

**EFFECTIVENESS OF REINFORCEMENT COUNSELLING TECHNIQUE
IN REDUCING TRUANCY AMONG SECONDARY SCHOOL STUDENTS
IN KATSINA STATE**

BY

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**A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,
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DECLARATION

I declare that the work in this thesis entitled “Effectiveness of Reinforcement Counselling Technique in Reducing Truancy Among Secondary School Students in Katsina State” has been performed by me in the Department of Educational Psychology and Counselling under the supervision of Dr. Mustapha Ibrahim Abdullahi of the Department of Educational Psychology and Counselling Ahmadu Bello University, Zaria and Prof. Sani Sambo also of the Department of Educational Psychology and Counselling Ahmadu Bello University, Zaria. The information derived from literature has been duly acknowledged in the text and a list of references provided. No part of this was previously presented partially or wholly anywhere in any previous work for a higher degree at any university.

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CERTIFICATION

This thesis entitled “Effectiveness of Reinforcement Counselling Technique in Reducing Truancy Among Secondary School Students in Katsina State” by Mamman, Lawal meets the regulation governing the award of the Degree of Masters in Education (Guidance and Counselling) of Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This thesis is dedicated to the blessed memory of my late father and mother who gave me all the necessary parental support in my pursuance of education. May the Almighty Allah reward them accordingly Ameen.

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ABSTRACT

The study was conducted to examine the effectiveness of reinforcement counseling technique in reducing truancy among Secondary School students in Kankia Zonal Education Quality Assurance of Katsina state. The idea is to use a counseling technique that will help in addressing the thorny problem of truancy among secondary school students in the Zonal Education Quality Assurance of the state. To achieve this objective, three (3) objectives, three (3) research questions and three (3) corresponding hypotheses were developed in the course of the study. A quasi experimental design involving pre-test, post-test was used in the study. Purposive sampling technique was used in selecting a sample size of thirty-two (32) respondents out of the total number of three hundred and twenty-two (322) male and female truants drawn from the population of 2633 students from four (4) co-educational secondary schools. Data collected in the study was analyzed using mean distribution and t- test statistics. The three (3) research questions and three (3) hypotheses which sought to find out the effect of reinforcement counseling technique in the rate of reducing truancy problem among secondary school students (respondents) exposed to reinforcement counseling technique based on gender and location were answered and tested at 0.05 level of significance. Findings of the study include; that, there is significant effect of reinforcement counseling technique in the rate of truancy reduction on the experimental group exposed to the treatment. The level of truancy of the experimental group was greatly reduced after treatment of the reinforcement counseling technique compared with the control group ($t = .7007$, $p = .024$), that there is a significant effect of reinforcement counseling technique in the rate of truancy reduction on the male and female experimental group (respondents) exposed to reinforcement counseling technique. The rate of truancy of male and female respondents was greatly reduced after the treatment regardless of difference in gender ($t = .767$, $p = .456$), there is also a significant effect of reinforcement counseling technique in the rate of truancy reduction on the urban and rural respondents exposed to reinforcement counseling technique. The rate of truancy of both urban and rural respondents was also greatly reduced after treatment regardless of difference in location ($t = .475$, $p = .642$). Based on the findings of the study, it was recommended that counselors, teachers and school principals should be trained on reinforcement counseling techniques in re-addressing truant behavior among secondary school students among others are made.

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OPERATIONAL DEFINITION OF TERMS

Reinforcement: Is a counselling technique designed to modify behavior through the use of reinforcers. Reinforcement in this study involved the use of social reinforcers such as; attention, praise and clapping of hands and tangible things like tokens, sweets, exercise books, pencils and biros to modify students' truant behavior to a desirable behavior of coming to school everyday.

Truancy: Is an act of behavior exhibited by truant students who do not attend school regularly and whose attendance record per term falls below 40% score in the class attendance register.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Staying in school is the first step to a good education and in order to achieve academic excellence, the students are mandated by the school laws to attend school daily but due to some factors most students absent themselves from formal school activities hence engaging in truancy. When this happens, every one loses; students lose the benefits of instruction, the society loses income and the community suffers from increase juvenile crime.

Stoll (2002) defines truancy as “absence from school for no legitimate reason”. He went further to state-that many students do skip either single class or even a full day school at least once during their academic career. This is because they may want to attend a special event, prepare for promotion night or simply take what is known in the world of work as a "Mental health day". This Isolated incidence (truancy) is quite typical and likely to create problems which can lead to varied set of negative and even more dangerous consequences.

Peninsky (2000) wrote that when a child is truant, it implies that he has been constantly absent from school for so many days, weeks or even months. Truancy, he further explains is a deliberate absence from school for no medial or justifiable reason, with or without parental knowledge. Peninsky’s explanation of truancy agrees very well with the definition given in Collin’s English dictionary in which a truant is described as one's absence from duty without leave especially children who absent themselves from school. In the same manner, Nwana (2004) explained truancy to include Intentionally absence of oneself from school without permission, leaving without authorization and dodging of specific lesson periods.

Truancy in secondary school is a situation in which students develop and show adverse attitude and behaviour to learning. They absent themselves from classes using unnecessary

excuses such as an ingenuine sickness, fake suspension by the class teacher or school authority and involvement in sport activities. Truancy can equally occur in a boring and boredom classes, harsh teachers who are difficulty to approach and in an uncondusive school environment (Osarenren, 1999).

The causes of truancy among secondary school students have been attributed to, lack of writing materials such as pen, pencil, exercise book, recommended textbooks, school uniform and midday meal (Obe, 1998).

Truancy is one of the juvenile delinquencies that are committed by youths in Nigeria, and is capable of leading the youths to other unwanted behaviors. Truancy simply means keeping away from school without permission. Shyaman (2006) stated: that most students especially those in secondary school do abandon their lessons to visit internet cafes thereby spending much of their valuable time and resource only to visit pornographic sites and some other sex related sites which will in turn ruin their lives thereby increasing the rate of immoral behavior among youths in our society.

The introduction of internet use had denied students the chance of thorough research work as ready made materials are readily found on the internet (Pam Willenz, 2006). Some of the factors contributing to truancy include poor home upbringing, school circumstances, peer group influence, psychological and personality factors, socio-economic situation of the students, social and government factors are the major causes of truancy.

Further more, the researcher has observed that students come from different family backgrounds as a result of which they have different reasons for playing truancy from school. Some parents are poor, some do not value education and others exhibit non-chalant attitude to the regular school attendance of their wards.

Besides, during the researcher's teaching experience, some students cited boredom, loss of interest in school, irrelevant courses, suspensions and bad relationships with teachers as major factors leading to the decision to skip school. In contrast, school staff believed truancy to be related to students' problems with families and peers.

Therefore, truancy as an academic and social problem needs to be given serious attention. It is against this background that this study sought to examine the effectiveness of reinforcement counseling technique in reducing the rate of truant behavior among secondary school students in Kankia Zonal Education Quality Assurance of Katsina state.

1.2 Statement of the Problem

Education is generally regarded as one of the major factors that influence one's life in terms of social and economic aspects. It is also very vital for social economic and cultural transformation of the society. Truancy is an act of behaviour exhibited by truant students who do not attend school regularly and whose attendance record per term falls below 40% score in the class attendance register. This may be attributed to poor method of teaching, outdated disciplinary measures, lack of periodic roll calls and registers, poor attitudes to schooling among others, thus, leading to poor academic attainment, deviant behaviours, nuisance in the home and the society and inability to meet the nation's educational objectives.

Habitual truants are mainly those students who miss numerous full days of school academic activities. Their frequency of absenteeism have become a regular behaviour or habit. It is important to note that students who are habitual truants have high chances of falling behind in their school work, decline in their academic performance and even lose their attachment or positive attitudes towards school (Ezeani, 2006).

Tracing the causes of truancy back to home upbringing, Cronbach (1998) writes “....the truants came from unsatisfactory home situation, families on relief, broken home and the like”. In the same vein, Ezekwugo (2005) comments that training of children starts from home, and where this is properly done, the foundation laid at home, the school will not find it difficult to continue the education properly.

Furthermore, authors stress that in most cases, the seeds of truancy¹ are laid at home. Odueze (2001), asserts that for education to be real and effective, "there should be sound co-operation between the home and the school.

Ogunwe (2003), he pointed out how school factors could contribute to the problem of truancy. To him, some teachers have been found to be very hostile to the children put under their care. Some have been found not to have interest in teaching as a career, some were found not to be attending classes regularly thereby giving room for children to skip classes and develop the habit of truancy while some teachers have been found to be fond of punishing students for all offences they commit thereby scaring some of them from attending school regularly.

In another study carried out by Ehmmolo (2006) on "perception of classroom Teachers on causes of truancy and control among secondary school children", the following findings on school factors as the causes of truancy were made:

- a) Educational problem is a cause of truancy among secondary school children - the educational problem may range from the child not being able to read, write and spell properly to his not being able to assimilate and understand what is read.
- b) Disinterest in certain school subjects as a cause of truancy - Students' hatred for certain teachers can be a cause of truancy as the hatred be brought about through the interaction of students and teachers in the classroom. Also un-stimulating; or un-interesting lesson can cause truancy.

Distance from school and transportation problems are also causes of truancy among school children. Despite efforts by teachers and school administrators through use of punishment, the problem still persist. The students leave their homes with school uniform and change into other wears once they are out of their homes. Hence, attempt by any student to run away from or refuse to attend school regularly is considered a great problem that can lead to other problems.

Truancy also makes the performance of a student at school negative. If a child becomes a chronic or habitual truant such a child is likely to perform poorly in the class and subsequently leads to being a dropout. Funds set aside for education every year, though not sufficient enough to yield excellent result can be a waste if the children refuse to attend school regularly. Therefore, since the expectations of the society of its youths are to bring out and make meaningful contribution as a result of the education they acquire, once children refuse to attend school regularly then, this expectation will not be realized.

Based on the above mentioned problems the researcher intends to test the effectiveness of “reinforcement counseling technique” in reducing the problem of truancy among secondary school students in Kankia Zonal Education Quality Assurance of Katsina state.

1.3 Objectives of the Study

The main objectives of the study are as follows:

- (1) To find out the effect of re-enforcement counseling technique in the rate of truancy reduction of the experimental group exposed to the treatment.
- (2) To find out the effect of reinforcement counselling technique in the rate of truancy reduction of male and female experimental group exposed to the treatment.
- (3) To find out the effect of reinforcement counselling technique in the rate of truancy reduction of urban and rural experimental group exposed to the treatment.

1.4 Research Questions

For the purpose of the study the following research questions were answered in the course of the study:

1. What is the effect of re-enforcement counseling technique in the rate of truancy reduction of the experimental group exposed to the treatment?
2. What is the effect of reinforcement counseling technique in the rate of truancy reduction of male and female experimental group exposed to the treatment?
3. What is the effect of reinforcement counselling technique in the rate of truancy reduction of urban and rural experimental group exposed to the treatment?

1.5 Research Hypotheses:

The following hypotheses guided the study:

1. H_{01} : There is no significant effect of re-enforcement counseling in the rate of truancy reduction of the experimental group exposed to the treatment.
2. H_{02} : There is no significant effect of re-enforcement counseling technique in the rate of truancy reduction of male and female experimental group exposed to the treatment.
3. H_{03} : There is no significant effect of reinforcement counseling technique in rate of truancy reduction of urban and rural experimental group exposed to the treatment.

