

THE IMPACT OF ACADEMIC SELF-CONCEPT AND COGNITIVE RESTRUCTURING TREATMENT ON REDUCING LOW ACADEMIC PERFORMANCE IN ECONOMICS AMONG SECONDARY SCHOOL STUDENTS IN IBADAN METROPOLIS

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Abstract

The study looked at how well cognitive restructuring therapy worked and how academic self-concept moderated the negative impacts of low economic performance in secondary school pupils in the city of Ibadan. Using a 3x2x2 factorial matrix, the study used a pre-post quasi-experimental control group design. A multistage sampling process was employed to choose research subjects. The study includes all SSS 2 senior secondary schools in Ibadan metropolitan, which has 11 local government areas. Of these, three (3) schools are from different local governments of the metropolis Ibadan was selected for the study. Ibadan North, Ido, and Ibadan Southeast are the three local authorities that were chosen using the purposeful sampling technique. These municipal authorities are chosen according to factors including population, geography, and equipment availability. The three secondary schools that have been chosen are Junior High School, C.A.C. CGS Apete Ayegun High School, and IMG Grammar School. Using a straightforward random sample procedure, participants were chosen from three high schools in the final round. Based on their academic records, thirty (30) students were chosen at random from the student body using Urn Box. After taking the Economic Performance Test (EPT) and receiving a score of 40 or below, participants were divided into two groups: the CRT group and the control group. Both the ASCQ (.98) and EPT (.73) scales were the instruments used. Eight weeks are allotted for treatment. Covarian analysis was used to evaluate the data at a significance level of 0.05. Academic self-concept was highly present among respondents (48,579). Between the CRT participants (=59.853) and the control group (=62.109), there was a significant main effect. The main consequence of academic self-concept is a large reduction in subpar economics performance. Participants with a strong academic self-concept profited more (=49.585) than those with a poor academic self-concept

(=46.285) among secondary school students ($F(1, 69) = 16.781, <0.05, \eta^2 = 0.111$). Students in secondary schools who performed poorly in economics saw a reduction in performance through CRT and academic self-concept. Reducing subpar performance in economics should incorporate academic self-concept and counseling assistance.

Keywords: *Cognitive Restructuring therapy, Academic self-concept, Poor performance.*

Introduction

Student academic performance has a direct and indirect impact on the nation's economic, political, professional, and social development. The best students at higher education institutions who will eventually rise to the position of great leaders and workforce representatives, bearing the weight of the nations' economic, political, and social development, are largely determined by the student learning outcomes. After enduring hard instruction in or out of the classroom, underachieving economics students are put through exams, determinations, and measurements to ascertain their skills. Low student performance has drawn a lot of attention from researchers, stakeholders, studies, and other sources. The attribution of some factors, such as social, psychological, economic, environmental, and personal (to give one perspective) factors, in evaluating these outcomes in students generally is unlikely to alter certain parts of academic literacy and student learning outcomes. These variables have a significant impact on how well economics students perform academically, but they differ from person to person and nation to nation based on how the issue is viewed (Galiher, 2006; Darling, 2006, 2005; Broh, 2000; Stephen and Schaban, 2002).

Economics is a necessary component of life since everyone requires it in order to achieve. In scientific, humanistic, and technical research, economics is a vital tool. Its value to people in a variety of contexts cannot be overstated. According to Seidman (2005), economics is the study of how wealth is transferred to make and acquire products as well as how those goods are produced and consumed. In their daily lives or activities, people use it either directly or indirectly (Ali, 2009).

Being a competent and responsible citizen requires having a basic understanding of economics, including the capacity to reason about and make decisions about significant economic issues. According to Dutuma (2014), economics teaches people how to address problems in a variety of disciplines, such as accounting, business, law, politics, and history. Economics describes how individuals engage in markets to fulfill their desires or accomplish specific objectives. Economics influences human interaction, therefore studying it can help explain why people and governments act in particular ways (Barrow, Reilly, & Woodfield, 2009).

Every facet of a nation's economy can be explained by an economic study, including how the nation uses its resources, how much time workers spend working and playing, how investments lead to financial industries or products, how taxes affect the populace, and the reasons why businesses succeed or fail (Hijazi and Naqvi, 2006). It is impossible to overestimate the significance of economics in any educational system, particularly with regard to student results.

