ASSERTIVENESS TRAINING, COGNITIVE RESTRUCTURING AND SELF-ESTEEM AMONG SECONDARY SCHOOL ADOLESCENTS IN ANAMBRA STATE

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ABSTRACT

Assertive training is defined as a form of behaviour therapy designed to help people stand up for themselves, to empower themselves in more contemporary terms. Thus, assertive training is a response that seeks to maintain an appropriate balance between passivity and aggression. The study examined assertiveness training, cognitive restructuring and self-esteem among secondary school adolescents in Anambra State and was anchored on the Rational Emotive Behaviour Theory (RET). An econometric technique involving correlation analysis was employed to test the hypothesis at a .05 level of significance. The result of the analysis revealed that assertiveness training significantly predicts self-esteem among secondary school adolescents in Anambra State, cognitive restructuring significantly predicts self-esteem among secondary School Adolescents in Anambra State and that, level of conventional counselling significantly predicts self-esteem among secondary School Adolescents in Anambra State. We, therefore, conclude that assertiveness training and cognitive restructuring have positively and significantly improved self-esteem among secondary school adolescents in Anambra State. Amongst the recommendations is that teachers, counsellors, psychologists, parents and others should help adolescents with this problem using psychological treatment rather than punishing the adolescents. Counsellors should adopt both assertiveness training and cognitive restructuring counselling strategies as they proved more effective than conventional counselling strategies. Both counselling strategies help in improving students' self-esteem. The federal government and relevant professional counselling bodies should include them as one of the topics to be discussed during workshops organized for counsellors and professionals. The federal government through the ministry of education should provide in-service training on assertiveness training and cognitive restructuring on a regular basis for counsellors so as to enable them to gain more new insight into assertiveness training and cognitive restructuring. These strategies will help to make the counselling process more stimulating and interesting to the students.

Keyword: - *Assertiveness Training, Self-Esteem, Anambra State*

1. INTRODUCTION

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

Assertiveness training is more students oriented and it allows students to interact freely amongst the group to practice skills they could not ordinarily be able to act in real life as a result of fear of other people's opinion about them and lack of confidence. The students are expected to imbibe the adequate information concerning their rights, understanding the difference between non assertiveness, passive aggressiveness and aggressiveness, including verbal and non-verbal assertive skills. They are expected to rehearse and role play the desired alternative behaviours such

as eye contact, voice tone, facial expression, gesture such as hand posture and goal directedness (assertive components) to master the act of assertion and enhance self-esteem. Many researchers' efforts on the effects of assertiveness training such as; Unachukwu and Onwuka (2009), Tannous (2015), Daodu, Adedotun and Elegbede (2016) showed that assertiveness training was effective in handling many behavioural problems. This indicates that it could be used to enhance the self-esteem of secondary school students. Self-esteem has awakened growing interest in psychological research in recent years and low self-esteem is a problem to many people, especially secondary school students with much implication for their cognitive, affective and psychomotor domain. Students with low self-esteem rarely engage in social interactions with others, and are therefore regarded as isolates. Yet, it has been established that, everyone including the secondary school student has an esteem of what and who they are (Yahaya, 2009). Low self-esteem has also posed a serious challenge to school counsellors and other stakeholders in education whose efforts in ameliorating the challenge through conventional approaches, coping strategies and problem-solving techniques have not yielded the expected result. Komolafe, (2010) asserted that persons with low self-esteem are unassertive and poses an immature perceptual ability and deficit in an adaptive behaviour, such students may fail in the school subjects; giving rise to frustration and socially, they develop interpersonal relationship problem, their peer group finds them repulsive due to their aggressiveness and temper tantrums.

