Effects of Cognitive Reframing and Self-Management Techniques on Dependent Personality Behaviour among Senior Secondary School Students in Suleja Education Zone, Niger State, Nigeria

Yunusa SALIHU
Department of Educational Psychology and Counselling,
Faculty of Education,
Ahmadu Bello University, Zaria, Nigeria
yslambata.90@gmail.com
08036958788

YAKUBU, Abbas Paiko
Department of Counselling Psychology,
Faculty of Education and Arts,
Ibrahim BadamasiBabangida University, Lapai, Niger State
abbapaiko260abas@gmail.com
08066123458/08051362435

MOHAMMED, Rahmat Yunusa
Department of Counselling Psychology,
Faculty of Education and Arts,
Ibrahim BadamasiBabangida University, Lapai, Niger State
07038539068

ABSTRACT

This study examined the effects of cognitive reframing and self-management counselling techniques on dependent personality behaviour among senior secondary school students in Suleja education zone of Niger State, Nigeria. One objective guided the study which involve to determine the differential effect of self-management technique on dependent personality behaviour among senior secondary school students in Suleja education zone, Niger State. Also, one research questions was raised and answered, one hypothesis was formulated and tested at 0.05 level of significance, all in line with the objective of the study. Quasi-experimental design involving pre-test post-test experimental group design was adopted for the study. Population of the study comprised of all the senior secondary school students identified with dependent personality behaviour in Suleja education zone of Niger State. Total number of twenty five (25) students were identified in two selected schools in Suleja education zone of Niger State, and twenty (20) of them were purposively selected and used as a sample in this study. Dependent Personality Screening Scale was used for the identification of the students with dependent personality behaviour, and Dependent Personality Behaviour Questionnaire was used for the collection of pre-test and post-test data for the study. Data collected was analyzed using paired and independent sample t-test at 0.05 alpha level of significance. The findings revealed that there is no significant difference in the effectiveness of cognitive reframing and self-management counselling techniques on dependent personality behaviour among senior secondary school students in Suleja education zone, Niger State ($p = 0.311$). Based on these findings, it was recommended that school guidance counsellors, school psychologists, and teachers should be encouraged to use both cognitive-reframing and self-management counselling techniques in handling dependent personality behaviour among senior secondary school students, because both the techniques proved similar efficient in reducing dependent personality behaviour among senior secondary school students.

Keywords: Dependent, Personality, Behaviour, Cognitive, reframing and Self-Management.

.

Introduction

Dependent personality behaviour is one of the personality problems encountered by secondary school students. Dependent personality behaviour is a behaviour problem in which individual rely extremely on other people to take his/her responsibilities. This problem is characterized by feelings of nervousness and fear, helplessness, submissiveness, self-defeating thoughts, a need to be taken care of and inability to make decisions. It causes significant problems to students with characterized inability to make decisions in their academic and social life, and it makes them to depend extremely on their student colleagues and friends to make

important decisions (Beck, Freeman & Davis, 2007). Individuals with dependent personality behaviour are prone to separation anxiety and want to remain in relationships even when they are maltreated just to avoid feelings of abandonment; they lack self-confidence in social situations, having difficulty asserting oneself, agreeing with others despite one's own beliefs, and fear of self-expression; and they have difficulty in making decisions and initiating tasks; they have a strong desire for others to make decisions for them, thereby turning over their freedom of choice to others.

The characteristics of dependent personality behaviour according to DSM-V (2013), include difficulty making decisions, even minor ones, without guidance and reassurance from others; requiring others to take responsibility for major decisions and responsibilities beyond what would be age-appropriate; difficulty disagreeing with others due to an unreasonable fear of alienation; unable to initiate or complete projects or tasks due to a belief that he/she is either inept or that the appearance of success would lead a support person(s) to abandon him or her; takes on unreasonable unpleasant tasks or sacrifices things in order to win the approval of others; unable to spend time alone due to a lack of self-reliance and an unreasonable fear of being unable to care for oneself; inability to remain independent of a close relationship as manifested by seeking a substitute support relationship immediately after one ends (e.g., teenager who feels she must have a boyfriend constantly to validate her self-worth); unrealistic preoccupation with the thought of being.