1.6 Significance of the Study

The study was conducted to examine the effect of reinforcement counseling technique in reducing truant behavior among secondary school students in Kankia Zonal Education quality Assurance of Katsina state. Hence, the knowledge derived from the study will be of great benefit to the following:

Behavior Modification: The findings of this study will expose the importance of the use of reinforcement counseling technique in behavior modification from abnormal to desirable behavior particularly truancy reduction which will eventually result in achieving academic targets of the students.

The Researcher: The findings of the study will satisfy the curiosity of other researchers in finding out the effect of reinforcement counseling technique in reducing truancy among secondary school students and can also serve as a reference material to other researchers.

The Counselor: The knowledge of the effectiveness of reinforcement counseling technique in reducing the negative behavior of truancy in the school system will assist the counselor in discharging his duties effectively thereby improving academic achievement of students.

The Students: The findings of this study will also be of great benefit to the students due to its usage by the teachers, counselors and parents and also because it enhances behavior modification of the students thereby giving them the opportunity for self-realization.

The Teachers: The findings of the study will be of use to the teachers to modify bad behavior of truancy among students in secondary schools and will also assist teachers in handling truancy as a menace to effective classroom management.

School Administration: The findings of the research work will also serve as a solution to the use of punishment especially corporal punishment which in some cases results in child abuse. The school administration can also use it in motivating teachers to be effective in discharging their duties effectively and this will help in improving classroom management.

The Government: The use of reinforcement as a counseling technique in reducing truancy will improve school attendance and this will allow government policies to be successful and make it possible for the aim of education to be achieved.

1.7 Basic Assumptions

The researcher has assumed the following:

1. That, the study would help in finding out the effect of reinforcement counselling technique in reducing the rate of truancy among secondary school students.
2. That, the study would help in finding out the effect of reinforcement counseling technique in reducing the rate of truancy among male and female secondary school students.
3. That, the study would help in finding out the effect of reinforcement counselling technique in reducing the rate of truancy among urban and rural secondary school students.

1.8 Scope of the Study

The scope of the study is Kankia Zonal Education Quality Assurance of Katsina State. The study covered all Government Co-educational secondary schools in Kankia Zonal Education Quality Assurance of Katsina State which includes male and female students.

The study was delimited to four (4) government co-educational secondary schools in Kankia Zonal Education Quality Assurance of Katsina State. The subjects of the study are male and female secondary school students in Kankia Zonal Education Quality Assurance of Katsina State. The schools are Government Day Pilot Secondary School, Jikamshi, Government Day Secondary School, Musawa, Dandattijo Community Day Secondary School, Musawa and Government Day Secondary School, Tabanni. The researcher selected male and female students in each school for the study.

Conceptually, the study is delimited to the area of Guidance and Counseling Psychology with regards to “Effectiveness of Reinforcement Counseling technique in Reducing Truancy Among secondary school students”.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews related literature under the following sub headings: introduction concept of truancy, factors contributing to truancy, history of operant conditioning, concept of reinforcement, types of reinforcement, theories of learning, reinforcers, primary and secondary, reinforcers, sources of reinforcers, schedule of consequences, analyzing examples of operant conditioning, basic assumptions, characteristics, applications and criticisms of reinforcement as a behavioural theory, previous studies and summary.

2.2 Concept of Truancy

The school is a social unit established by members of the society as a formal agency of education in which the young (students) attend to learn about themselves, other people, as well as the language, custom, attitude and the ways of doing things.

Staying in school is the first step to a good education and in order to achieve academic excellence, the students are mandated by the school laws to attend school daily but due to some factors most students absent themselves from formal school activities hence engaging in truancy. When this happens, every one loses; students lose the benefits of instruction, the society loses income and the community suffers from increase juvenile crime.

Historically, the origin of truancy can be traced to the Massachusetts Compulsory Education Act of 1647 and its subsequent school Attendance Act of 1852, which forced parents to send their children for at least 12 weeks in a term (Michael, 2005).

To this Act, every school is by law required to notify any student who acquires five unexcused absences within a school year. However, it is through this unexcused absence

from school without legitimate or legal knowledge of parents, guardian or the school that truancy among students came into being conceptually, the term “truancy” has been defined in various ways by different people and agencies such as counselors, psychologists, sociologists, welfare authorities and educators in general.

Stoll (2002) defines truancy as "absence from school for no legitimate reason". He went further to state-that many students do skip either single class or even a full day school at least once during their academic career. This is because they may want to attend a special event, prepare for promotion night or simply take what is known in the world of work as a "Mental health day". This Isolated incidence (truancy) is quite typical and likely to create problems which can lead to varied set of negative and even more dangerous consequences.

Peninsky (2000) wrote that when a child is a truant, it implies that he has been constantly absent from school for so many days, weeks or even months. Truancy, he further explains is a deliberate absence from school for no medial or justifiable reason, with or without parental knowledge. Peninsky's explanation of truancy agrees very well with the definition given in Collin's English dictionary in which a truant is described as one's absence from duty without leave especially children who absent themselves from school. In the same manner, Nwana (2004) explained truancy to include Intentional absence of oneself from school without permission, leaving without authorization and dodging of specific lesson periods.

Truancy in secondary school is a situation in which students develop and show adverse attitude and behaviour to learning. They absent themselves from classes using unnecessary excuses such as in genuine sickness, fake suspension by the class teacher or school authority and involvement in sport activities. Truancy can equally occur in a boring and boredom classes, harsh teachers who are difficult to approach and in an uncondusive school environment (Osarenren, 1999).

The causes of truancy among secondary school students have been attributed to lack of writing materials such as pen, pencil, exercise book, recommended textbooks, school uniform and midday meal (Obe, 1998).

According to the International Dictionary of Education (2002), truancy is defined as a “deliberate absence from school without parental knowledge”. In the same manner, the New Western Comprehensive Dictionary Special Price Edition (2004), said that truancy is "when a student stays away without permission, anyone who absent himself from work or duty without good reasons, the knowledge of the authority". The above definitions are in agreement that truancy occurs when a student absents himself from school without due permission either from parents or from the related authorities.

On its popular meaning Carter (2000) considers truancy as a:

Deliberate absence from school on the part of the pupil without the knowledge and consent of parents; absence of the pupil from the school for which no reasonable or acceptable excuse is given (this latter concept broadens the definition considerably and makes it synonymous with unexcused absence.

Similarly Adeyemo (1999) defines truancy, as a delinquent act which occurs when "a child often stays away from the school without good reasons".

These definitions indicated certain elements of truancy that must be stressed and in order to have a proper understanding of the concept. Carter's definition carries the implication that the act of truancy is deliberate and that the reason for absenteeism invalid from the viewpoints of parents and school authorities and not from that of the truant.

2.2.1 Types of Truancy

There are three types of truancy which are as follows:

- Habitual Truancy
- Occasional Truancy
- Casual Truancy

1. Habitual Truancy

This is the type of truancy that occurs when a student (truant) constantly and continually absent himself from school without the due knowledge or consent of his parents and school authorities. Habitual truants are mainly those students who miss numerous full days of school academic activities. Their frequency of absenteeism have become a regular behaviour or habit. It is important to note that students who are habitual truants have high chances of falling behind in their school work, decline in their academic performance and even lose their attachment or positive attitudes towards school (Ezeani, 2006).

2. Occasional Truancy

This type of truancy occurs when a student does not constantly and continually absent himself from school. In this type of truancy, the student's level of absenteeism from school without the permission of parents or school authority is irregular or not regular. For instance a child whom the mother refuse going to school and was kept at home to help care for siblings, and the child taken out of school for an out-of-season family holiday e.t.c are all instances of occasional truancy (Ezeani, 2006).

3. Casual Truancy

This is the type of truancy which occurs when the students absence from school is by chance. This type of truancy or unexcused absence from school is not regular and constant but happens by chance. For instance students who remained lurking within sound of the school bell, so that they could attend those lessons, which interested them (Ezeani, 2006).

2.2.2 Truancy as a Disciplinary Problem

In every human society, there are norms and values which are socially and morally accepted ways of doing things within a societal set up. But in a situation where a person's behaviour contradicts the accepted societal ways of doing things then such a person is regarded as a law breaker, a deviant or delinquent (Bolarin, 1999).

Discipline

Discipline is the practice of training people to obey rules and regulations and punishing them if they fail to do so. It is also the method of training the mind and controlling one's behaviour in a particular area of activity.

Discipline is also a process of training and learning that fosters growth and development. It aims at helping us to be well-adjusted, happy and useful in society. The child needs discipline not just because he should conform to our own ideals, but also because he should be focussed so as to achieve his purpose in life.

When we obey the rules and regulations that guide our society, we are said to be disciplined. The society expects all of us to show discipline at all times. That means that we must all respect the laws of our land and do the right things at all times without being forced to do so.

The law or constitution of the country must be obeyed and respected by the citizenry in order to ensure peace and harmony. Without discipline, nobody will obey any rules and there will be confusion. To make transportation safe and comfortable, and to avoid accidents, traffic rules and regulations must be obeyed. Court orders, injunctions and judgements must be obeyed by both the government and the individuals. Without this, there will be chaos and complete disorder or anarchy.

In a state of anarchy, those who can kill others will do so and go unpunished. Thieves will steal whatever they like and nobody will be arrested. Nobody will pay tax and there will be no money for government to provide the necessary social amenities.

Although indiscipline attracts sanctions, it is better for individuals to make up their minds to obey rules and regulations without being forced to do so by security agents.

Types of discipline

1. Authoritarian discipline

Authoritarian discipline enforces strict adherence to rules and regulations. It employs severe punishment for failure to conform. The individual in society has no freedom of thought or action. The usual authoritarian method is corporal punishment.

2. Democratic discipline

Democratic discipline is a milder form of discipline than the authoritarian form of discipline. It includes reasoning with the offender through discussions, explanation and persuasion.

This method is employed to enable an individual to understand why he or she is expected to behave in a particular manner. Punishment is employed when the individual has abandoned the path of reason. The punishment is intended to be corrective, not coercive. It is a way of educating the individual to see reason.

3. Permissive discipline

Permissive discipline exists where there is little or no discipline. Individuals have no limit set on what they may or may not do. They are given the freedom to make their own decisions, act on them the way they want, and face the consequences of their actions alone. Parents who had an authoritarian upbringing tend to employ permissive discipline.

4. Attributes of discipline

Discipline should not aim at immediate results or conformity under force or coercion. The ultimate aim of discipline is what becomes of the individual when they grow up to adulthood or old age, when no one is there to push them. When an individual is self-disciplined and does that which is right voluntarily consciously and habitually, he would turn out to be a disciplined person. There are, however, other attributes of discipline.