2. REVIEW OF LITERATURE
2.1 Conceptual Review
2.1.1 Assertiveness Training

Assertiveness training technique is a structured training programme, which involves the dissemination of socially imbibed expression of an individual's self-rights, privileges and feelings, in a declarative form without disregarding the right and privilege of others in an interpersonal setting. Assertive training is a form of behaviour therapy designed to help people stand up for themselves, to empower themselves in more contemporary terms. Thus, assertive training is a response that seeks to maintain an appropriate balance between passivity and aggression. Assertive responses promote fairness and equality in human interactions based on a positive sense of respect for self and others (Tucker-Ladd, 2010).

Psychologists are of the view that human problems are mainly centred on social relations. The social problems need a lot of clinical techniques to reduce them of which assertive training is one of them. Assertive training is a behaviour medication package which is designed to increase clients' social skills and confidence in communicating honestly, directly and spontaneously (Okoiye, Okreke & Nwoga, 2015). Agbu (2015) is of the view that assertiveness could help people with difficulties to positively express their bottled-up emotions in a healthier way. The history of assertive training can be traced to as early as 1949, when Andrew Salter in his "Conditioned Reflex Therapy" described an early form of assertive training. That notwithstanding, the current development of assertion training is generally credited to Joseph Wolpe in 1968 and Arnold Lazarus in 1966. They differentiated the term 'assertive' from 'aggression'. They also used various role play procedures as part of their assertion training.

To support the development of assertive skills in professionals from the educational system, some programs have been created, aiming at increasing communicative culture, empathy, ability to have self-control of behaviour and emotions. Particular attention was paid to the need of expressing respect for students and regarding their rights as fundamental characteristics of assertive behaviour (Patseka, 2010). To build assertive skills in students, manuals containing guidelines for working with students of different age groups have been developed. Mainly, the recommended techniques aid to develop the ability to recognize your own emotions and needs in order to cope with negative feelings and express positive feelings, to build respect and thoughtful attitude towards peers and the elderly and to raise self-esteem and self-acceptance (Christopher, Edward & Eppler, 2012).

Assertive training is a popular form of social skills training technique which teaches people, often those who are shy, to make appropriate responses when someone does something to them that seems inappropriate, offensive or violates their rights. Generally, it helps to increase individual awareness of verbal patterns, intentions, feelings, rights, risks and consequences both for the asserter and the other person in the encounter and it increases the verbal and listening skills of the would-be asserter. Anih (2014) stated that assertive training is a technique which guidance counsellors articulate to help an individual to stand for his rights, seek clarification on things that are unclear to him and, as a result, be in a better position to express himself and relate well with others. Bednarz (2011) stressed the role of certain assertive qualities such as respect for the partners in communication, consideration of their interests and regard of their rights.

Milne (2011) maintained that assertive people tend to have the following characteristics:

- They feel free to express their feelings, thoughts and desires.
- They are able to initiate and maintain comfortable relationships with people.
- They know their rights.
- Assertive people have control over their anger. This does not mean that they repress their feelings, it means that they control anger and talk about it in a reasonable manner.
- Assertive people enter friendship from an "I count my needs, I count your needs" position.

2.1.2 Cognitive Restructuring

Cognitive restructuring is a behaviour: modification technique which is based on teaching a client how to reduce negative emotional reactions by getting him to interpret situations with greater accuracy. The Cognitive Restructuring Theorist, Ellis (1993) states that, Cognitive Restructuring is the process of learning to refute cognitive distortion or fundamental faulty thinking with the goal of replacing one's irrational counter factual belief with more accurate and beneficial ones.