According to Adu (2002), economic research is highly beneficial in today's world. It presents the available information and illustrates the expected outcomes of certain actions. This aids in our decision-making process. In the face of limitless resources and aspirations, it compels the recipient to make informed decisions in order to meet their requirements. Thinking and conscious mental processes are involved in all cognitive functions. But when we think, we often think negatively or hold false beliefs and cognitive processes, which lead to undesirable feelings and behaviors.

Academic self-concept was used as a link between the treatment program and students' poor performance in economics to see the impact of interventions on changing students' behavior toward poor performance in economics. Psychologists and educators need to comprehend the complicated psychological notion of academic self-concept since it influences people's behavior, particularly in the classroom. According to Erickson, referenced in Garison and Garison (1979), the process of synthesizing and resynthesizing the feeling of self-inside a structure/integrated figure is how academic self-concept creation happens from childhood to adolescence. The component parts-specific wants, privileges, abilities, and meaningful identities-eventually become capable of defending themselves and evolving into a range of roles. People have been shown to self-identify, which is expected given their developmental traits.

Salawu (1991) explains that academic self-concept includes not only the specific actions students take but also their attitudes and motivations, especially the factors that influence behavior and learning of children at school. For example, the importance he places on learning, his learning mood, and what he hopes to achieve after completing his studies will go a long way in facilitating learning outcomes. According to Jaiswal and Choudhuri (2017), academic self-concept is a set of personality traits based on academic self-concept or experience. This includes spiritual and intellectual understanding as well as dedication to one's knowledge and understanding (Bacon, 2014). Task completion, failure, success, and vocal performance (Amalu, 2018) all influence an individual's assessment of their ability to complete the task. The combination of one's own, social, and individual concepts is one's academic self-concept. Emotional and physical academic self-concepts are the two categories. Furthermore, learning capacity and success evaluation capacity are also included in the concept of academic self-concept. A person's confidence in

their intellectual prowess is referred to as their academic self-concept. According to Jones (2017), students' perceptions of their academic ability are referred to as their academic self-concept.

This has an impact on everyday living (Marsh et al., 2018), social and emotional health (Harter, 2012), and academic performance (Chen et al., 2013). This demonstrates the relationship between students' academic self-concept and their self-regulatory behavior, which in turn determines their output, perseverance, and effort. Academic viewpoint is influenced by temperament, upbringing, and natural surroundings in an individual. Parents, friends, adults, and oneself work together to build academic self-concepts (Rady, el-Nady, & Kabeer, 2016). In comparison to students of comparable ability, those in the positive feedback condition (i.e., those with a high academic self-concept) set higher goals, showed greater strategic flexibility in solving problems, performed well, and more accurately assessed their level of achievement.

One such behavioral strategy connected to cognitive therapy is cognitive restructuring therapy. A cognitive-behavioral therapy technique called cognitive restructuring may help identify and confront irrational and preprogrammed negative thoughts. This involves developing the ability to think creatively in order to replace generally wrong ideas with more calm, sensible, and possibly optimistic ones. According to Uba (1990), Albert Ellis' cognitive restructuring modifies clients' troubled emotions and actions by questioning the thought processes that cause them to feel stressed out. The goal of cognitive restructuring, a psychotherapy procedure, is to teach patients how to recognize and challenge cognitive distortions-such as all-or-nothing thinking-that are unreasonable or maladaptive ideas. Dissociation-nothing. Emotional reasoning, overgeneralization, exaggeration, magical thinking, and secretiveness are frequently associated with each other experience as range of mental health issues (Corey, 2005). Cognitive restructuring (CR) is a multifaceted therapeutic approach that incorporates several techniques like guided imagery, Socratic questioning, and thought recording. It is employed in CBT and RET.