1. Discipline teaches that there is moral orderliness in the world, and that certain behaviours call for praise or punishment.
2. Discipline teaches that there is need to conform to social ideals to a certain degree.
3. Discipline leads to honesty and truthfulness.
4. It leads to endurance and perseverance.
5. It creates a crime-free environment because disciplined people do not get involved in criminal activities.
6. Discipline makes people to be law-abiding.
7. It results in social and political stability.
8. Discipline leads to dedication and commitment to our duties.
9. It promotes development in all spheres of life in society.
10. Where there is discipline/ there will be respect for rules and regulations.
11. When there is discipline, individual rights will be respected.
12. Discipline leads to modesty in one's way of life.
13. It promotes respect for legitimate authority and for the rule of law.
14. It brings about moderation and responsible behaviour in society.

5. Consequences of indiscipline

Indiscipline is the opposite of discipline. It is the act of doing things that are not desirable in the society. The following are the consequences of indiscipline.

1. Indiscipline brings about opposition to rules and regulations.
2. It leads to disorderliness.
3. It creates an unsuitable teaching and learning environment because students will be rowdy and badly behaved. They will then be unable to learn because their teachers will be unable to teach.
4. Indiscipline leads to chaos and a complete breakdown of law and order (anarchy).
5. It also leads to disunity.
6. Indiscipline retards development.
7. It encourages fear, anxiety, confusion and unhappiness.
8. It also encourages corruption.
9. It promotes immorality.

Anikpo, Mohammed, Ezegbe, Salau, & Okunamiri, (2009:27-29)

Truancy as a delinquent act is commonly indulged in by both adults and young people. Just as some able bodied adults who are gainfully employed roam about the streets and absent themselves from work for no genuine reason - So also do some school children roam about the streets thus absenting themselves from school or classes regularly without concrete reasons or permission from the related school authorities, However, the problem of truancy is the most common among the youths and this is regarded as a child lacking "discipline".

Discipline as a concept is very important in the practice of education. A learner who lacks self-discipline can not learn effectively. Discipline in the words of Adesina (1998) is referred to as

when students are taught to respect the school authorities, to observe the school laws, regulations and to maintain an established standard of behaviour.

Uka (2003) sees discipline in modern classroom management as the provision of a suitable environment for pupils to develop self-control, orderliness, good conduct, co-operation and the habit of getting the best out of themselves during and after school life. More so, both the English Reader's Dictionary (2002) and the Oxford Advanced Learner's Dictionary (2004) concurred that discipline is the training especially of the mind and character to produce self-control, habit of obedience e.t.c.

However, a child who lacks discipline is regarded as being indisciplined, Indiscipline is one of the serious social problems facing Nigerian schools in general and Katsina state in particular and the aspect of indiscipline that is of greatest concern in the present day school students is “truancy”. As regards the above causes of indiscipline, parents are required to speak seriously to their wards on the effects of indiscipline especially truancy and lateness.

In the words of Ehimmora (2001), he stressed that truancy is an age-old aspect of indiscipline which brings the school authority into disrepute and in addition ,the unofficial coming and going of children at others times other than normal school day, naturally brings about indiscipline and interrupts normal school routine.

On the reasons why secondary school students absent themselves from school without permission from appropriate authorities, Tyerman (2005) suggest four reasons why truancy as an indiscipline act occurs:

1. As a result of illness - the child who is sick may be deliberately kept at home. Most parents having kept the children at home in good faith will not think it necessary to inform the school authority.

2. Parents withdrawal - In this case, a child is kept away from school by the parents for their own purpose, maybe to help them in household chores/business.
3. The child absents himself in his own volition - in this case, the child absented himself without the permission of parents or school.
4. School phobia - In this case a child seems to be afraid of going to school or leaving his home, yet his parents are anxious for him to attend school regularly.

In all, truancy as a disciplinary problem cannot be left unchecked because of the likely effect it could have on the future truants. Healy (2006) states rightly that truancy is the kindergarten of crime. If a school child finds that he can avoid going to school without any serious repercussion, he will sooner or later believe that he can succeed in other offences. His idleness while playing truancy will set the scene for other crimes such as stealing of money and goods. For the problem of truancy as an indiscipline act in schools to be solved, all the related institutions that are involved in child upbringing such as the family, church and school must play active roles.

2.2.3 List of Slang Expressions

There is a number of expressions in English which refer to truancy. In South Africa, the slang used is bunking, skipping or jippo. In Jamaica, it is called Skulling. In Australia truancy is called wagging, ditching, skipping school, jigging, dogging or bludging. It is called bunking off or skiving in England, mitching, wagging or on the knock in Wales, sagging in Liverpool, bunking or cutting class, digging, skiving or puggin in Scotland. In the United States and Canada expressions include hookey, playing hooey, ditching, sluffing, skipping, or cutting class. In Nigeria truancy is called sneaking or jumping over the fence.

2.3 Causes of Truancy

The problem of secondary school truancy in recent times is so alarming and if the issue is not properly handled would greatly affect the effort of government in achieving the objectives of secondary education which so much resources has been spent on. On the causes of truancy, authors differ in their opinion as regards the factors that are responsible for truancy. Evidence from reviewed related literature has indicated that the following factors such as; poor home upbringing, school circumstances, psychological and personality factors, socio-economic situation of the students and social and government, factors are the major causes of truancy.

2.3.1 Poor Home Upbringing

Tracing the causes of truancy back to home upbringing, Cronbach (1998) writes “....the truants came from unsatisfactory home situation, families on relief, broken home and the like”. In the same vein, Ezekwugo (2005) comments that training of children starts from home, and where this is properly done, the foundation laid at home, the school will not find it difficult to continue the education properly.

Furthermore, authors stress that in most cases, the seeds of truancy¹ are laid at home. Odueze (2001), asserts that for education to be real and effective, "there should be sound co-operation between the home and the school.

This view is supported by English (1999) who wrote:

What children need most are parents who can control them. Many are over privileged by being permitted to do as they please. Children who demand too much of their parents, demand too much of the society. The adult should exert control over children and also to mean the orderly and obedient behaviour that this control is designed to secure.

Still relating home upbringing to students' school behaviour, Shaw as reported by Odueze (2001) states:

Whilst few of us would doubt that the main influence on a child's life is his home, that of school is a good second, the closer the co-operation between these two, the happier must be the child and the more successful his development in every aspect.

Although, he brings in the idea of punishment, Odueze emphasizes parents' role in the treatment of a truant. He, in one breath asserts that "corporal punishment leads to truancy in school and therefore results in acts of indiscipline". And in another breath he holds that punishment should be given to a child but by the parents. This last assertion suggests that the teacher and the parents operate together in the school and that the duty of the parents is to punish the truant while that of the teacher is to teach.

Carter (2000) Crobach (1998), English (1999), Odueze, (2001) and Ezekwugo (2005) indicated that the seed of truancy is laid at home. Poor home upbringing may manifest itself at school in the form of truancy. They emphasise the need for sound co-operation between the home and the school for any serious and fruitful tackling of the problem of truancy.

Truancy may be considered as a form of antisocial behavior, and it increases during the school years to reach a maximum for boys at the age of thirteen and fourteen. For girls, it reaches its highest point at the age of fifteen. For both sexes truancy is most frequent among students in their early and middle developmental stages.

Truancy is consistent with the characteristics of adolescence and is a symptom of their general attitudes and behaviour. In relation to their home, they show the same inclination when they defy parental authority; stay away from home longer periods than usual, and look for a job so that they can be independent. At this time, they may wish to quit school and get a job.

Cooper (1999) sees the child's factors of truancy from different dimension. According to him, the age of a child has bearing on his school attendance. This is more so with the age of enrolment into school. Cooper made an examination of school attendance of 832 pupils. They were divided into groups according to their ages of enrolment at school. The result showed that, pupils enrolling for the first time at the age of 6 and 7 have more regular attendance record than those pupils starting school at the age of 5. This implies that pre-mature registration of pupils into school negatively affects their likeness for school which consequently affects their attendance. A child learns when he is ready to learn. Children have trouble with abstract thinking putting things together in temporal order and concentration. They also have less than average scores in their intelligence. This pattern of abnormalities leads to the conclusion that these children have not developed the cognitive control to manage their feelings or moods and therefore cannot control their actions.

Mussen, Conger and Kegan (2000) stated that socio-economic problem and parent child relationship could contribute to delinquent behaviour. In consistent administration of reward and punishment by parents teach their children the response values and benefits appropriate for their social class. Class training for the child ranges from the control of his manners to his educational and occupational goals.

Family health or financial concerns that pressure the students to care for family members or work during school hours, and child falling victim of abuse or neglect. Pressures arising from teenage pregnancy or parenting and safety issues such as violence near home or between home and school. Parental alcoholism or drug abuse or negative role models, such as peers who are truants or delinquents. Parents or guardians who do not value education and are complicit in student's absences.

According to Giles (1999). The factors stemming from the child's family are as follows:

- Parent's lack appreciation for value of education.
- Parents are high-school drop outs
- Financial difficulties (Lack of adequate nutrition. clothing, transportation. inability to pay fees);
- Ineffective parenting, lack of parent control and, supervision;
- Family instability (one-parent-child relationship frequent moving);
- Inappropriate role models,
- Child abuse and/or neglect (physical, psychological);
- Substance abuse and alcoholic parents;
- Parents convenience (sibling kept home to baby-sit young ones);

Department for Education and Employment London (1999) in their report on "Tackling Truancy Together" pointed out that many children may play truancy one or two occasions, but the persistent truant often comes from a bad home. According to them poor attendance may lead to slow progress and few friends at school, which in turn may become a disincentive for him to go to school. Based on their findings, it is primarily the responsibility and the fault of the home. Teachers can however help by reporting all cases of truancy promptly before it become a habit.

According to Educators Encyclopedia (2003) since children are guided by the behaviours of their parents, the responsibility for school attendance should be placed on parents. But sometimes, students may illegally be away from lesson without the consent of their parents. In either case, whatever explanation is given to any action that may lead to the students absence or poor attendance to the school, parents are directly responsible because they are supposed to check the movements of their children. As far as attendance is concerned, parents can greatly improve school attendance. Many well known educationists, like teachers and counsellors believe firmly that this antisocial behaviour (truancy) is from the home. It can be pointed out that the root of the social problems in the country is from the family's failure to teach the young ones

a good exemplary life and appreciation of honesty. Parental attitudes can be identified as one of the contributing factors to truancy which is predictor to juvenile delinquency.

2.3.2 School Factors

In a study carried out by Ogunwe (2003), he pointed out how school factors could contribute to the problem of truancy. To him, some teachers have been found to be very hostile to the children put under their care. Some have been found not to have interest in teaching as a career, some were found not to be attending classes regularly thereby giving room for children to skip classes and develop the habit of truancy while some teachers have been found to be fond of punishing students for all offences they commit thereby scaring some of them from attending school regularly.

In another study carried out by Ehmmolo (2006) on "perception of classroom Teachers on causes of truancy and control among secondary school children", the following findings on school factors as the causes of truancy were made:

- c) Educational problem is a cause of truancy among secondary school children - the educational problem may range from the child not being able to read, write and spell properly to his not being able to assimilate and understand what is read.
- d) Disinterest in certain school subjects as a cause of truancy - Students' hatred for certain teachers can be a cause of truancy as the hatred be brought about through the interaction of students and teachers in the classroom. Also un-stimulating; or un-interesting lesson can cause truancy.
- e) Distance from school and transportation problems are also causes of truancy among school children.