Cognitive restructuring is a generic name used to disperse maladaptive thoughts and to substitute adaptive thoughts in their stead. According to Egenti & Ebenebe (2018), cognitive restructuring is a counselling technique used to assist an individual to reduce negative emotional reactions. Colman (2009) stated that cognitive restructuring is a form of cognitive therapy especially, rational emotive behaviour therapy in which clients are encouraged and helped to adopt more rational or constructive ways of thinking about their problems. Eneasator & Umezulike (2010), defined it as re-education of clients which involves changing the way they think or adhere to maladaptive beliefs. Cognition refers to the psychological process and resulting thoughts or images that are relevant in our way of perceiving or reacting to life events. Behaviours have been linked with cognition or thought processes. Kovalski and Horan (2003) investigated the effect of internet-based Cognitive Restructuring on the irrational career beliefs of adolescent girls in Mexican American. Their purpose was to evaluate the effectiveness of internet-based Cognitive Restructuring on the irrational career belief of adolescent girls. Career Belief Inventory (CBI) and Career Myths Scale (CMS) were used to tap a wide range of irrational career beliefs in those adolescent girls on which the study was carried out. They found out that, the treatment group, showed fewer selves-stereotypical beliefs at post-test. Through interest based Cognitive Restructuring, they were able to dislodge adolescent girls mind from believing that, certain jobs are more appropriate to men.

Various researches proved that, Assertiveness Training Technique is effective in treating behavioural problem. Clark, Corbisiero Procidano and Grossman (1984) studied the effectiveness of Assertiveness Training with elderly psychiatric out – patients were assessed through quasi – experimental evaluation of a programme at a community geriatric facility, 19 clients, aged 50-75, participated in the study, either, as participants in the Assertiveness Training or as members of no treatment control group. Development t-test indicated that, the experimental group became more assertive (t-(a) = 2.59, p less than .05), but the control group did not.

2.1.3 Self-Esteem

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

much more organized, detailed and specific. Its significance is often exaggerated to the extent that low self-esteem is viewed as the cause of all evil and high self-esteem as the cause of all good (Manning, Bear & Minke, 2006).

2.2 Theoretical Framework
2.2.1 Rational Emotive Behaviour Theory by Albert Ellis (1992)

Ellis believes that man is basically rational as well as irrational, sensible and crazy. That duality seems to be the human condition. An individual is happy and productive when he thinks and behaves rationally while emotional disturbance sets in when an individual thinks and behaves irrationally. Ellis contends that thinking and emotion are the same process because "one's thinking often becomes one's emotion which under some circumstances becomes one's thought. The major source of emotional disturbances or neurotic behaviours that sometimes occur and brought to the counsellor or psychotherapist are the results of illogical or irrational thinking that are based on one's self-verbalisation or self-talk. These are internalized sentences which individuals keep telling themselves about events in their lives and which eventually become their thoughts and emotions. Since negative emotions emanate or arise from one's self-talk, these eventually lead to emotional disturbances. RET helps individuals to change their self-verbalisations or self-talk, some individuals are however unable to change because they are too stupid to think clearly. They are sufficiently intelligent but just do not know how to think clearly in relation to their emotional states, they are sufficiently intelligent and informed but are too neurotic to put their intelligence and knowledge to good use.

There is the A.B.C. theory of personality incorporated in Rational Emotive Therapy (RET). According to Ellis, personality consists primarily of beliefs, constructs or attitudes. He uses the A.B.C. principles to show how an individual acquires rational or irrational beliefs or ways of thinking. A.B.C. theoretical stance is also used to assist individuals to understand how their thoughts and emotions are related. He stresses the importance RET holds by illustrating that when an activating event occurs in a person's life of human's values at point A and is followed at point C by disturbed consequences (such as feeling of anxiety, hostility, depression or even inertia), A does not really cause C, instead, C really follows from B the individual's belief system about what has happened to him at A. In other words, if a student fails a subject at point A, and is upset and depressed at point C, it is not his failure that is responsible for these emotional consequences; instead, it is his illogical and self-defeating belief at point C that he should not have failed; that it is awful for him to have performed poorly and that he is a worthless person for falling. The therapist adopts active directive teaching strategies to get client to change his thinking pattern and to abandon irrational ideas. It is at this juncture that the A-B-C-D-E theory is completed, where D= Disputing the belief system with the client, and E=Effect (in the client) of disputing the belief system. The counsellor disputes with the client and his (the client's) erroneous belief system from which the irrational ideas and illogical thinking have originated, also demonstrating to him how his internalized sentences perpetuate his disturbance. The aim is thus to re-educate the client by reorganizing his perceptions and thinking. The result of the disputing is a Cognitive effect (Ce), that is, the client comes to understand the fallacy of his thoughts and ideas and a Behavioral Effect (Be), a change in behaviour because thinking has become logical and rational.