Dependent personality behaviour is among the diagnosed personality problems. The prevalence rate of dependent personality behaviour is approximately about 2.5% of the general population (Bornstein, 2013; American Psychological Association, 2013; Goldberg, 2018). Regarding gender difference in the prevalence rate of dependent personality behaviour, Bornstein (2013) reported that women are 40% more likely than men to be diagnosed with

dependent personality behaviour. Facts from literature revealed that environmental, biological and psychological factors appear to play a significant role in the development of dependent personality. Dependent personality behaviour usually appears during childhood, especially in children where independence was discouraged. More so, children who have experienced overprotective and authoritarian parenting methods are more likely to develop dependent personality behaviour (Goldberg, 2018).

The effects of dependent personality behaviour are enormous. For instance, Overholser (2002) observed that students suffering from dependent personality behaviour experience difficulties in establishing and maintaining close interpersonal relationship, because of their negative and disruptive social behaviours, such as reluctance to act assertively, the use of helpless style to elicit guidance from others. Students with dependent personality behaviour also find it difficult to express their ideas and opinions in front of others; their social or interpersonal interactions tend to be limited; they tend to lose focus as they don't have any anchor left in their life who can stabilize them when they are getting drift (Goldberg, 2018).

Undoubtedly, dependent personality behaviour is one of the serious problems encountered by secondary school students, particularly in Niger State and Nigeria in general. The need, therefore, to help students overcome dependent personality behaviour cannot be overstressed. Unfortunately, previous efforts has been made by researchers such as McClintock and Anderson (2015), Menesh, Fallahzadeh, Panah, Koochehbiuki, Arabi and Sahami (2015), Manana, Odera and Simiyu (2016), and Demetri and Ishmin (2017) to help individuals with dependent personality behaviour both in the school and non-school settings through the use of different methods of psychotherapy such as cognitive behavioural therapy (CBT), time-limited

psychodynamic therapy, social skills training (SST), dialectical behaviour therapy, schema therapy and mindfulness-based approach to curb dependent personality behaviour but it appear to have met with limited success due to their long-term treatment procedure, short-lasting results, high cost of treatment, methodological complexities and therapeutic complication. It is against this background, that it's very important for guidance counsellors and psychotherapists to explore more effective intervention strategies to help students with the problem of dependent personality behaviour so that they can perform optimally in their academic and social lives and achieve their full potentials in life.

Consequently, the present researcher is motivated to examine the effectiveness of cognitive reframing and self-management techniques in reducing dependent personality behaviour among secondary school students. Cognitive Reframing (CRT) is sometimes used synonymously with cognitive restructuring, or cognitive re-appraisal (Brain, 2006). According to Ford-Martin (2014), cognitive reframing is a psychosocial therapy that assumes that faulty cognitive or thought pattern causing maladaptive behaviour and emotional responses are focus and change to adaptive ones in order to adjust psychological and personality problems. Cognitive reframing is the process of learning to identify, challenge and reframe maladaptive thought patterns to adaptive ones (Adeusi, 2015). Cognitive reframing is a therapeutic technique that requires the counsellors to guide clients to recognize and consciously shift their frame of reference to a more positive one (Lucio, 2018). In other words, cognitive reframing is a method that encourage clients to identify dysfunctional sets of thoughts and beliefs relating to their problem, and to challenge the validity of those distorted thoughts in order to produce and use more adaptive alternatives. The goal of CRT is to increase clients' autonomy and self-efficacy

(Sperry, 2003). Cognitive reframing is a counselling technique that is popular and widely used and acceptable by guidance counsellors, social workers, clinical psychologists, psychiatrists, and other professional helpers (Rodriguez, 2014). If cognition is an important cause of abnormal behaviour and personality problem, it follows that such behaviour can be treated by changing the distorted cognition (Boyes, 2013). Evidences from literature have proved the role and efficacy of cognitive framing technique on various behavioural and personality problems especially those concerning students. Studies such as Lawal (2016), Ahmed (2016); Ada, Nwakolo and Nwosu (2017); Oguzie, Ani, Obi and Onyegirim (2018); and Muhammad (2019) among several others have revealed effectiveness of cognitive reframing technique on several psychological and personality problems; and may be used to reduce the symptoms of dependent personality among senior secondary school students.