Still on school circumstance as a cause of truancy, Blair, Green and Jones (1999) observed in their book "Educational psychology that:

In the face of thwarting and distressing school situation, some pupils find that the easiest way out is to keep away from school and some of the children develop hysterical reactions, e.g. some children become ill on examination days.

In a similar manner Ezekugo (2005) points out that truancy may be due to the type of teacher posted to a school or the attitude of the teachers towards the students, poor teaching, poor organisation, poor attendance of teachers contribute highly to the truancy of students. She made reference to Simpson's idea that a truant is one who is not happy with school work either because of something is wrong with the school or with pupil himself and instead plans to do something else.

Izuogu (2002) in her own contribution to the causes of truancy holds that "poor preparation of lessons by teachers, use of abusive words on pupils, frequent use of punishment and too much demand of this or that from the pupils, can contribute to pupils staying away from school.

However, facts collected from related literature reviewed indicated that the general school condition has a hand in the cause of truancy.

Lack of effective and consistently applied attendance policies and poor record-keeping, making truancy difficult to spot.

Push-out policies, for example suspension as punishment for truancy and parents or guardians not notified of absences.

Teacher's characteristics, such as lack of respect for students and neglect of diverse students needs coupled with unwelcoming atmosphere. For example, an unattractive facility or one with chronic maintenance problems.

Unsafe environment, for example, a school with ineffective discipline policies where bullying is tolerated and inadequate identification of special education needs, leading some students to feel overwhelmed and frustrated with their inability to succeed.

School is the first wider place outside the family in which the child forms and extends his relationship with others. He makes friends and establishes social behaviour.

Barlett (2000) expressed the view that students' poor attendance is an attribute of poor performance by their respective teachers. He contended in his investigation that students would refuse to go to school early or even completely absent themselves if they see no reason for going. His findings clearly indicated that act of truancy among the students is due to teachers inability to conduct and deliver interesting lessons and their inability to motivate their students and make them more receptive to diverse views. He concluded that most of these children do not attend school because they cannot see what they will gain from sitting through out the lesson. They find them boring, they make no progress and they are not likely to succeed in examination as such, they see no reason in going to school.

2.3.3 Peer Group Influence

There is strong desire by youths to seek the companionship of other youths of their age. This desire is actually supported by the adolescent's wish to feel accepted and this always starts at the teenage. At this age, the child starts identifying himself with a particular group that has the same type of interest with him. He tries to adopt those attitudes that will be acceptable to the group to which he belongs. This type of group which the adolescents associate themselves with is called peer group.

Woolfolk (1999) stated that when a student doesn't come to school because of his class mates, such cases can be effectively tackled by creating a pleasant atmosphere in the classroom.

Creating an accepting relationship, showing love in creating an avenue for interaction, giving them a pat on the back, smile and a kind word, warmth and affection all these would help in reducing absenteeism by a child who has been influenced by other peer attitudes.

The peer group and class mates have effects on the students' truant behavior. As the child frees himself from dependence and control of parents and other adults, he falls back on peer group, for direction and control.

To Nigerian Teachers (2004), members of peer group do put inside their personal feeling and follow the dictates of peer in order to remain in group. Due to this strong feeling and attachment, peer group has generally been viewed as the vehicle through which students learn truant act.

Dewey and Humber (2006) stated that the need for a student to conform and be like his peers may bring the student into conflict with his own family. This sensitive young person is anxious to please his beloved ones and to maintain prestige in the eyes of his own generation. This often leads the students into the act of abandoning everything he is supposed to be doing like attending classes and begin to walk from place to place in search of where he will get money to be like his peer groups. When this happens, the student will never understand what is going on in the class because he is always absent from school.

In his speech, Ubaezuonu (1998) said that a boy or a girl can easily mess up a dozen of others of his friends in school. To him, when a child who is very good boy or girl enters secondary school at the formative age of between ten and fourteen years, when such a child must have been in the school for two to three terms, you start wondering whether it is still your ward. This to him is because he will turn out to be a completely changed child.

2.3.4 Socio – Economic Factors

Poor attendance problem is one of the earliest known problems in school. In Nigeria, many children continue to keep away from school or drop out in the early years of their education. There may be no effective solution to the problem of school attendance and dropouts, most especially in developing countries. Most families in Nigeria who take away their children from school do so in order to make children work to contribute in one way or the other to the up-keeping of their families. In the rural areas, students are seen as part of labour force within the family. Therefore, preferences are given to home assignment to school work. As such parents could be made to see the value and importance of education in order to bring the problem to the minimal.

Absenteeism, and late coming among secondary school students were usually preceded by truancy, at the primary school level, the two cases have relationship with school drop out.

Many educationists are of the view that socio-economic factors are responsible in aiding truancy among secondary school students in Nigeria.

Baker (2001) opined that problems of poor attendance is due to poverty resulting to non-payment of school fees charged by the authorities and in capability in providing learning materials required by the school. In Nigeria most families take their wards from school to make them work and contribute in one way or the other to the up-keep of their families. Female children are married off if the parents cannot afford school fees.

Mussen, Conger and Kegan (2000) stated that socio-economic problem and parent-child relationship could contribute to delinquent behaviour. Inconsistent administration of reward and punishment by parents teach their children the response values and benefits appropriate for their

social class. Class training for the child ranges from the control of his manners to his educational and occupational goals.

In his list of causes of truancy, Adeyamo (1999) pointed out that lack of basic school materials to work with, makes pupils to run away from school. He also writes that; if a child has no exercise book, pen and reading books, he would not like to be punished by the teacher and as such he runs away from the school.

It may be said that the economic status of the parents may contribute to truancy. If the parents are unable to provide the students with the basic school needs, they may be forced to go out of school to look for such needs. More so, from the related literature reviewed, it was discovered that even students in possession of surplus money still play truancy.

2.3.5 Psychological and Personality Factors

Hurlocks (2003) relates the cause of truancy to psychological factors writing about an adolescent who is making poor adjustment she writes:

The adolescent who is making poor adjustment at home, in school or with his peers usually engage in more misdemeanour than does the adolescent who is better adjusted. This is seen in the case of truancy, truants suffer from personality disorders due to poor home conditions, they gave poor work habits in the school and are retarded with the result that when they are in class with younger children with whom they have very little in common, they stay away from school in order to escape this frustration environment.

Her way of relating psychological and personality traits agrees well with the direction followed by the dictionary definition of the term. Frustration and even lack of self confidence mentioned by Hurlock could lead to truancy. Also self assertion could be related to truancy. Besides, improper and inappropriate adjustment both home and school circumstance can give rise to act of truancy.

2.3.6 Social and Government Influence

The government is also another major cause of student truancy. This is attributed to the fact that Government do not pay teachers regularly and most of their allowances such as leave allowance, sport and science allowance etc are being withheld, most teachers find it difficult to be committed and dedicated to their primary duties of teaching.

When this occurs and the students do not find their teacher in class, the next plan of action is truancy. It is common these days to see students roaming about in streets during school hours. Such act has often been followed by incidence of aggressiveness and other terrible negative actions.

Some parents due to the nature of their jobs, show nonchalant attitudes to their wards and as such, they grow up to be corrupt and aggressive hence getting nothing and giving out nothing. Most parents do give too much money to their children.

2.3.7 Effects of Truancy

Having identified and explained some of the causes of truancy among secondary school students, the next focus in this review of related literature is the effects of truancy on students.

According to Geo-Opah (2003) in his study on the Effects of delinquency on academic achievement. In this study, 168 secondary school students were used. He reported in his findings that, out of this 168 students, 50 were identified as truants and 118 as non- truants, 35 of the truants were poor in academic achievement while 15 were good academically, 32 were male truants and 18 were female, 16 of the truants were from low socio-economic background, 31 were truants due to unfriendly environment in the school. Based on the statistical analysis of the data gathered, Geo-opah (2003,2:16) reported the following findings:

That truants are noted for their poor academic performance. Both male and female, commit acts leading to truancy nowadays, children from low-socio-economic background are more prone to truancy since they lack money and materials for schooling, children from broken homes commit acts leading to truancy than their counterparts from stable homes.

Writing on the effect of truancy in one of the leading Nigeria Dailies, Akorede of the University of Benin observes:

They become a social menace threatening law and order and channelling the equilibrium of the state. They are the core political mal-contents becoming riotous and violent in their reaction to authority and their age-mates who have made some achievements (New Nigeria, 2001,2:16).

Dittimiya (2001) in his view on the effects of truancy maintains that truancy among students have greatly affected the development of human resources needed for social and economic transformation of the society. To him, truancy is a destructive and undeserving elements of progress, training or mode of life, it is an impediment to national development. Truancy allows students to pervert the whole aim of education, examination and public morality it does not encourage development rather it retards progress of the school and the entire society.

According to Durkhein (2000), Truancy is a gateway to serious violent and non-violent crimes. To him, students' truant act leads to stealing, fighting, drug addictions, destruction of property, sex scandal and armed robbery. Hence when a student is always absent from classes or school environment, what comes to his mind is evil. He plans how to destroy, how to get rich quick and becomes a millionaire.

In recent times, high percentage of the crime committed are by students of secondary schools. According to the related literature reviewed by the researcher, it was discovered that most crimes are committed during school period than holidays, this is because students who engage in truant behaviour are more busy with their parents and guardians during the holidays. The researcher also discovered that truants, due to absence from school usually repeat classes and even when they are repeating, they do not feel better because they feel that they are too big

for such a class, Though few of them (truants) manage to struggle through school and majority of them usually drop out of school if some form of interventions are not taken.

Their level of achievement is generally poor because their emphasis is not on academics. They even see school as a form of punishment and something they are doing not for their sake but to please their parents and guardians.

In all, the adverse effects of truancy manifest most when they drop out of school thereby constituting social nuisance as the male will take to armed robbery and the female prostitution, this therefore becomes a problem for the society.

2.3.8 Suggestions on How to Reduce Truancy

Having known what truancy means, whom truants are, causes and effects of truancy, the next area of interest is the type of treatment that can be given to truants to make them change their negative attitude at school.

Research studies on ways of reducing truancy or on the treatment of truants in Nigeria school show that the most popular treatment given to truants in the school system is "Corporal Punishment", which in most cases involves cutting of grass, scrubbing of floors, uprooting figs, sweeping of school compound, planting of flowers e.t.c. This approach however has been referred to as the traditional approach and non-functional (Obe, 1998).

For the problem of truancy to be reduced if not eliminated in our schools, all hands must be on deck and there must be total revolution in our ways of life and sense of values. The homes, school and the society must relate closely and as well adopt a communicative approach, which should mostly involve both the parents and the truants along with their teachers.

More so, teachers should be good role models. Some teachers have been found to be habitual latecomers and truants. Such teachers are bad models for the students kept under their

care, on the other hand, adult members of the society must endeavour to lead by example. Truants in the school must be assisted in all possible ways to develop the habits of self-control based on reasons rather than on force (Ezeani 2006).

Counselling can also be used in assisting truants to give up truancy. To this effect, when truants are identified, school counsellors should ensure that they counsel the students so far identified as truants. Parents should also try to provide some of the basic requirements their children need at school within their meagre resources, (Onyejiaku, 2004).