Rational Emotive Behavior Therapy (REBT) is appropriate and related to the study because for an adolescent to have a positive self-esteem, irrational statements, self-defeating beliefs about life events, having a negative cognitive interpretation of self, being unworthy, poor perception of self-image, faulty values, among others have to be corrected. Therefore, the goal of REBT is to eliminate these irrational, self-defeating beliefs about life events and the individuals are taught to be more rational and acquire a realistic philosophy of life. The clients are also taught how to reduce negative emotional reactions by getting them to interpret situations with greater accuracy, have good relationships with improvement in other areas of life that could lead to good self-esteem. The theory involves challenging the irrational belief system in an extremely directive manner by confrontations, suggestions and arguments using the elements of cognitive restructuring, assertiveness, self-determination among others. By so doing, their self-esteem will be enhanced.

2.2.2 Self-Esteem Theory by Rosenberg (1954)

Rosenberg's self-esteem theory in 1954 relies on two assumptions: (1) reflected appraisals and (2) social comparisons. Regarding reflected appraisals, Rosenberg acknowledges that Human communication depends on seeing matters from other people's perspectives. In the process of taking the role of the other, we become aware that we are objects of others attention, perception, and evaluation. We thus come to see ourselves through the eyes of others.

Social comparisons emphasize that self-esteem is "in part a consequence of individuals comparing themselves with others and making positive or negative self-evaluations". In addition to reflected appraisals and social comparisons; a third assumption inherently subsumed in the theoretical literature. This assumption emphasizes self-esteem as a basic human need. Embedded in this assumption is the connotation that high self-esteem equates to the healthy, happy individual while low self-esteem equates to the unsatisfied, disconcerted individual. First, reflected appraisals signify that a person's self-esteem is a product of how that person believes others see him/her. Second, the assumption of social comparisons is based on the argument that we evaluate ourselves in part, by comparing ourselves with others. This suggests that persons belonging to low-status groups will internalize the negative evaluation of themselves by society and as a consequence have low self-esteem. In this theory self-esteem should be lower in dissonant social contexts, that is, where the level of social dissimilarity is higher along with exposure to negative stereotypes and reflected appraisals about one's group of origin, however, mechanisms of perpetual defense are deployed to protect self-esteem. Members of stigmatized groups actually avoid threats to their self-esteem by comparing themselves primarily with others who are members of their own stigmatized group rather than with members of an advantaged group. The third assumption of Rosenberg self-esteem theory which emphasizes that self-esteem which connotes with high self-esteem equates to healthy, happy individual while low self-esteem equates to unsatisfied, disconnected individual. Rosenberg Self-Esteem theory is related and applicable to the study because adolescent's positive and negative self-evaluation of himself or herself is a very important key factor in improving his or her self-esteem in the school.

2.3 Empirical Review

Nwankwo and Mgbike, (2021) focuses on the effects of assertiveness training and self-reinforcement on poor study behaviour among secondary school students in Anambra State. Three research questions guided the study and three null hypotheses were tested at 0.05 level of significance. The study employed quasi-experimental design, specifically, the non-randomization pretest, posttest design and control-group. The population of the study comprised all the SS 1 students in secondary schools in Awka South Local Government Area of Anambra State. There were 18 public secondary schools in Awka South Local Government Area of Anambra state with population of 2,068 SS 1 students. The sample of this study comprised 93 SS I students identified with poor study behaviour from three (3) selected public secondary schools. Purposive sampling technique was used in identifying the three schools because they have the highest number of students with poor study behavior. The instrument for data collection was a Study Behaviour Inventory (SBI) by Akinboye 1985. The instrument is a 25-item inventory with response option ranging from least like me to most like me, with corresponding values of 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9. The Behaviour Study Inventory test was administered to the students in the three sampled secondary schools for the study by the researcher with the help of three trained research assistants that went round the secondary school to distribute copies of the inventory test. Data collected were analyzed using mean analysis of co-variance (ANCOVA) statistical tools. The findings of this study revealed that assertiveness training technique is effective in enhancing study behaviour of secondary school students. The study revealed that self-reinforcement technique is effective in modifying the poor study behaviour of secondary school students.