In other hand, self-management technique is a cognitive behavioural based technique derived from the social cognitive theory of Bandura. Self-management is an instructional technique is used to transfer control of students' behaviours from external reinforcer to the students themselves. According to King-Sears (2016), students may be able to successfully control their behaviours when they are guided or taught self-management skills. The rationale for self-management treatment is the belief that behavioural self-control can be increased by enhancing specific, cognitive, or meta-cognitive skills that are believed to underlie and promote impulse control. Also, instruction in self-management increases opportunities for students to learn independent decision-making, and self-determination skills (King-Sears, 2016). By learning self-management technique, students can become more self-directed and less dependent on other people. Self-management technique has emerged as an effective approach for improving

students' maladaptive behaviour (Barry & Messer, 2017). Literature have also revealed the effectiveness of self-management technique on several psychological and personality problems. Studies such as Isiyaku (2016), Igbokwe (2019) and Oguzie, Obi and Nnadi (2019) have all proved the effectiveness of self-management technique on maladaptive behaviours, such as shyness, low self-concept, bullying, and anxiety among others. Therefore, the researcher believed that cognitive reframing and self-management techniques could be used as veritable tool in reducing dependent personality behaviour. It is against this background that this present study examined the difference in the effectiveness of cognitive reframing and self-management counselling techniques in reducing dependent personality behaviour among senior secondary school students in Suleja education zone of Niger State, Nigeria.

Statement of the Problem

It is expected that students at all level of education, most especially those at secondary school level no matter their age, gender or social-economic background should demonstrate a reasonable level of self-confidence or have confident in their own abilities; they should be capable of express their ideas and opinions in the front of other students/teachers to gain perspectives. Hence, students are supposed to be gregarious enough so as to be able to adequately adjust to their social and academic environments. Students with self-confidence are actively involved in learning process, as the self-confidence enable them to make independent decisions and take responsibility for themselves. Students with healthy personality are more confident, active and motivated towards learning and perform better in their academic activities. Students with self-confidence experience less fear and anxiety, and enjoy social interaction more. But it's disheartening that some students in secondary schools still find it very difficult to have

confident in their own abilities thereby finding it difficult in making independent decisions and take responsibility for themselves due to problem of unhealthy personality such as dependent personality behaviour.

From the explanations so far, it is clear that dependent personality behaviour is one of the problems that impacts negative effect in the life of students, as their regular activities of daily life could be affected if independent initiative is required, they find it difficult to carry out independent academic task, and they tend to avoid positions of responsibility and become nervous when faced with decision making situations. All these are capable of contributing immensely to the academic failure of the students irrespective of gender and age. Although, several attempts have been made by psychotherapists through the use of psychodynamic therapy, dialectical behaviour therapy, and mindfulness-based approach and many others to address the problem of dependent personality behaviour among clients but the methods appear to have met with limited success due to their long-term treatment procedure, short-lasting results, high cost of treatment, methodological complexities and therapeutic complication and none of these attempts have specifically focus on secondary school students. Therefore, there is the need for empirical studies to unveil techniques that would help in addressing dependent personality behaviour among senior secondary school students.

Based on the above, cognitive reframing and self-management counselling techniques would be applied and test their differential effects in reducing dependent personality behaviour among senior secondary school students in Suleja education zone of Niger State. Cognitive reframing and self-management techniques were chosen due to their records of efficiency in managing related psychological and behavioural problems in the past.

Objectives of the Study

To examine the differential effect of cognitive reframing and self-management counselling techniques on dependent personality behaviour among senior secondary school students in Suleja, education zone, Niger State

Research Questions

What is the differential effects of cognitive reframing and self-management counselling techniques on dependent personality behaviour among senior secondary school students in Suleja education zone, Niger State?

Hypothesis

There is no significant differential effect of cognitive reframing and self-management counselling techniques on dependent personality behaviour among senior secondary school students in Suleja education zone, Niger State.

Methodology

This study adopted quasi-experimental design involving pretest-posttest experimental group design. According to Lambert (2019), quasi-experimental designs establish cause and effect relationships. David and John (2017) indicated that quasi-experimental design involves the manipulation of one or more independent variables but there is no random assignment of participants to conditions. Out of thirty one (31) senior secondary schools within Suleja education zone, two co-educational schools were purposively selected as sample schools. Fourteen (25) (SS 1, 2 & 3) students were identified with dependent personality behaviour from GDSS Maje and GDSS Gawu Babangida, Niger State through the use of Dependent Personality Screening Scale (DPSS) developed by Gordon (2017) constitute the target population for the study. Twenty (20) participants were purposively selected in the sampled schools and used for

the study, which ten (10) of participants from one sample school were exposed to cognitive reframing treatment programme, while other ten (10) from the second sample school were exposed to self-management treatment programme. This sample size was due to the researcher used group counselling exercise which interestingly corresponds to the views of Gladding (1994) and Ezhumalai (2018) who suggested a sample size of 3 to 12 for group counselling.