Due to the fact that truancy is a problem that not only affects the students, but also the students' family, school and the entire society, Michael (2005) in his article titled "Manual to Combat Truancy", suggested five primary elements of educational strategy to combat truancy, they include:

1. Involve Parents in all Truancy Prevention Activities:

According to this element, parents play the fundamental role in the education of their children, No body else commands greater influence in getting young persons to go to school every day and recognising how a good education can define his future than the parents. For families and school to work together to solve problems like truancy there must be mutual trust and communication. School can also help by being “family-friend” and encouraging teachers and parents to make regular contact before problems arise. School should help in training of teachers to work with parents, hiring or appointing a parent liaison and to arrange for parent meetings through which parents will have a voice in school decisions, by so doing the problem of school truancy will be reduced.

2. Establish on-going Truancy Prevention Programmes in School:

Research findings have reviewed that truancy is a symptom of a much larger problem/In order to curb this ugly incidence, school should address underlying needs of each child to ensure that truancy is not a re-occurring behaviour. Also students' basic educational needs such as conducive teaching and learning environment, adequate instructional materials and other academic facilities like library, laboratory and technical workshops e,t.c -should be provided for students so as to help attract their regular school attendance (Michael, 2005).

3. Ensure that Students Face Firm Sanctions for Truancy:

For effective reduction of truancy, school must communicate to students and families that truancy will not be tolerated from any student and that any student found in this act must face severe and firm punishment from related school authorities.

4. Create Meaningful Incentives for Parental Responsibility:

This is also another suggested element on how truancy can be curtailed among students. Following this principle, the school should create incentive programme both for the parents and children. Positive incentives such as participation in public funded activities and cash awards to be given to any parent who plays positive role in truancy reduction among students. On the other hand negative sanctions like fines and imprisonment should be administered to parents who are naive about their wards irregular attendance to school. All this will help to promote parental responsibility towards the reduction of truancy (Michael, 2005).

5. Involvement of Law Enforcement Agency in Truancy Reduction

In order to enforce regular school attendance policies, school officials should establish close linkage with law enforcement agents like police, probation officer, Juvenile and family court officials e.t.c to help prosecute any student caught playing truancy (Michael, 2005).

To crown it all, government should help the police department and court system to establish and run temporary detention centres where they can drop-off school truants. Also the government should as well embark on some other anti- truancy initiatives like Operation Sweep Student Truants in neighbourhoods. With these suggestions, truancy among secondary school students and even those in primary and tertiary institution will be reduced if not eradicated.

2.4 History of Operant Conditioning

The major theorists for the development of operant conditioning are Edward Thorndike, John Watson and B.F Skinner. This approach to behaviorism played a major role in the development of the science of psychology, especially in the United States. They proposed that learning is the result of the application of consequences, that is, learners begin to connect certain responses with certain stimuli. This connection causes the probability of the response to change (i.e. learning occurs).

In “social learning and clinical psychology” (1954) Rotter suggests that the effect of learning behavior has an impact on the motivation of people to engage in that specific behavior. ByWhite (1980) was of the view that by encouraging students to accept personal responsibility for their educational out comes better academic performance will result as thoughts and belief in the need for personal effort towards academic task is being rewarded. And as experiences successfully increase in frequency the student will usually incorporate the confidence that hard work can often be rewarded with positive academic outcomes.

Jeffery (1990) was of the view that although it may be fairly assumed that the process of learning behavior can be changed there is a definite problem for what may be reinforcement for one person may not be for another. And that reinforcement can be both social involving attention and behavior between more than one person, non social reinforcement may not involve this type of interaction.

Hale (1993) was of the view that when an individual is conditioned to be rewarded he or she anticipates it to happen in the future but when he or she is later presented with a non-reward situation this creates an unconditioned frustration response otherwise known as humiliation.

Learning

Learning can be defined as a relatively positive and permanent change in behavior, resulting from activity, training or observation. If no change in behavior occurs after exposing an organism to some teaching and learning situation, then learning has not taken place. And if what is learnt has immediately been forgotten, it becomes doubtful if really learning took place.

A momentary change in behavior may not mean that learning has taken place, except if such a change persists for a while. The phrase “relatively positive and permanent” also excludes from the definition changes in behavior that result from conditions such as fatigue, the influence of drugs or adaptation. Therefore the notion of “change in behavior” and “relatively positive and permanent” are important in the definition of learning.

Importance of Psychology of Learning to the Teacher

There are various ways the knowledge of psychology of learning can benefit a teacher:

1. He can understand the individual differences among learners, so as to organize his teaching to meet their requirements by using various teaching methods.
2. It helps the teacher to identify the needs and motives of children at different age levels, so as to motivate them.
3. It helps the teacher to organize those activities which create interest and motivation in children.
4. It enables the teacher to know the process of remembering and forgetting and to adopt methods that will minimize forgetting in his students.

5. He can help the students to transfer skills and information reacquired from classroom to life situations outside the school.
6. He can find out special difficulties of children and help them to overcome those difficulties.
7. It helps the teacher to provide conducive classroom environment, so as to improve the social climate for learning.

Type of Learning

There are various types of learning, But all of them can be categorized into two headings, namely:

- a. Intentional, deliberate or conscious learning.
- b. Unintentional, unconscious or incidental learning.

1. Intentional, Deliberate or Conscious learning

This is the learning that is done on purpose. It is usually directed towards achieving a specific goal. For this reasons, the individual learner pays attention to the learned materials. Examples of intentional learning are, learning how to read and write , learning how to operate a typewriter, learning how to drive a car, including social learning, which is informal (unorganized) in nature. It takes place by imitation. As a matter of fact, children as well as adults copy behavior of those they consider “important and significant” in the society. In our everyday life, it is not uncommon to see people imitating filmstars in their style of dressing, talking, walking etc., (hero-worship). These are all examples of social learning.

2. Unintentional, Unconscious or Incidental Learning

This kind of learning is not only unorganized, but also takes place by accident or unconsciously i.e without the learner knowing that he/she is learning.

This is because the learner in incidental learning, has not intention to learn or any objective/goal to achieve, but yet learning takes place. Example, when travelling to a far place from your home town, you may learn a lot of things or see so many things on your way, which you do not know that you'll see or learn. A great deal of learning that occurs in everyday life of both children and adults is in this category.

Learning Theories

Learning theory refers to the collective attempts that psychologists have made to organize knowledge about learning and motivation into theoretical systems that would provide general answers to basic questions about these topics.

There are basically two schools of thought or psychology on regards to learning, namely:

- i. The stimulus response (s-r) school.
- ii. The gestaltist or field theories school.

In spite of the difference in ideology and conception of learning process of these schools, each of them contributes in no small way to theory and practice of education.

The central belief of S-R school is that learning occurs through the connections or association or association of events or ideas. It is made up of behaviors called behaviorism; exponents of this behaviorism are J.B Watson, B.F Skinner and E.L Thorndike.

Behaviorism as a school of psychology concerns itself with those activities of an organism (whether low animal or man) that can be observed. This school tries to avoid probing

into what is regarded as the subjectivity of mental activity that is hard to observe or hard to prove scientifically.

The behaviorists believe that behavior is learnt and can also be unlearned. They therefore posit man as reacting in a certain predictable way to any given stimulus depending on the type of training or learning process he has undergone. As a result, children are believed to be able to learn effectively if they are presented with correct stimuli

It is important to note that behavior to a large extent is determined by its consequences. If a behavior has the effect we want, we cause it to be repeated, but if not, we cause it to be discontinued. We cause behavior to be repeated by rewarding it, when we want it to disappear, we punish it or simply refuse to reward it. Rewarding behavior is called Reinforcement, while disappearance of the behavior is called Extinction.

Classical Condition

Classical conditioning has been promoted most extensively by Ivan Pavlov. Conditioning means establishing conditional reflexes or manipulating the unconditioned reflexes or natural reflexes.

There are two types of conditioning, namely:

Classical Conditioning

This is the process in which a neutral stimulus by pairing with a natural stimulus, acquires all the characteristics of natural stimulus because reward follows a conditioned stimulus. Example, the dog in Pavlov's experiment is given food regardless of its response to the stimulus (sound of bell); classical conditioning is regarded as passive form of learning.

Instrumental Conditioning

This is where an animal or organism operates an instrument (which acts as a stimulus). Example, the cat in Thorndike's experiment operated a simply releasing mechanism which sets it free to get the food outside. Because the animal does not wait passively to be given the food, instrumental conditioning is considered an active form of learning.

The Theories

2.4.1 Ivan Pavlov (1849-1936) Classical Conditioning"

As far back as 1880, while carrying an investigation into the digestive system of a dog, Pavlov noticed that the animal salivated, not when the food was placed in its mouth but when it saw the food. The reason being that, the dog learnt that the sight of food would soon lead to its being given something to eat, in proceeding with his experiment he discovered that if he sounded a bell before presenting the food, and repeated this procedure several times, the dog would then salivate with the sound of the bell alone. So, the whole pattern of stimulus followed by response is called a reflex. According to Pavlov, learning is the response to a stimulus or a reaction to a situation.

From the above (Pavlov's) experiment, learning takes place because of the reinforcement, that is because food was given after the bell has sounded. Food is the primary stimulus, while ringing of the bell is either central or secondary stimulus.

Classroom Implication

The classroom implication of this experiment is reinforcement and continuous repetition. If the students learning is to be meaningful, he must be given the opportunity to see and experience his goal for himself. This means that the student should be given ample time to practice what he learnt, for effective retention and recall.

2.4.2 Edward Thorndike (1874-1949) “Connectionism”

Thorndike experimented with a young and fine hungry cat which he put into a cage. On the outside of the cage, he kept a piece of food, and also within the cage, he had a simple releasing mechanism which could be operated by the animal. When the cat saw the food, it started to show random movements, i.e scratching and biting in order to get the food. Eventually, and accidentally, it operated the releasing mechanism which set it free to get the food.

Repetition of the experiment (series of trial and error, or trial and success) showed that at a particular time, the cat minimized its random movements and focused into activities of the part of the cage where the releasing mechanism was this continued until the cat could operate the mechanism, as soon as food was in sight.

This experiment showed the trial and error method of solving problems. So, Thorndike called his experiment “connectionism”, because of his assertion that all learning is the formation of connections or bends between stimulus and response. (S-R).

As a result of his experiments and findings and its relationship to human behaviours, he was able to propound many laws of learning, viz:

1. Law of Exercise

This is divided into two, i.e laws of use and disuse. This law says that response (exercise) as a result of stimulus becomes associated with the situation, and that the more the exercise is repeated, the more the subject get associated with it. On the other hand, disuse of the responses and lack of exercise (practice/repetition), weakens the association. This simply means that students should be allowed to practice, use and repeat what they learnt in the class.

2. Law of Effect

This explains that every response, that is accompanied by satisfaction or success is more likely to happen again, unlike the response which was followed by discomfort or failure. This mean that whenever a student is rewarded or encouraged in the class, he is more likely to get good marks and to continue scoring high marks (repetition) than another who was neither encouraged nor rewarded.