Okoye, Okereke and Nwoga, (2015) used a pre-test-post-test, control group quasi-experimental design to investigate the effects of assertiveness training and cognitive restructuring technique on self-esteem of female undergraduate victims of relationship violence in south-west Nigeria. The sample for the study comprised of ninety female undergraduate students who have experienced relationship violence. They were screened using the Severity of Violence Against Women Scale (SVAWS) and selected through multi-stage sampling technique from three randomly selected Universities (Ibadan, Lagos and Olabisi Onobanjo) in South-west Nigeria. Data was analyzed using Analysis of Covariance. There was significant main effect of treatment in the pre-post self-esteem scores of female undergraduate victims of relationship violence in the experimental and control groups ($F(2,87) = 43.884$, $P < .05$). Also, there was significant difference in the main effect of age in the pre-post self-esteem scores of female undergraduate victims of relationship violence between young and older participants ($F (2,87) = 16.808$, $P < .05$). However, that there was no significant interaction effect of age in the pre-post self-esteem scores of female undergraduate victims of relationship violence in the experimental and control groups ($F(3,86) = 0.188$, $P < .05$).

Anyamene, Nwokolo and Ezeani (2016), examined the effects of assertive training on the low self-esteem of secondary school students in Anambra state. Two research questions and two null hypotheses guided the study. The design of the study included true experimental, randomized pretest, posttest, and control design. The population of

the study was 250 SS II students with low self-esteem from two co-educational secondary schools in Awka metropolis. The sample consisted of 36 students drawn through random sampling technique. The instrument for data collection was the questionnaire index of self- esteem by Omoluabi (1997). The reliability co-efficient of the instrument was 0.92. The data was analysed using Analysis of Co-Variance (ANCOVA). The findings of the study showed that assertive training has effect on the low self-esteem of the adolescents. Also, there is no significant difference in the effect of assertive training of low self-esteem on male and female students. The study recommended that counsellors should expose students to assertive training irrespective of their gender to help them interact better with themselves and others. The above study is related to the present study as both are concerned with assertive training and self-esteem which are the main issue raised in the study. The two studies differ in that the former was pure experimental while the later was quasi-experimental.

Ezeokanna, Obi-Nwosu and Okoye (2014) conducted a study on influence of street life and gender on aggression and self-esteem of Nigerian children. The purpose of the study was to evaluate the influence of street life and gender on aggression and self-esteem of children in two metropolitan cities of Anambra state, Nigeria. The study was guided by six research questions and six null hypotheses. The study adopted a descriptive research design. The population of the study consisted of 412 participants aged from 13–17 years, comprising 277 males and 135 females from the cities of Onitsha and Awka in Anambra state. The sampling consisted of 40 children; 20 street children (14 males and 6 females) and 20 non-street children (12 males and 8 females). The instruments for data collection were Busspery Aggression Questionnaire (1992), Roseberg Self-Esteem Scale (1979) and interview. Multiple Analysis of variance was used for data analysis. The result showed that street children differed significantly from non-street children on level of aggression but did not differ in their self-esteem. The findings also showed that being male or female did not significantly influence the level of aggressive behaviour of street children but significantly influence their self-esteem, with male street children showing higher self-esteem than females. The above study is related to the current study as it appears to support the main issue on self-esteem. The two studies differ in the use of statistical tools, while the former study used Multiple Analysis of variance, the present used Analysis of co-variance.