Dependent Personality Behaviour Questionnaire (DPBQ) was used as the main instrument for the collection of pre-test data and post-test data. DPBQ was developed by Tyrer (2004) and it was adapted by the researcher with little modification. To ascertain content and face validity, the copies of DPBQ were given to four experts and their observations, corrections and suggestions were considered and harmonized while its reliability was ascertain through test retest method of reliability coefficient through a pilot testing using at GDSS Izom, Niger state, and the psychometric property of 0.81 r value was observed. Having this fact in place, the DPBQ was therefore found to be reliable and the researcher considered it appropriate for use in this study. Eight (8) weeks treatment procedures of cognitive reframing and self-management counselling techniques were administered to the participants. The summary of the eight weeks treatment sessions for self-management were: session one: General orientation to the programme and Pre-test administration, session two: Identification of problematic cognitions known as “automatic thoughts”, session three: Identification and record of the cognitive distortions in the automatic thoughts, session four: Recording of negative feelings, session five: Rational disputation of automatic thoughts triple-column technique, session six: Development of a rational rebuttal to the automatic thoughts, session seven: Evaluation of the reframing process, and session eight: Wrap up and the instrument was re-administered for the respondents as

posttest. The summary of the eight weeks treatment sessions for cognitive reframing were: First session: General orientation to the programme and Pre-test administration**,** second session: Self-Management and Self-Awareness**,** third session: Self-Management and Planning on how to Set Personal Goal, fourth session: Self-Management and Self-Monitoring, fifth session: Self-Management and Self-Instruction Strategies, sixth session: Self-Management and Self-Reinforcement Strategies, seventh session: Self-Management and Self-Evaluation Strategies**,** eighth session: Wrap Up and Post-test. The scores were subjected to statistical tools of mean and standard deviation to answer the research questions and ANCOVA statistic was used to test the hypothesis.

Results

Research Question: What is the differential effects of cognitive reframing and self-management counselling techniques on dependent personality behaviour among senior secondary school students in Suleja education zone, Niger State?

Table 1: Mean Scores and Standard Deviations of Cognitive Reframing and Self-Management Counselling Techniques on Dependent Personality Behaviour

Variable	N	Mean	SD
Cognitive Reframing Technique	10	104.20	6.78
Self-Management Technique	10	106.10	7.37

Test of Hypothesis: There is no significant differential effect of cognitive reframing and self-management counselling techniques on dependent personality behaviour among senior secondary school students in Suleja education zone, Niger State.

Table 2: ANCOVA Comparison of the Mean Responses at Pre-test and Post-test on Cognitive Reframing and Self-Management Counselling Techniques on Dependent Personality Behaviour

Source of Variation	Type III Sum of Squres	df	Mean Square	F	Sig
Corrected Model 0.168	**174.096[a]**	**2**	**87.048**	**1.982**	
Intercept	2408.830	1	2408.830	3.554	0 .000
Pre-test	156.046	1	156.046	3.554	0.077
Group	0.144	1	0.144	0.003	0.955
Error	746.454	17	43.909		
Total	222051.000	20			
Corrected Total	920.550	19			

a. R Squared = 0.189 (Adjusted R Squared = -0.094)

The result from table 2 shows the ANCOVA comparison of the mean responses at pretest and posttest on cognitive reframing and self-management counselling techniques on dependent personality behaviour. After readjusting for the covariates, the result of the analysis of covariance shows the mean of 104.20 for cognitive reframing counselling technique group and the mean of 106.10 for self-management counselling technique group, f = 0.003 and p = 0.955 which is greater than 0.05 level of significance. This indicates that there is no significant differential effect between cognitive reframing and self-management counselling techniques on dependent personality behaviour among senior secondary school students. Therefore, the null hypothesis which states that there is no significant differential effect between cognitive reframing and self-management counselling techniques on dependent personality behaviour among all the respondents in the treatment groups in Suleja education zone, Niger State is hereby retained.

Summary of Finding

Based on analysis of data and test of hypothesis, the following are summary of finding: There is no significant differential effect between cognitive reframing and self-management counselling techniques on dependent personality behaviour among senior secondary school students in Suleja education zone of Niger State.