3. Law of Readiness

According to Thorndike, when a connection or subject is ready to act, the result will be satisfaction, and when he is not ready to do so, it will result to unsatisfaction. So, there is the tendency of a student scoring high marks and performing better if he is ready to learn, than another student who is not willing to learn. Readiness of the learner is dependent upon maturation and experience of the learner.

2.4.3 B.F. Skinner (1904) “Operant Conditioning”

Skinner carried out an experiment in which he placed a hungry rat in a special box called “Skinner box”. The in side of the box was plain, except for a protruding bar with a food magazine attached and two small light bulbs (green and red) which can be lighted at the experimenter’s discretion. Left alone in the box, the rat moves about recklessly and occasionally presses the bar. Every time it presses the bar a pallet of foods falls into the dish which the rat eats and soon presses the bar again. The food reinforces bar-p pressing.

It should be understood that the bar pressing behavior of the rat is different from the reflexive behavior of salivation of dog in Pavlov’s experiment. Skinner called the reflexive response respondent, while he called the goal directed, purposive and willful bar pressing operant. This clearly explains why a human being goes on learning throughout his life time.

Application to Classroom

This experiment clearly explains the importance of reinforcement in setting up students pattern of behavior. The teacher is advised to reinforce in his children the behaviours which he wishes them to repeat.

C.L Hull (1884-1952) “Need Reduction Model”

This theory was carried out by Hull was described by scientists as the most qualitative (elegant) theory of learning presented to date, because it is precise and refined.

Hull begins his theory with the assumption that as part of living organisms, we find ourselves deprived of something we need. In this theory the child finds something it needs, example, the psychological need for food. When a child is hungry, there will be a drive which will cause the child’s feelings to be in active. This feeling produces its own stimuli and its own response.

The Gestaltist School of Psychology or Gestalism

In protest against too much study of learning that result in improvement by trial and error a second school of thought about learning called “Gestalism” emerged. This school of psychology is a system of psychological theory which emphasizes that behavior and experience are studied as organized wholes and cannot be analyzed into independent units.

Gestalt psychologists have stressed the fact that learning is not based on many repetitions of blind trial and error; but may evolve only one immediate response that is correct the first time. This results from insight (seeing suddenly the solution to a problem) into what can be done in order to meet the situation or solve the problem. To this end, many experiments were performed by a German psychologist called Wolfmang Kohler (1887-1967).

The Theory/ Experiment

Food was made to hang down from a string tied to the ceiling. An intelligent chimpanzee named Sultan was put in a position such that he could see the food but could not easily reach it. Two sticks were placed there, one short, and the other stick long. The Chimpanzee realized that he could not pluck down the food using the short stick, and seeing the long stick around, he was able to use the short stick to pull the longer one to himself. This time, he succeeded in using the long stick to get the food.

This means that insightful learning depends on the capacity of the learner, his experience as well as the arrangement of problematic situation. Once a solution occurs with insight, it can be repeated promptly, whereas trial and error solution is gradual. Also solution achieved with insight, can be applied in new situation. The solution to a problem in insight is perceived in a flash.

2.4.4 Principles of Stimulus Response (S-R) Learning

Generally, the learning principles of the (S-R) school of thought or psychology are:

1. The learner has to respond to learning and participate actively in it. This is evident in the emphasis which the (s-r) theories place on the learner's response.
2. Learning must be reinforced by rewarding the desirable or correct responses. Punishment is a negative reinforcement and should be discouraged.
3. Retention of learned materials and skill acquisition are better ensured through frequent repetition and over learning. Constant practice is important, and it helps in avoiding forgetting.
4. Motivation is crucial ingredient for effective learning.

Differences between S-R and Gestalt School of Thought of Psychology

S/No	Stimulus-Response (S-R)	Gestaltist
1	Learning is a matter of association between stimulus-response (S-R)	It is the organization of experiences into cognitive structure.
2	Learning is a key concept.	Perception is the key concept.
3	Parts of learning materials are fundamental.	The whole is the primary.
4	Analysis is stressed.	They oppose the dissecting of the whole into meaningful parts.
5	Learning proceeds from simple to complex.	The organism begins by perceiving the whole out of which parts are differentiated.
6	Things are seen as they are.	Things exist in figure ground relation to other things, not in isolation.
7	Emphasis is in trial and error, drill and reinforcement.	Emphasis is on insight. Insight comes before drill.
8	Emphasis is on overt behavior which are scientific in nature.	Behaviours are primarily covert, and so have been accused of being subjective vague and unscientific.
9	The learner is the victim of reinforcement.	The learner is purposive and interacting within the field.
10	Emphasis is on the past.	Emphasis is on the present as perceived.

2.5 Reward and Punishment in Learning

Two forms of extrinsic motivation still used in the schoolroom are: reward and punishment. Reward as it is used in schools is compensation offered by the school authority, teacher or any authorized person or group of persons to a pupil or class or pupils for the performance of a given task, good conduct or for merit. There are various types of rewards but we are concerned here with the rewards teachers give and their effects on school behavior. Such rewards include praise, use of marks, percentages and grades, the giving of honour through assemblies, and scholarships. Others are the awarding of prizes in form of cash, ribbons, cups or trophies.

2.5.1 Drawbacks of use of Extrinsic Rewards in School Learning

Certain drawbacks are inherent in the use of extrinsic rewards in school learning. These are that:

1. It acts as a kind of bribe as it engenders in child an attitude of “what do I get out of this?” Activities becomes worthwhile only for the remuneration in praise, attention, financial gains etc., it brings. Most examination cheatings result when desire for the external reward outweighs regard for the processes by which the reward is achieved.
2. In order to keep performance at a high level it seems necessary to increase rewards periodically.
3. The attainment of the extrinsic reward becomes the primary goal with mastery of subject matter only on incidental step towards the incentive, and

Rewards are often competitive, so that while few learners may be encouraged by the reward, many are frustrated

2.5.2 Punishment

Punishment may be said to be the infliction of some pain, suffering or loss on a child as a consequence of his or her action(s) or omission(s). The types of punishments often used at school include: the issuing of written or verbal warnings (reprimanding), kneeling down, loss of marks, gating, duties such as clearing or grass cutting, fines and detention in class after normal school hours. Others are corporal punishment (especially flogging), suspension dismissal or expulsion.

Punishment as need assumed to accomplish these ends:

1. Teach the child respect for authority.
2. Block undesirable responses.
3. Force the child to do something he is not ready to do or did not want to do.
4. Set an example for potential offenders (deterrence)
5. Make student pay attention to class work, and
6. Motivate student to learn assigned material

2.5.3 Demerits of Punishment

Punishment as a means of controlling behaviour have been objected for the following reasons:

1. Although the results for punishment may include altered behavior, are not predictable as the results of reward. Reward says: “repeat what you have done” punishment says: “stop it “but fails to tell you what to do. The organism may substitute an even more undesirable response for the punished one.
2. Punishment often leads to resentment and hostility toward the “punisher” and the activity that led to punishment.
3. Under some circumstances, punishment tends to fix the behavior rather than eliminate it, perhaps as a consequence of the complex acquired motives (fear, anxiety) based on punishment.
4. Punishment brings about increased emotionality, often so severe that any learning during the phase of activity elicited by the punishment is unlikely.
5. Student learns in order to avoid punishment rather than for the intrinsic value of the material to be learned.
6. It leads to fatigue which is due to tension created by anxiety.
7. Punishment results in disintegration of class morale.

2.5.4 Relationship between Reward and Punishment

Most often, punishment is less effective than reward because it temporarily suppresses a response but does not weaken it. This is evident in the study of Estes (1944). In the study after two groups of rats have well learned a bar press response to obtain a food reward, both groups were given extinction trials where food was withheld. In addition for the first few trials of extinction one group received electric shock through the floor of the Skinner box every time they press the bar. During the remaining extinction trial no shock was administered, food was simply withheld. The result showed that although the punished group did make fewer responses during

the first stage of extinction, later they resumed their previous rate of bar pressing and by the end of the experiment had made as many bar press responses as the non- punished animals.

A severe protected punishment may effectively stop a particular response, but the importance is that the response has only been suppressed and may eventually reappear with the cessation of punishment if motivation becomes strong enough to overcome the aversive qualities of the punishment. In addition, severe punishment of a strongly motivated response places the organism in such a conflict situation that grossly maladaptive behavior may result. And when punishment is effective it accomplished its purpose by forcing the individual to select an alternative response which may then be rewarded.

This does not mean that punishment is not useful at all in teaching and learning. It may be for the following reasons:

1. Punishment can be an effective way of eliminating an undesirable response if alternative responses that are rewarded exist.
2. Punishment can be effective in eliminating a habit when all we want the organism to do is to respond to a signal to avoid punishment. Avoiding a threatened punishment can be rewarding.
3. Punishment may be informative. A teacher's award of low marks to a student is punishment (because it reduced the grade received) but it is informative about erroneous answers and thereby provides an occasion for learning if the student understands and correct his errors.

2.6 Procedure for Reinforcement

The procedure of giving reinforcement is called conditioning, which may be given on regular or intermittent schedule. If we mentally observe our day to day activities, we find that most of our behavior is reinforced by some intermittent or partial reinforcement. There are

numerous occasions when intermittent schedule of reinforcement operates in our daily life, for example, our request for money from our parents are not always granted, we do not always get good grades in examinations: etc. But by skillfully manipulating various schedules of reinforcement, it is quite possible to shape the behavior according to the desired goal.

It has been learnt from use generally of operant conditioning of skinner how often we have to reinforce an operant through the schedules of reinforcement.

- a) Continuous schedule – it is an arrangement of providing reinforcement after every response.
- b) Partial or intermittent schedule – it is an arrangement when sometimes we provide reinforcement and sometimes we withhold the reinforcement. This has further been classified into two, Viz:
 - i. Internal schedule: An arrangement of giving reinforcement after an interval
 - ii. Ratio schedule: In this, the performance of the learner is important, e.g., the learner, responds correctly to two questions as he receives a chocolate

2.6.1 Fixed Internal Schedule of Reinforcement

This implies that the organism receives reinforcements e.g after every 2 minutes, everyday examples include the following:

- Student attend classes at certain fixed hours of the day
- We eat at regular periods in the day
- We get to our various working places at specified time.
- Payment of salary on 4th of every month.
- Administration of test on every Monday to the class.

2.6.2 Stimulus Discrimination

This is a phenomenon whereby learned responses are made to a particular and appropriate cues on one individual on merit and not others. For example, a child discriminates his feeding bottle from other articles in the home. The child also learns to discriminate among various objects in his environment such as book, table and chair, etc.

2.6.3 Stimulus Generalization

This is eliciting of a response by stimuli similar to a particular conditioned stimulus. Often, the conditioned response occurs not only to the conditioned stimulus, but also to similar stimulus not directly conditioned. The greater the similarity of the new stimulus and the conditioned stimulus, the greater will be the response.

We have earlier seen instances in behavior involving stimulus generalization as a prejudice formation when we manifest the same attitude to a whole set of similar stimuli.