The goal of cognitive restructuring therapy is to help patients identify and drastically alter their thought patterns in order to upset the emotional system and stop the progression of anxiety and despair. Understanding and reacting differently to thought patterns that adversely affect our mood and behavior can be achieved through cognitive restructuring. The ultimate goal of this therapeutic procedure is to assist individuals comprehend that their negative thought patterns are disruptive or Beck's (1996) approach to cognitive restructuring when working with

people with test anxiety or phobia is that faulty thoughts are responsible for the core symptom of frustration. Experts in the fields of science education and psychology also continuously point out the impact of a number of factors affecting student learning outcomes, such as Salami (1999), Akinsola and Animasahun (2007), Adeyemo and Torubeli (2008), Ogundokun (2009), Ajayi and Muraina (2011), and Taiwan (2014). Unhelpful and to help them recognize and address them in order to change their negative behavior.

Sex, school choices, emotional intelligence, academic self-concept, self-regulation, learning capacity, stress, aging, depression, and competence self are a few of the variables that are examined. Despite a large number of studies, none of them has been able to definitively determine which way these two variables are associated. Consequently, an effort has been made to investigate the relationship between gender and academic self-concept and the low academic achievement in economics of high school students. This study is set to investigate the impact of Academic self-concept and Cognitive restructuring therapy on reducing low performance in Economics among Senior Secondary school Students' in Ibadan metropolis.

Statement of the Problem

Over the years, students in most secondary schools have performed poorly in the Senior Secondary School Examination (SSCE). Poor results seem to discourage many students from continuing their studies. It is important to note that the SSCE is a necessary certificate of educational qualification in all nations, especially Nigeria. Many learners fail or do poorly in their subjects every year and sometimes give up on pursuing their dream profession or that which would benefit them the most, especially business-class students. The consequence of these poor results in economics is a reduction in the number of students qualified to study relevant courses at university. Therefore, if students' exam results continue to perpetuate their archaic image as a great tool for achieving national development, then that image must be saved or rehabilitated. Common practices such as changing the curriculum system or adding more subjects to the existing system, changing class times, or voting for more money do not bring about the results that students expect. To overcome these unusual factors that influence students' poor performance in economics as a key subject for success, some programs should be implemented to help students enter university and achieve their goals personally. Stakeholders point out that the persistently poor performance in economics of Nigerian secondary schools leads to an urgent need to review current teaching and learning strategies. Therefore, it is necessary to seek more effective models, interventions, and professional training that can improve learning outcomes in economics. Moreover, virtually little research in this field has been done in Nigeria. Therefore,

the goal of this study is to lessen underachievement in economics among secondary school pupils in the city of Ibadan by utilizing cognitive restructuring and academic self-concept therapy.

Hypotheses

In this study, the null hypotheses listed below were formulated and evaluated at the 0.05 level of significance:

Hypothesis 1: Among participants, there would be no discernible moderating effects of academic self-concept on lowering students' subpar performance in economics.

Hypotheses 2: There would be no discernible primary impact of cognitive restructuring therapy on participants' subpar performance in economics as undergraduates.

Methodology

Design, Population, Sample, and Sampling Procedure

Using a 3x2x2 factorial matrix, the study used a pre-post quasi-experimental control group design. A control group and an experimental group were included in the investigation. Cognitive restructuring treatment was administered to the experimental group. This row demonstrates how participants' gender and academic self-concept varied at two levels (high and low) and at two levels (male and female). All of Ibadan's public secondary schools were included in the study's population. Ibadan metropolis consist of 11 (eleven) local governments area, and the study covered all senior secondary schools in SSS 2 in Ibadan metropolis, of which three (3) schools in different local governments in Ibadan metropolis were selected. There are two hundred and seventy-six (276) public secondary schools with fifty-four thousand eight hundred and sixty-three (54,863) SSS 2 students in Ibadan Metropolis. Participants for this study was selected using multistage sampling technique. These stages are: Out of the eleven local government areas in the city of Ibadan, three local governments were chosen in the first stage using the purposive sample technique, and these local governments are: Ibadan North; Ido; and Ibadan South East. These local governments were selected based on their availability of amenities, localization, population, etc. In the second phase, three senior secondary schools from three local governments were chosen using the simple sample technique. IMG Grammar School, C.A.C. Grammar School, and CGS Apete Ayegun Secondary School are the three secondary schools that were chosen. Ultimately, a straightforward random sampling method was used to choose participants from each of the three secondary schools. Thirty students were selected randomly through Urn Box from the entire student population based on the school

records. Researchers also make use of screening tools. All together, ninety students were selected for the study.

