of self-concept and mental health on students' English language achievement in Calabar Education Zone, Cross River State, Nigeria. The result obtained, observed that baseline differences among student groups are often not significant prior to intervention. These findings suggest that age has little influence on self-concept at the pre-test stage, and observed mean differences may be due to chance.

The seventh finding in this study revealed that there was no statistical significant difference in the level of self concept of secondary school students in the experimental group at post-test based on age. Students from age 12-14 recoded a higher mean score (84.27) of self concept compared to those from age 15 and above (80.11) even though all the respondents were drawn from SS2. Possibility for this outcome could be that ages 12-14 are still in early phase of adolescence and at this phase, many of them are just transitioning from childhood and are likely to retain a relatively positive and less critical view of themselves. Their self concept tends to be more stable and less influenced by intense self evaluation or comparison with peers. On the other hand, students aged 15 and above, though in the same class, are likely to be more advanced in their cognitive and emotional development. As a result, they tend to exhibit higher level of self awareness and consciousness. This increased awareness often leads to frequent comparison with peers in terms of performance, physical appearance and social status. Such comparisons may negatively affect how they perceive themselves thereby lowering their self concept. This finding of no significant of self concept based on age agrees with Egbochuku and Agboola (2017) that investigated the influence of age on adolescents' self-concept among Secondary School students in Ikpoba-Okha Local Government Area in Edo State. The results showed that there were

differences among the three groups but the differences were not significant. It was therefore recommended that schools should have trained counsellors to enable the adolescent students build their self-concept irrespective of their age differences.

In summary, the higher self concept mean recorded among students aged 12-14 compared to those aged 15 and above, despite being in the same class (SS2), may be attributed to difference in developmental state, level of self awareness, and exposure to academic pressure amongst others.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

The study examined the efficacy of Solution Focused Brief Therapy (SFBT) in enhancing low self concept of senior secondary students in Oredo Local Government Area of Edo State. Specifically, the study investigated the level of self concept among secondary schools students in Oredo Local Government Area of Edo State, difference in the level of self concept between the experimental and control group at pre test, difference in the level of self concept difference in the level of self concept between the experimental and control group at post test, difference between male and female secondary school students in the experimental group at post test and the difference in the level of self concept of secondary school students in the experimental group at post test based on age.

Research Questions

Seven research questions guided the study, as listed below:

1. What is the level of self-concept of secondary school students in Oredo Local Government Area of Edo State?
2. What is the difference in the level of self-concept between students in the experimental and control groups before treatment?
3. What is the difference in the level of self-concept between students in the experimental and control groups after treatment?
4. What is the difference between the levels of self-concept between male and female students in the experimental group before treatment?

5. What is the difference between the levels of self-concept between male and female students in the experimental group after treatment?
6. What is the difference between the levels of self-concept of students based on age in the experimental group before treatment?
7. What is the difference between the levels of self-concept of students based on age in the experimental group after treatment?

Hypotheses

Seven corresponding hypotheses were formulated and tested at 0.05 alpha significant level of significance:

1. The level of secondary school students' self-concept is not significant
2. There is no significant difference in the level of self-concept between students in the experimental and control groups before treatment.
3. There is no significant difference in the level of self-concept between students in the experimental and control groups after treatment.
4. There is no significant difference between the levels of self-concept between male and female students in the experimental group before treatment
5. There is no significant difference between the levels of self-concept between male and female students in the experimental group after treatment.
6. There is no significant difference between the levels of self-concept of students based on age in the experimental group before treatment.
7. There is no significant difference between the levels of self-concept of students based on age in the experimental group after treatment.