2.7 Concept of Reinforcement

Reinforcement is a behaviour management system in which reinforcers are dispensed for a variety of class room or school behaviours. The consequences brought about by a particular behaviour can be pleasant or unpleasant for the individual and others. In other words, it is a concept that determines the increase and frequency of behaviour. Reinforcement may take the form of comments of approval, as smile, money (e.g salaries) handshakes, clap, a nod of the head and the likes. This technically is different from an every day conversation when people use the term “reinforcement” to mean a reward. Usually a reward is something given in return for service, merit or achievement. Some times both terms are used interchangeably. Therefore, reinforcement is a process of using a reinforcer to increase the frequency of behaviour.

Michael (2004), states that “when a type of behavior is followed by reinforcement there will be an increased future frequency of that type of behavior”.

Cooper (2007) noted that making a behavior occur more frequently is not the only strengthening that can occur. The duration, latency, magnitude and/or topography of behaviour can also be strengthened.

Mittlenberger (2008), states that “reinforcement is the process in which a behavior is strengthened by the immediate consequence that reliably follows its occurrence”.

2.7.1 Types of Reinforcement

There are actually two types of reinforcement: positive reinforcement and negative reinforcement. Positive reinforcement means an increase in the likelihood of a behaviour due to the addition of a reinforcer after a behaviour. The most common types of positive reinforcement are: praise, token, remark, approval and so forth. Generally, anything one does or gives to increase the probability of behaviour is positive reinforcement.

Cooper, Heron and Heward (2007) noted that positive reinforcement is the most important and most widely applied principle of behavior analysis.

Negative reinforcement is a behaviour that precedes an obnoxious stimulus which terminates the contingent upon the occurrence of a particular response. Such a behaviour has a good chance of occurring under similar condition in the future. These stimuli are usually painful and unpleasant and include disapproval, criticism and nagging. In other words positive reinforcement refers to introducing a new stimulus to the subject's environment in order to reward desired behavior. For example, a child might be given a balloon after behaving well at the dentist, or a rat might learn to press a bar for a retreat. Positive reinforcement associates a pleasant outcome with the desired outcome. Negative reinforcement, on the other hand, involves

removing an unpleasant stimulus from the subject's environment. For example, a mouse entering a cage with an electrified floor quickly learns to press a button if the current is stopped every time the button is pressed.

Negative reinforcement is used in escape and avoidance conditioning. In escape conditioning, the subject learns to quickly remove himself or herself from a situation where the negative stimulus exists, much as people evacuate a building with a screaming fire or boko-haram alarm. Avoidance conditioning involves learning to avoid the potentially unpleasant situation altogether, and the most classic example of avoidance conditioning is eating when you expect to be hungry, to avoid the unpleasant sensation of hunger.

2.7.2 Theories of Learning

Frank (2000) in his theory of personality stated that the effect of birth order would generate poorer behaviour at school by teenagers such as missing school or being late. According to the theory, childbirth order played a central role in the determination of temperament and hence was instrumental in that individuals subsequently behaved as adolescents in their propensity to be radical or conservative. He argues that first born were more likely to be conservative and later born were more like to be radical.

Nwagwu (1996) is of the view that: A truant child may have unrealistic needs that he cannot satisfy unless he goes out of school. Also parents who nurse inordinate ambition about the type of position they want their children to achieve in life may force them to read or attend a school that they don't like. This can result to truancy on the part of the children.

Young (1996) stated that skipping school is a cry for help and a signal that that child is in trouble; he considered truancy as one of many symptoms of oppositional defiant disorder or serious diagnosis of conduct disorder especially when truancy begins before the age of 13. This

absenteeism caused by the students is detrimental to their achievement, promotion graduation, self-esteem and employment potentials. Clearly students who miss school fall behind their peers in the classroom. Many factors have been identified as causes of truancy such as unstable home life, poverty, single parenthood, lack of interest in school and perception by the youths that their parents, communities and schools do not care about their academic progress. The issue of truancy is a social problem that needs to be given attention. It requires the attention of all, parents, counselors, administrators, government and society.

2.7.3 Reinforcers

Anything a person selects in a free choice situation can be used as a reinforcer. It can be very tangible, like candy or an everyday event like listening to music, going out for a walk, being tickled or having their back rubbed. Reinforcers are very important in getting and shaping the desired behavior. For example, the most common everyday life reinforcer is a paycheck. This is not bribery, we all get a paycheck at the end of the month. Reinforcement lets the student be rewarded for the correct behavior, and reminds the student of good behavior. “If I sit in this chair, I get the reinforce”. The child remembers the desired behavior. Unlike bribery, “When I fuss and then quit, I get the reinforcer.” The child remembers the negative behavior (Ronald, 1985).

2.7.4 Primary and Secondary Reinforcers

There are primary and secondary reinforcers. Primary reinforcers also called unlearned or unconditioned reinforcers are stimuli that are naturally reinforcing to the individual and are necessary for species survival such as food, water, air, warmth, sleep, sex etc While secondary reinforcers sometimes called learned or conditioned reinforcers, are stimuli that are not naturally reinforcing to the individual. Their value has already been learned or conditioned. They are also

stimuli or situations that have acquired reinforcing power after being associated with primary reinforcers or an earlier conditioned reinforcers such as money. Some of the secondary reinforcers are social reinforcers such as attention, praise, token, smiling and so forth. In the classroom, teachers and counselors should adopt the use of secondary reinforcers while shaping behaviours of their students (Ronald, 1985).

2.7.5 Sources of Reinforcers

Observation is the best way to find your reinforcers. The best reinforcers are the ones the therapist controls. Bubbles have been a big reinforcer. The child has to ask for the bubbles and the therapist controls it. The bubbles never leave the therapist hand, but it is very rewarding for the child to pop the bubbles. Then when the bubbles are all popped up it is time to work for more. Spinning in a chair has a beginning and an end; and, it is controlled by a therapist when the therapist stops it from spinning. Different reinforcers will have different value. Some are just okay and others are “to die for!” I too have a full range of reinforcers so that you can utilize different reinforcers; that is, you want to provide extraordinary reinforcers for extraordinary behavior, and good reinforcer for good behavior and OK reinforcers for OK behavior.”

2.8 Schedules of Consequences

Stimuli are presented in the environment according to a schedule of which there are two basic categories: continuous and intermittent. Continuous reinforcement simply means that the behavior is followed by a consequence each time it occurs. Intermittent schedules are based either on the passage of time (interval schedules) or the number of correct responses emitted (ratio schedules). The consequence can be delivered based on the same amount of passage of time or the same number of correct responses (fixed) or it could be based on a slightly different amount of time or number of correct responses that vary around a particular number (variable).

This results in an four classes of intermittent schedules; (Note: Continuous reinforcement is actually a specific example of a fixed ratio schedule with only one response emitted before a consequence occurs.)

2.8.1 Fixed interval

The first correct response after a set amount of time has passed is reinforced (i.e., a consequence is delivered). The time period required is always the same.

Notice that in the context of positive reinforcement, this schedule produces a scalloping effect during learning (a dramatic dropoff of responding immediately after reinforcement.) Also notice the number of behaviors observed in a 30 minute time period.

2.8.2 Variable interval

The first correct response after a set amount of time has passed is reinforced. After the reinforcement, a new time period (shorter or longer) is set with the average equaling a specific number over a sum total of trials.

Notice that this schedule reduces the scalloping effect and the number of behaviors observed in the 30-minute time period is slightly increased.

2.8.3 Fixed Ratio

A reinforcer is given after a specified number of correct responses. This schedule is best for learning a new behavior. In summary, the schedules of consequences are often called schedules of reinforcements because there is only one schedule that is appropriate for administering response cost and punishment: continuous or fixed ratio of one. In fact, certainty of the application of a consequence is the most important aspect of using response cost and punishment. Learners must know, without a doubt, that an undesired or inappropriate target behavior will be followed by removal of a positive/pleasant stimulus or the addition of a

negative/aversive stimulus. Using an intermittent schedule when one is attempting to reduce a behavior may actually lead to a strengthening of the behavior, certainly an unwanted end result.

2.8.4 Premack Principle

The Premack Principle, often called “grandma's rule,” states that a high frequency activity can be used to reinforce low frequency behavior. Access to the preferred activity is contingent on completing the low-frequency behavior. The high frequency behavior to use as a reinforcer can be determined by:

1. asking students what they would like to do;
2. observing students during their free time; or
3. determining what might be expected behavior for a particular age group (Domjan, 2010).

2.8.5 Analyzing Examples of Operant Conditioning

There are five basic processes of operant conditioning:- Positive and negative reinforcement, strengthen behaviour, punishment, response cost and extinction weaken behavior.

- 1. Positive Reinforcement:** The term reinforcement always indicates a process that strengthens behaviour, the word positive has two cues associated with it. First, a positive or pleasant stimulus is used in the process, and second, the reinforcer is added (i.e “positive” as in a “+” sign for addition). In positive reinforcement, a positive reinforcer is added after a response and increases the frequency of the response. Positive reinforcement occurs when a behavior is increased because it is followed by the presentation of something desirable. For example, a child who is praised each time he puts his clothes in the laundry will be more likely to clean up his clothes again in the future.

2. **Negative Reinforcement:** The word negative has two cues associated with it. First, a negative or aversive stimulus is used in the process, and second, the reinforcer is subtracted (i.e., “negative” as in a “-” sign for subtraction). In negative reinforcement, after the response the negative reinforcer is removed which increases the frequency of the response. (Note: there are two types of negative reinforcement: escape and avoidance. In general, the learner must first learn to escape before he or she learns to avoid). Negative reinforcement occurs when a behavior is increased because it is followed by the removal of something undesirable. Some experts believe that this is why self-harm and other impulsive behaviors are often maintained in people with borderline personality disorder (BPD).

For example, imagine that a triggering event such as an interpersonal rejection causes you to have a strong emotional reaction (e.g., fear and anger). If you engage in an impulsive behavior (e.g., drinking alcohol), the emotions are reduced and you feel better in the short term.

In other words, the impulsive "behavior resulted in the removal of the undesirable event (the emotions). As a result, the impulsive behavior is more likely to occur the next time you encounter emotions (even if the long term result or effect of the impulsive behavior is not healthy ones).

3. **Response Cost:** If positive reinforcement strengthens a response by adding a positive stimulus, then response cost has to weaken a behaviour by subtracting a positive stimulus. After the response the positive reinforcer is removed which weakens the frequency of the response.

4. **Punishment:** If negative reinforcement strengthens a behaviour by subtracting a negative stimulus, then punishment has to weaken a behaviour by adding a negative stimulus. After a response a negative or aversive stimulus is added which weakens the frequency of the response.
5. **Extinction:** No longer reinforcing a previously reinforced response (using either positive or negative reinforcement) results in the weakening of the frequency of the response in the case of both reinforcement and punishment, the experimenter makes changes to the environment of the subject. It is important for the researcher to have total control over the environment, as other factors can influence the behavior of the subject, potentially throwing off the operant conditioning. The most successful reinforcement training occurs in a laboratory, which has closed conditions, but reinforcement is also applied in animal training. Many educators use the principle when working with children.

2.8.6 Rules in analyzing examples

The following questions can help in determining whether operant conditioning has occurred:

- a. What behavior in the example was increased or decreased?
- b. Was the behavior increased (if yes, the process has to be either positive or negative reinforcement), or decreased (if the behavior was decreased the process is either response cost or punishment)?
- c. What was the consequence/stimulus that followed the behavior in the example?
- d. Was the consequence/stimulus added or removed? If added the process was either positive reinforcement or punishment. If it was subtracted, the process was either negative reinforcement or response cost.