Instrumentation

Test of Economic Performance (EPT)

The researchers created this, which consists of fifty (50) multiple-choice questions with four-option answers that go from A to D. Participants have one (1) hour to respond to all of the questions. The instrument's dependability coefficient was ascertained by applying Kuder-Richardson formula 20 (KR20). The instrument's overall coefficient of determination and internal consistency were ascertained using Kudar-Richardson formula 20 (KR20). After using the classical test theory approach, the difficulty of (.73) and the discrimination index of (.91) were determined (CTT).

Academic self-concept

Liu and Wang created the instrument (2005). Academic self-concept (20 items), one overarching higher-order component, and two first-order variables (academic confidence and academic effort) comprise the hierarchical model of academic self-concept that was developed for the ASCQ. The ASCQ has been proven to be valid and reliable; its Cronbach's alpha (?) ranges from 0.71 to 0.89. A four-point Likert scale, with 1 representing "Strongly Agree" and 4 representing "Strongly Disagree," was used to score responses to each individual item.

Data Analysis

One important statistical method for determining initial differences between the subjects in the experimental and control groups at the 0.05 level of significance was Analysis of Covariance (ANCOVA).

Result

Hypotheses 1: Among participants, there would be no discernible moderating effect of Academic self-concept on lowering students' subpar performance in economics.

Table 1: Academic self-concept on lowering students' subpar performance in economics.

Academic self-concept	Mean	Std. Error	Sig.	95% Confidence Interval for Difference	
				Lower Bound	Upper Bound
Low	46.285*	.521	.001	45.450	47.319
High	49.585*	.619	.001	48.579	51.050

Table 1 reveals that there is significant moderating effect of Academic self-concept on the reduction of students' performance in economics among participants. It was indicated that participants with high academic self-concept had a reduction in poor performance in economics mean scores (49.585) compared to those with academic low academic self-concept (46.285). The post-test results showed a significant main impact between the control group and those who received treatments, depending on how high or poor their academic self-concept was. Consequently, null hypothesis 2 was rejected.

Hypothesis 2: There would be no discernible primary impact of cognitive restructuring therapy on participants' subpar economics performance as undergraduates.

Treatment Group	N	Mean	Std. Error
Treatment			
Cognitive Restructuring Therapy (Exp. grp)	30	59.853	.681
Control grp.	30	62.109	.601
Academic self-concept			
Low	30	49.805	.593
High	30	46.717	.619

****Significant at <.05**

Table 2's results suggest that there was a noteworthy distinction in the post-hoc mean score when it came to decreasing the participants' subpar performance in economics. It is true that research participants receiving cognitive restructuring therapy ($= 56.853, p < 0.05$) profited from it more than control group participants ($= 62.109, p > 0.05$).

Discussion of findings

H₀1: Academic self-concept had a major main effect in lowering students' subpar performance in economics. Table 1 shows that Academic self-concept has a substantial moderating effect on participants' decreased economics student performance. The results showed that individuals with a strong academic self-concept performed better on mean scores in economics (49.585) than did those with a low academic self-concept (46.285). Between the high and low academic self-concept of participants exposed to treatments and the control group, there was a significant main effect in the post-test results. Consequently, null hypothesis 1 was rejected. The reduction of students' bad performance in economics among the participants is significantly influenced by their academic self-concept ($F(1, 69) = 16.781, p < 0.05, \eta^2 = 0.111$). H₀1- is therefore hereby rejected. This suggests that students' performance in economics is influenced by their academic self-concept in certain performance-related situations.

Additional research has indicated a positive correlation between academic self-concept and academic performance as well as cognitive involvement. In Kebbi State, Nigeria, senior secondary school pupils' academic self-concept, parental socioeconomic level, and academic achievement were all found to be positively correlated by Haruna (2018). 360 students, 180 of whom were girls and 180 of whom were males, were selected from the senior secondary school one (S.S.I.) student body at six senior secondary schools in Kebbi State. The study's conclusions showed a substantial gap between students' academic achievement and their academic self-concept. Omirin and Agbaje (2022) concur that students' academic self-concepts can be used to predict how well they succeed in economics classes.