Okwaraji, Nduanya, Obiechina, Onyebueke and Okorie (2018) carried out a study on locus of control, self-esteem and depression of school going adolescents in two Nigerian rural communities. The study was guided by three research questions and three null hypotheses. The study adopted a descriptive research design. The population of the study comprised of 720 secondary school adolescents. The sample of the study consisted of 80 students made up of 40 boys and 40 girls drawn using simple random sampling. Instruments used for data collection were Rotter's Locus of Control Scale, Rosenberg Self-Esteem Scale and Becks Depression Inventory. Data collected were analyzed using the mean, standard deviation and t-test. The results of the study revealed high levels of internal locus of control, self-esteem and absence of depression, especially among the school going rural adolescents They recommended regular adolescents counselling in rural communities with a view to identify those with low self-esteem, external locus of control and depressive symptoms so that adequate measures will be put in place to help uplift their positive self-image and improve their mental health profile. The above study is related to the present study in the sense that both are concerned with self-esteem among school adolescents. The gap existing between the two studies is that in the former study, the data collected were analyzed using mean, standard deviation and t-test while the present study used ANOVA for data analysis.

Eswari, Kaur, Singh, Kavitha and Murthu (2018) investigated the relationship between personality traits and self-esteem among university students in Malaysia. Three research questions and three null hypotheses guided the study. The study population consisted of 2,300 students from various universities across Malaysia. The sample consisted of 514 university students comprising of 258 females and 256 males selected through purposive sampling technique. The study adopted a correlation research design. The instrument for data collection was Big Five Personality Factor Scale (Goldberg, 1999) and Coopersmiths Esteem Scale (CSEI, 1967). The Data was analyzed with the use of regression analysis. The findings of the study showed that extraversion, agreeableness and conscientiousness personality trait were significant positive predictors of self-esteem. It also found that females scored higher on neurotism and conscientiousness when compared with males. As a result, it concluded that personality traits influence an individual's life in every domain. The study is related to the present study in the sense that both studies examined self-esteem which is among the main issue of the present study. The two studies differ in research design as the present study adopted quasi-experimental design while the reviewed study adopted correlational research design. The reviewed study used regression analysis to analyse data while the present study used mean, standard deviation and ANCOVA.

Parray, Ghooman and Sanjay (2018) conducted a study on assertiveness among rural adolescents in Dhana Sagar. The purpose of the study was to investigate assertive level of adolescent with reference to gender. The study was guided by two research questions and two null hypotheses. The research design was descriptive design. The population consisted of 280 students. The total sample of 60 students (30 males and 30 females) in the age group 12-18 years were selected for the study. The instrument for data collection was Rathus Assertiveness Schedule (RAS, 1978). The data was analyzed using mean, standard deviation and t-test. The findings of the study showed no significant difference in the assertiveness with respect to gender. The study is related to the present study as it appears to support the main issue on assertiveness. The studies differ in their research design. The former adopted descriptive design while the later adopted quasi-experimental design. The former study used t-test to test the hypothesis while the present study used Analysis of Co-variance.

3. RESEARCH METHOD
3.1 Research Design

The study adopted a quasi-experimental design. According to Loewen and Pionsky (2016), quasi-experimental research design examines whether there is a casual relationship between independent and dependent variables. Specifically, pre-test, post-test, non-equivalent control group design was employed, intact class was used and there was no randomization.

4. DATA ANALYSIS

Three different null hypotheses were stated and tested as thus;

Hypothesis One:
Assertiveness training wills not significantly predict self-esteem among secondary School Adolescents in Anambra State.