Discussion of Findings

The third finding revealed that there is no significant differential effect between cognitive reframing and self-management counselling techniques on dependent personality behaviour among senior secondary school students in Suleja education zone of Niger State. This finding signifies that there is no significance difference in the effect of cognitive reframing and self-management counselling techniques in reducing dependent personality behaviour among all the subjects exposed to cognitive reframing and self-management treatments. Therefore, the null hypothesis three is retained. This particular finding is in line with findings of some previous researchers such as Koki (2016) who investigated the effects of sequential decision-making and cognitive restructuring counselling techniques on stress among students of colleges of education in Kano state, Nigeria. The results indicated that there was no significant difference in the effects of SDM and CR techniques on stress among the respondents. Also, the finding of this present study corroborated with Lawan (2016) who investigated the effectiveness of effect of cognitive restructuring and social skills training counselling technique on avoidance personality disorder among public senior secondary school students in Kano metropolis, and the finding revealed that there is no differential effect on students exposed to CR counselling technique treatment and those exposed to SST.

A possible logical explanation for this finding may be due to the fact that both cognitive reframing and self-management counselling techniques are cognitive based counselling interventions that seek to address cognitive distortions that lead to dependent personality behaviour. Perhaps, at the course of the experiment, the participants from both groups gained similar understanding of the fact that negative and unrealistic thoughts and beliefs can cause emotional distresses which may lead to feeling of inadequacy and incompetency that enable individual to exhibit dependent behaviours. As such, participants from CRCT group may have recognized their negative thinking and beliefs, and possibly have seen the need to reframe such thoughts that help them change their belief system to adaptive ones. While the participants from SMCT have been able to utilize the self-control skills inculcated into them during the self-management training, and possibly they have been able to control and regulate their irrational thoughts thereby reducing their chances for which dependent personality behaviour.

Conclusion

Based on the finding of this study, the following conclusion was made:

Cognitive reframing and Self-management counselling techniques have no differential effect in reducing dependent personality behaviour among all the treatment participants in Suleja education zone, Niger State.

Recommendations

Based on the finding of this study, the researcher recommended the followings:

1. The school guidance counsellors, school psychologists, and the teachers should be encouraged to use cognitive reframing and self-management counselling techniques in reducing dependent personality behaviour among senior secondary school students

because both the techniques prove efficient in reducing dependent personality behaviour among senior secondary school students.

2. The school guidance counsellors, school psychologists and the teachers in secondary schools should be trained on how to apply or use cognitive reframing and self-management counselling techniques in reducing dependent personality behaviour among secondary school students.

References

Ada, A., Nwonkolo, C. & Nwosu, C. C. (2017). The Effect of Cognitive Restructuring Technique on Lateness to School among Secondary School Students in Gombe, Nigeria. *International Review of Management and Business Research. 6 (3).* Retrieved on 26/02/18 from www.irmbrjournal.com

Adeusi, S. O. (2015). *Efficacy of cognitive restructuring and behavioural rehearsal on conduct disorder among adolescents in special correctional centres in Lagos state.* Unpublished thesis submitted to the Shool of Postgraduate Studies, Covenant University, Ota.

Ahmed, M.S., (2016). *Effect of Cognitive Restructuring and Graded exposure Counselling Techniques on School Phobia among Secondary School Students.* An Unpublished Dissertation. Submitted to Department of Educational Psychology and Counselling, Faculty of Education, Ahmadu Bello University, Zaria, Nigeria.

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorder (5th Ed.).* Washington DC: CrossRef.

Barry, L. & Messer, J. (2017), A practical application of self-management for students diagnosed with ADHD. *Journal of Positive Behaviour Interventions, 5(4),* 238-248.

Beck, A.T., Freeman, N.A. & David, P. (2007). Cognitive approaches to schizophrenia: Theory and therapy. *Annual Review on Clinical Psychology,1*, 577-606.

Bornstein, R. F. (2013). Dependent Personality Disorder: Causes, statistics, signs, symptoms and side effects. *American Psychologist*, 61 (6), 595-606.

Boyes, A. (2013). *Cognitive restructuring: Six ways to do cognitive restructuring.* Retrieved on 1/4/2013 fromhttp://www.psychologytoday.com

David, C. & John, W. (2017). *Research design, qualitative, quantitative, and mixed methods approaches.* Retrieved on 15/8/2020 at www.thriftbooks.com>john-w-cres

Demetri, P. & Ishmin, W. A. (2017). Effectiveness of cognitive behavioural therapy on symptoms of dependent personality style among high school students in Sabul. *Developmental Psychology*, 32, 242-249.

Diagnostic and Statistical Manual of Mental Disorders, 4th edition, *text revision* (DSM-V-TR) (2013). Washington, DC: American Psychiatric Press, Inc.