Two research questions were used for this study. The first was a descriptive survey, which was used to collect the baseline data, and the second design was a pretest post test non-equivalent control group quasi-experimental design. Two public mixed senior secondary school were selected through the simple random technique by balloting from Oredo Local Government Area of Edo State made up the study's population with a total of 200 students: 100 from each school. The sample of the study consists of 60 students: 30 from each of the school (using the equal proportion sampling technique). The instrument used for data collection was structured questionnaire titled "Self Concept Scale Question (SCSQ). The instrument was validated by three experts to ensure it had face and content validity. In establishing the reliability of the instrument used for the study, firstly, the test retest method was used. In this procedure, the researcher administered thirty (30) copies of the instrument to senior secondary school II students outside the sampled students used in this study. The data collected were analysed using the Cronbach Alpha statistics to determine the coefficient value and the instrument yielded a reliability coefficient of 0.70, which indicated that the instrument is dependable. The instrument titled "Self Concept Scale Questionnaire" (SCSQ) was administered at pre test followed by the treatment. The experimental group was treated by the researcher in school A and at the end of the treatment, both experimental and control group were post tested using the same questionnaire by the researcher and the completed questionnaire were collected instantly. The data collected were analysed using the descriptive statistics of mean, standard deviation and percentage count and students' independent t-test statistics. The results gotten from the study showed that:

1. Majority of the students' self concept exists at a statistically significant level among students in Oredo Local Government Area. Majority of the students exhibited low level of self-concept.

2. There was no statistical significant difference in the level of self concept between students in the control and experimental group before treatment (at pretest).
3. There was a statistical significant difference in the level of self concept between students in the control and experimental group after treatment (at post test).
4. There was no significant difference in the level of self concept between male and female students in the experimental group before treatment (at pre-test).
5. There was no statistical significant difference in the level of self concept between male and female students in the experimental group after treatment (at post test).
6. There was no significant difference in the level of self concept of secondary school students in the experimental group at pre-test based on age.
7. There was no statistical significant difference in the level of self concept of secondary school students in the experimental group at post-test based on age.

Educational Implications

From the study, the educational implications are as follows:

1. SFBT needs to be included in school counseling programmes. Schools can start teaching simple Solution Focused Brief Therapy techniques like: miracle questions, exception questions, scaling questions and coping questions that will empower students to identify and build on their strength in focusing on solutions rather than problems which help in improving their self perception.
2. Schools need to employ and train more professional counselors who are skilled in SFBT techniques and principles. Private and public secondary schools should have trained counselors who understand SFBT and can properly support students struggling with low self concept.

3. Teachers need to be trained to recognize the signs of inferiority complex in students which is most times as a result of low self esteem, low self perception and low self concept then refer such students to the school counselors for proper intervention. The government also should create policies that support self-awareness programmes in school. Knowing who you and what you can do and encourage the use of SFBT to improve students' self concept thereby having a commensurate academic performance.
4. By using solution focused brief therapy to enhance low self concept level, students' may be more assertive, attend classes, reduce behavioural issues by focusing on positive behaviours and "what works" students are encouraged to repeat desirable actions, thereby, developing ability to handle difficult subjects and topics and may engage more in academic activities and become better in academic performance and achievement. This emphasizes the importance of promoting or enhancing students' self concept to support, enhance and also track their educational progress.

Contribution to Knowledge

These findings contribute to existing knowledge in the following ways:

1. It validates SFBT for school based intervention. The findings from this study would confirm and validate SFBT as an effective, practical and evidence based intervention that can be applied within the school settings to enhance low self concept: it has proven that the counseling technique and therapy called Solution Focused Based Therapy has a great effect in enhancing low self concept amongst adolescents especially in secondary schools.
2. The study contributed new empirical data on the efficacy of solution focused based therapy in enhancing low self-concept in Oredo Local Government Area of Edo State, helping to strengthen research within the local context where limited studies may exist.

3. It broadens existing knowledge and contributes to the growing body of literature on low concept among adolescents in public secondary schools, especially within the Nigerian educational system: thereby enriching literatures on adolescents self concept.
4. Lastly, it serves as a reference for future researchers. The findings of this study would provide data, methodology and findings that other researchers can build upon for further studies that relate to self concept or other self awareness and perception.

Conclusion

Based on the findings and observations from this study, it can be concluded that Solution Focused Based Therapy (SFBT) is effective in enhancing low self concept among secondary school students in Oredo Local Government Area of Edo State. This was proven after the results showed that the sampled students' low concept level increased after they went through the sessions of intervention using the SFBT treatment package.