Overall, a number of researchers (Postigo, Fernández-Alonso, Fernández-Pedrero, González-Nuevo, and Muñiz, 2022) concurred that academic self-concept is among the most significant non-cognitive factors in influencing students' performance and attitudes toward learning. According to academic perspectives, this study's conclusion and reason are that students' academic self-concept is crucial to helping them do well. However, other thorough research has confirmed the significance of students' academic self-concept, supporting the study's findings. In addition, it is imperative to take into account the students' academic self-concept when

instructing in the classroom to mitigate the incidence of subpar performance in economics classes.

While a variety of characteristics, including exam anxiety, academic self-concept, self-efficacy, emotional intelligence, resilience, and life satisfaction, may contribute to secondary school students' poor performance in economics, For example, students who experience worry or dislike economic conditions tend to calculate less well. Academic achievement and academic self-concept among undergraduate Business Education students at Rivers State University revealed that students' academic achievement scores in Business Education are significantly correlated with their self-acceptance, social confidence, and self-anxiety as aspects of their academic self-concept (Ajunwo, 2018).

According to Chigbu, Vita-Agundu, and Nwobodo (2018), students' low academic self-concept is greatly reduced via token economy reinforcement. The results of Agbor and Ekineh's (2022) study lend credence to the notion that university freshmen students' academic performance is influenced by their academic, social, and physical academic self-concepts. It was deduced from the finding that students' self-efficacy towards learning economics has no effect on the prevention program or method used to teach them in school. It was inferred from this study that even with adopted strategies, self-efficacy had no significant interaction in reducing poor performance in economics among the participants.

H₂: Cognitive restructuring has significant main effect on reducing participants' poor performance on economics. Results showed cognitive restructuring therapy was more effective and powerful. Competence in reducing the poor performance of economics students compared to goal-oriented participants definition of skills better than the control group. The study results are supported by other findings, such as those by Egbunike and Nwankwo (2021), who noted that cognitive restructuring techniques were effective in reducing procrastination on academic tasks in high school students in Onitsha, Nigeria, and Anambra State, Nigeria. Tayo-Olajubutu (2011) affirmed the impact of cognitive restructuring and self-management strategies on discrimination against girls in Ondo State.

The study results confirm that both treatment strategies are effective in moderating and stabilizing discriminatory behaviors within the family. Olowolabi (2017) concurred on the impact of cognitive restructuring and problem-solving strategies on overcoming poor reading and note-taking skills among secondary school students in Ondo State. Therefore, it can be said that the correct method to limit students' poor performance in economics is to use cognitive restructuring to improve students' learning outcomes during and after the learning process.

Conclusion

Due to the fact that academic performance is influenced by numerous educational elements, pupils who perform poorly in economics are expressing a negative attitude. Among them are professional decisions made as a result of failed school examinations, which can also involve bad program performance, an inability to perform well in the workplace, and increased unemployment rates. Additionally, this study found that students' academic performance in economics is significantly influenced by their academic self-concept. From the results, the investigator concluded that students' economic performance is positively impacted by having a good academic self-concept as opposed to a low academic self-concept. The analysis of covariance was applied to the data. Academic self-concept was less successful than cognitive restructuring therapy; also, there were notable interactions with cognitive restructuring therapy at the level of interaction.

Recommendations

Based on these findings, the researcher has made the following recommendations:

- * Students should make minimum use of counseling services provided by school administrators. Improving this will enable students with psychological problems to engage in beneficial learning activities as well as to adapt and cope effectively with the expectations and demands of higher education.
- * The counselor must also ensure that interventions or programs are developed to improve academic performance through the concept of positive psychology.
- * In order for pupils to perform in the classroom, teachers must assist them in overcoming the obstacles of unfamiliar learning environments, cultivate optimistic learning skills, and help people understand the value of life.
- * Curriculum planners need to understand the nature of students performance when constructing or restructuring subject content at school.
- * Governments and other employers should also help graduates be properly placed with their newly acquired skills when they return to work, as this will encourage personal development.

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