Ezhumalai, S. (2018). *Maximizing the therapeutic effectiveness of small psychotherapy groups-Jstor*. Retrieved on 12/04/2019 from http:/www.jstor.org>stable

Ford-Martins, P. (2014). *Cognitive therapy: Purpose, treatment, techniques, preparation, and typical result*. Retrieved on 16th June, 2014 from http://psychology.jrank.org.

Gladding, S. T. (2014). *Counselling: A comprehensive profession*. (5th Ed.). Upper Saddle River, NJ: Prentice-Hell, Inc.

Goldberg, J. (2018). *Dependent Personality Disorder*. Retrieved on 03/04/2019 from www.webmd.com/anxiety-panic/guide/dependent-personality-disorder

Gordon, C. (2017). Dependent personality screening scale. *International Journal of Social Psychiatry*. 50 (1) 132-136.

Igbokwe. L.N. (2019). *Effect of self-management technique on bullying tendency among secondary school students in Imo state*. Unpublished Master thesis: Nnamdi Azikiwe University, Awka.

Isiyaku, L. (2016*). Effect of self-management and social skills training counselling techniques on bullying behaviour among secondary school students in Katsina State, Nigeria.* Unpublished Ph.D thesis submitted to the department of educational psychology and counselling, faculty of education, Ahmadu Bello University, Zaria.

King-Sears, M. E. (2016). *Self-management instruction for middle school students with learning disabilities and emotional disturbance.* Retrieved on 5/9/2019 from https://www.researchgate.net/publication/249832581.

Kizbes, M. K. & Aytar, F. A. G. (2017).The effect of social skills training on social skills in early childhood, the relationship between social kills and temperament. *Education and Sciences*, 42 (19) 185-204

Koki, K. M. (2016). *Effect of sequential decision-making and cognitive restructuring techniques on stress among female students of colleges of education in Kano state, Nigeria.*Unpublished thesis submitted to the school of postgraduate studies, ABU, Zaria.

Lambert, M. (2019). *Practical research methods in education*. USA: Routledge Taylor and Francis.

Lawan, M. (2016). *Effects of cognitive restructuring and social skills training counselling technique on avoidance personality disorder among secondary school students in Kano metropolis*. Unpublished Ph.D Thesis. Department of Educaional Psychology and Counselling, Faculty of Education, Ahamadu Bello University, Zaria.

Lucio, S. (2018). *Cognitive restructuring.* Retrieved on 16/9/2020 at www.commonlanguagepsychotherapy.org

Menesh, R. S., Fallahzadeh, S. Panah, M. S. E., Koochehbiuki, N., Arabi, A. & Sahami, M. A. (2015). The effectiveness of assertiveness skills training on dependent behaviour of health volunteers of Yazd. *Psychology*, 782-787.

McClintock, A. & Anderson, T. (2015). The application of mindfulness for interpersonal dependency: Effect of a brief intervention. *Mindfulness*. 6 (2), 243-252. Retrieved on16/09/2019 from linl.springer.com

Muhammad, G. U. (2019). *Effect of cognitive restructuring technique on social anxiety among senior secondary school students in Suleja education zone, Niger state.* Unpublished dissertation, Submitted to the school of postgraduate studies, ABU, Zaria, Nigeria.

Oguzie, A. E., Ani, D. N., Obi, B. A. & Onyegirim, B. O. (2018). Effect of cognitive restructuring technique on fear tendency among secondary school students in Owerri Municipal council of Imo state. *International Journal of Advanced Research and Publications.* 2 (1). 34-38.

Oguzie, A. E., Obi, J. S. C. & Nnadi, G. C. (2019). Effect of self-management technique on shyness among secondary school students in Imo State, Nigeria. *International Journal of Education and Research.* 7 (5), 241-252.

Overholser, J. C. (2002a). The dependent personality and interpersonal problems. *The Journal of nervous and mental disease,* 184 (1), 8-16.

Rodriguez, D. (2014). *Cognitive restructuring: Change your thoughts change your attitude.* Retrieved on 21st may 2014 from http://www.everydayhealth.com

Sahami, P. (2015). Effectiveness of social skills training and cognitive rehearsal in reduction of dependent personality symptoms among high school students. *The Journal of nervous and mental disease,* 184 (1), 8-16.

Sperry, L. (2003). *Handbook of diagnosis and treatment of DSM-IV-TR personality disorders (2nd Ed.).* New York: Brunner-Routledge.

Tyrer, P. (2004). The dependent personality questionnaire (DPQ): A screening instrument for dependent personality. International Journal of Social Psychiatry 50 (1), 10-17.