Recommendations

Based on the study's findings, the following recommendations were made:

1. Counsellors in Public senior secondary schools in Edo state should integrate and incorporate Solution Focused Brief Therapy strategies and techniques in their existing guidance and counseling services/programmes to effectively address and help students perceived to have low self concept.
2. Government and school authorities should organize workshops; provide continuous training, capacity building programmes and professional development programmes to equip counsellors with practical SFBT skills for supporting and helping students with low self concept.

3. Schools should carry out consistent screening to fetch out students with low self concept early and ensure quick referral for SFBT intervention. Since age did not significantly affect post treatment self concept level, intervention can be applied across the entire senior secondary school population without needing age specific modifications.
4. Government authorities should provide adequate financial and material resources to strengthen counselling units and facilitate the application and implication of SFBT in schools for all students, male and female females: giving that no significant difference was found in level of self concept between the male and female students after treatment.
5. Encourage parental awareness and involvement. That is, parents should be sensitised to recognize the symptoms of depression and understand the value and benefits of SFBT, so they can actively support their children's level of self awareness, perception and self concept even at home.

Suggestions for Further Studies.

Since the research studied "Efficacy of Solution Focused Brief Therapy in Enhancing Low Self Concept of senior secondary students in Oredo Local Government Area of Edo State", the researcher suggested that study be replicated in other Local Government Area within and outside Edo state.

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APPENDIX A: INTRODUCTORY LETTER

EFFICACY OF SOLUTION FOCUSED BRIEF THERAPY IN ENHANCING LOW SELF-CONCEPT OF SENIOR SECONDARY SCHOOL STUDENTS IN OREDO LOCAL GOVERNMENT AREA OF EDO STATE.

Department of Education,
Faculty of Arts and Education,
Benson Idahosa University,
Ugbor, G.R.A.,
Benin City, Edo State.

Dear Respondents,

REQUEST TO FILL QUESTIONNAIRE

I am a Master student in the Department of Education, Faculty of Arts and Education, Benson Idahosa University, Benin City, Edo State and currently conducting research on the aforementioned topic. In the light of this, I humbly solicit your assistance in answering the questions below, which requires you ticking the appropriate boxes. I am assuring you that your responses will be treated with utmost confidentiality and solely for the purpose of this research work.

Thanks for your time and cooperation.

Yours faithfully,

Dick O. Ediri
The Researcher

QUESTIONNAIRE

Instructions: Please tick [√] as appropriate in the column provided

SECTION A: STUDENT' BIO-DATA

1. School: _____
2. Age: 12-14 15 & above
3. Gender: Male Female
4. Do you have counsellor(s) in your school? Yes No
5. If item 4 is yes, have you ever attended any form of counselling before? Yes No

SECTION B

Instructions: Please tick [√] in the column items that best express your opinion using the following ratings; Completely like me (CLM), Mostly like me (MLM), Partly like me (PLM), Mostly unlike me (MUM) and Completely unlike me (CUM).

S/N	ITEM	CLM	MLM	PLM	MUM	CUM
1	I feel good about myself					
2	I am confident in my abilities					
3	I am happy with the way I look.					
4	I am good at making friends					
5	I feel comfortable talking to new people.					
6	I am good at solving problems.					
7	I am a helpful person					
8	I am comfortable being myself around others.					
9	I am optimistic about the future..					
10	I am able to set goals for myself					
11	I accept both my strengths and weaknesses					
12	I believe I am loved and valued					
13	I feel respected by people around me					
14	I believe I am an important member amongst my peers					
15	I comfortable expressing my thoughts and feelings					
16	I find it hard to believe in myself					
17	I get easily discouraged when I make mistakes					
18	I sometimes doubt my abilities					

19	I get confuse nervous when I'm asked to speak in public					
20	I find it easy to ask for help when I don't understand something					

EFFICACY OF SOLUTION FOCUSED BRIEF THERAPY IN ENHANCING SELF-CONCEPT

RELIABILITY TEST

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.661	2