Table -1: Correlation Analysis on the Relationship between assertive training and self-esteem among secondary School Adolescents in Anambra State

Variables	N	α level	df	r	P	Decision
Assertive	873	.05	871	.437	.000	
training	873					significant
Self-esteem						

r^2=.51,
Source: SPSS Output

Table 1 showed the outcome of correlation analysis on relationship between the assertive training and self-esteem among secondary School Adolescents in Anambra State. Result indicated that level of assertiveness training significantly predicts self-esteem among secondary School Adolescents in Anambra State, given the correlational level of 0.43 with probability of .000 showed the overall statistical significance of the model were good, which implies that the independent variables predict the dependent variable in the model. R^2 (51) measures the goodness of fit of the models. Therefore, the null hypothesis is rejected while the alternative is accepted which stated that, assertive training significantly predict self-esteem among secondary School Adolescents in Anambra State.

Hypothesis Two:
Cognitive restructuring would not significantly predict self-esteem among secondary School Adolescents in Anambra State.

Table -2: Correlations analysis on cognitive restructuring would not Significantly predict self-esteem among secondary School Adolescents in Anambra State.

Variables	N	α level	df	r	P	Decision
Assertive	873	.05	871		.000	
training	873			.305		Significant
Self-esteem						

r^2=.9,
Source: SPSS Output

Table 2 showed the correlation analysis. Result revealed that the r of 0.305 and p-value of (.000) which is greater than .05 alpha level of significant. This showed that cognitive restructuring significantly predict self-esteem among secondary School Adolescents in Anambra State. The r2 of (9%) showed the overall goodness of fit of the model, this further implies that dependent variables predict changes in independent variables at the tune of 9%, leaving the remaining 3% for the variables outside the model. However, the null hypothesis is rejected while the alternative is accepted which stated that, cognitive restructuring significantly predict self-esteem among secondary School Adolescents in Anambra State.

Hypothesis Three:
Conventional counselling will not significantly predict self-esteem among secondary School Adolescents in Anambra State.

Table -3: Correlation analysis on conventional counselling and self-esteem among secondary school adolescents in Anambra State.

Variables	N	α level	df	r	P	Decision
Assertive	873	.05	871	.406	.000	Significant
training	873	.05				
Self-esteem						

r^2=.42,
Source: SPSS Output

Table 3 shows outcome of correlation analysis between conventional counselling and self-esteem among secondary school adolescents in Anambra State. Result indicated that level of conventional counselling significantly predicts self-esteem among secondary School Adolescents in Anambra State, given the correlational level of .40 with probability of .000 showed the overall statistical significance of the model, which implies that the dependent variables predict the independent variables in the model. R^2 (42) shows a high goodness of fit in the above model. Therefore, the null hypothesis is rejected while the alternative hypotheses is accepted which stated that, level of conventional counselling significantly predicts self-esteem among secondary School Adolescents in Anambra State.

5. CONCLUSION

The result of the analysis revealed that assertiveness training significantly predict self-esteem among secondary school adolescents in Anambra State, cognitive restructuring significantly predict self-esteem among secondary School Adolescents in Anambra State and that, level of conventional counselling significantly predicts self-esteem among secondary School Adolescents in Anambra State. we therefore conclude that assertiveness training and cognitive restructuring have positively and significantly improved self-esteem among secondary school adolescents in Anambra State.

6. RECOMMENDATION

Following the findings, the study recommends;
- Teachers, counsellors, psychologists, parents and others should help adolescents with their problems using psychological treatment rather than punishing the adolescents.
- Counsellors should adopt both assertiveness training and cognitive restructuring counselling strategies as they proved more effective to conventional counselling strategies. Both counselling strategies help in improving students' self-esteem.
- The federal government and relevant professional counselling bodies should include assertiveness training and cognitive restructuring counselling strategies as one of the topics to be discussed during workshops organized for counsellors and professionals.
- The federal government through the ministry of education should provide in-service training on assertiveness training and cognitive restructuring on a regular basis for counsellors so as to enable them gain more new insight on them. These strategies will help to make the counselling process more stimulating and interesting to the students.

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