Examples: The following examples are provided to assist you in analyzing examples of operant conditioning.

a. Every time Mary raises her hand in class she is called on. She raised her hand 3 times during the first class, 3 times in the second and 4 times during the last class.

1. What behavior was changed? *handraising*
2. Was the behavior strengthened or weakened? *strengthened* (eliminates response cost, punishment, and extinction) .
3. What was the consequence? *being called on*
4. Was the consequence added or subtracted? *Added*

Since the consequence was added and the behavior was strengthened, the process is positive reinforcement

b. John does not go to the dentist every 6-months for a medical checkup. Instead, he waited until a tooth really hurts, then goes to the dentist. After two emergency trips to the dentist John now goes to the dentist every 6 months.

1. What behavior was changed? *going to the dentist*
2. Was the behavior strengthened or weakened? *strengthened* (eliminate response cost and punishment).
3. What was the consequence? *tooth no longer hurting.*
4. Was the consequence added or subtracted? *subtracted*

Since the consequence was subtracted and the behavior was strengthened, the process is negative reinforcement.

c. Gregory is being reinforced using a token economy. When he follows a direction/command he earns a point. At the end of each day, he can “buy” freetime, t.v. privileges, etc. with his points. When he misbehaves or doesn't follow a command, he loses points. Andrew used to call his mum names. Since he has been on the point system, his name calling has been reduced to almost zero.

1. What behavior was changed? *name calling?* What was the consequence? *losing points*
2. Was the behavior strengthened or weakened? Weakened (eliminate positive and negative reinforcement)
3. What was the consequences? Losing points.
4. Was the consequence added or subtracted? *subtract*

Since the consequence was subtracted and the behavior was weakened, the process is response cost.

d. Billy likes to campout in the backyard. He camped-out on every Friday during the month of June. The last time he camped out, some older kids snuck up to his tent while he was sleeping and threw a bucket of cold water on him. Billy has not camped-out for three weeks.

1. What behavior was changed? *camping-out*
2. Was the behavior strengthened or weakened? *weakened* (eliminate positive and negative reinforcement)
3. What was the consequence? *having water thrown on him*
4. Was the consequence added or subtracted? *Added*

Since the consequence was added and the behavior was weakened, the process was punishment

2.8.7 Applications of Operant Conditioning to Education:

Our knowledge about operant conditioning has greatly influenced educational practices, Children at all ages exhibit behavior. Teachers and parents are, by definition, behavior modifiers (if a child is behaviourally the same at the end of the academic year, you will not have done your job as a teacher, children are stopped to learn (i.e produce relatively permanent change in behavior or behavior potential) as a result of the experiences they have in the school/classroom setting.

Behavioural studies in classroom settings have established principles that help teachers organize and arrange classroom experiences to facilitate both academic, and social behavior. Instruction itself has also been the focus of numerous studies, and has resulted in variety of

teaching models for educators at all levels. Programmed instruction is only one such model. Programmed instruction requires that learning be done in small steps, with, the learner being an active participant (rather than passive), and that immediate-corrective feedback is provided at each step.

2.8.8 Basic Assumptions, Characteristics, Application and Criticisms of Reinforcement.

1. Basic Assumptions

- (i) Reinforcement as a behavioral theory assumes that human behaviour is learned and therefore subject to change.
- (ii) Human behaviours can be altered by making specific changes in the social environment.
- (iii) Social learning principles and social modeling can be used to change behaviour.
- (iv) Individuals react in a predictable way to any given situation or stimulus depending on what has been learnt in the past.

2. Characteristics

- (i) The approach utilizes the principles and procedures of the scientific method in which conclusions are made base on what has been empirically observed rather than on personal beliefs.
- (ii) The outcome of counseling or therapy is measured by change in the specific behaviour of the client.
- (iii) The focus of therapy is the clients' current problems and the factors influencing them as opposed to historical determinants of behaviour.
- (iv) Clients actively engage in specific actions designed to deal with their problems.
- (v) Observations and therapies are generally carried out in the clients' natural environment.
- (vi) Behavioural therapists are distinguished from other therapists by their systematic adherence to specification and measurement.

3. Application of Reinforcement Theory

The counselor using a behavioral approach begins with a comprehensive assessment of the clients' problems. At the outset of the counseling relationship, specific goals of the therapy are identified. The counselor provides a rationale for any established goal examining that the goal is realistic and achievable.

After the establishment of goals, the client and the counselor discuss the behaviours associated with the goals, the circumstances required for change, the nature of sub-goals and a plan of action to work toward the goals.

In designing a treatment plan, the counselor employs techniques which are based on learning principles but not have to restrict himself/herself to methods derived from learning theories. Behavioral counselors play a more directive role than other counselors in initiating and executing treatment strategies. Counseling sessions tend to be structural and action oriented. However, the behavioral counselor does not view himself or herself as the expert who is expected to develop and impose behaviour modifying processes on the client, rather he involves the client in the analysis, planning and execution of his or her behaviour management programmes. The counselor collaborates with the client and expected to serve as consultant, teacher, adviser, reinforcer and facilitator.

Assessment is a continuous process in behavioural counseling. The principles of the scientific methods are used to evaluate techniques and procedures.

4. Criticisms of Reinforcement as a Behavioural Approach

- (i) Clients are not encouraged to experience their emotions. By counseling on behaviour, behavioural counselors tend to play down the influence of emotional issues in determining the current behaviour of clients.
- (ii) Counseling goals are heavily influenced by the counselor. Behavioural counselors claim that they give their clients the freedom to select counseling goals, in reality, counseling goals are often pre-determined by the counselor.

- (iii) Behavioral counseling tends to be manipulative. The approach demands that counselors should manipulate environmental factors to produce desirable changes in clients' behaviour.
- (iv) Constructs of learning which behavioral counselors use to explain behaviour are not sufficiently comprehensive and can be viewed only as hypotheses to be tested.

2. 9 Previous Studies

A number of previous works were carried out in this field and other fields related to this study in the past years and such works were examined in order to shed light on the current study. Aliyu (2001). Worked on the perception of truancy among secondary schools in Kaduna state. He used 500 respondents selected from the secondary schools in the study area. He used four research questions and four hypotheses. The research questions were answered by the respondents and the hypotheses tested.

He used t-test and one way analysis of variance (ANOVA) in analyzing the data. The findings include:

1. Parental Attitude towards their children's education is very low.
2. Students show unserious attitudes towards their education.
3. Peer group contributes significantly to student's truancy.

Saleh (2004) carried out a research on Effectiveness of Reality Therapy in Treating truancy in the Demonstration secondary school of Kaduna polytechnic in Kaduna state. She has three objectives, three (3) research questions and three (3) hypotheses. The total population for her study is two hundred and ninety four (294) students and staff strength is twenty (20) teachers.

Out of the total population she used 26 students found to be truants as her sample for the study class attendance register and observation were the main instruments for data collection. Frequency and percentage were used as statistics for data analysis. Graphic representation and chi-square (X^2) were used for presenting the results and testing the stated hypotheses of the study.

Her findings include:

1. An irresponsible behaviour or delinquent behaviour is not an innate tendency of an individual, that individual develops it because he lacks proper involvement and care from a genuine person, i.e. it can be corrected through effective counseling.
2. Reality therapy is practicable in our schools to both male and female students, as it shows drastic difference along in the attendance rate of students before and after giving the treatment to the clients.
3. Also, it was found out that the treatment itself is very effective in reducing the truancy rate in the school and to both male and female students.

2.10 Summary

This study focuses on Effectiveness of Reinforcement Counseling Technique in Reducing Truancy among secondary school students in Kankia Zonal Education Quality Assurance of Katsina state. The researcher decides to use three objectives, three research questions with three (3) corresponding hypotheses in the study. In this study also a sample size of thirty- two (32) respondents out of the total population of three hundred and twenty two (322) truants was used. Mean distribution and charts were used in answering the research questions while t-test statistics was used in testing the formulated null hypotheses of the study.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The chapter discussed research design, population of the study, sample and sampling procedure, instrument for data collection, procedure for data collection, procedure for data analysis and treatment sessions.

3.2 Research Design

The research design for this study is quasi experimental design involving pre-test post - test. The researcher adopted quasi design because it yields most scientific and more reliable results than survey and other designs (Galadima, 2010). The design is graphically presented as follows:

Pre-test – Post-test Design only

O1 X O2

Key:

O1 refers to the observation before commencement of experiment (pre-test)

O2 refers to the observation after commencement of experiment or treatment (post-test)

X refers to the treatment variable

3.3 Population

The population for this study is the entire senior co-educational secondary two (SSII) students in Kankia Zonal Education Quality Assurance of Katsina State. The total number of the population is 2633. The male figure is 2228 while that of the female is 405. Out of the total number of senior secondary two (SSII) students in the 17 schools 322 are truants of which 204 are males and 118 are females (Source: Kankia Zonal Education Quality Assurance staff/students

population Return file (2015). This category of students is considered most appropriate for the study because they are settled in school, stable in school environment, conversant with school system and that they are not preparing for any external Senior Secondary School Certificate (SSCE) Examination. The subjects are students within the average age of 16 years which implies that they are adolescents. The detail of the population distribution is given in table 3.1 below.

Table 3.1 Distribution of the Population

S/N	Name of School	Type	Ownership	Males	Female	Total
1.	G.S.S. Ladan	Co-Edu	Govt	18	7	25
2.	G.S.S. Mazoji	Co-Edu	Govt	83	6	89
3.	G.S.S. Gwarjo	Co-Edu	Govt	49	15	64
4.	G.D.S.S Kankia	Co-Edu	Govt	205	45	250
5.	G.S.S. Matazu	Co-Edu	Govt	307	15	322
6.	G.S.S. Rimaye	Co-Edu	Govt	150	11	161
7.	G.S.S.Jikamshi	Co-Edu	Govt	370	42	412
8.	G.S.S. Musawa	Cd-Edu	Govt	209	4	213
9.	G.S.S. Yandoma	Co-Edu	Govt	133	14	147
10.	G.S.S Ingawa	Co-Edu	Govt	158	40	198
11.	B.A.M.T.Q.S.S.	Co-Edu	Govt	26	12	38
12.	G.S.S. Tuge	Co-Edu	Govt	93	39	132
13.	G.S.S. Kusada	Co-Edu	Govt	141	12	153
14.	G.S.S. Tabanni	Co-Edu	Govt	58	50	108
15.	G.S.S. Dangani	Co-Edu	Govt	128	10	138
16.	G.S.S.Gyaza	Co-Edu	Govt	59	16	75
17.	D.C.D.S.S Musawa	Co-Edu	Community	41	67	108
Total				2228	405	2622

Source: Kankia Zonal Education Quality Assurance Staff/Students population Return File (2015)

3.4 Sample and Sampling Technique

The respondents for this research were drawn from four secondary schools purposively selected from the 17 schools as sampled schools. The thirty-two (32) respondents were selected from the total number of the three hundred and twenty-two (322) truants; sixteen (16) of them for the experimental group, while the other 16 were for the control group. Each of the groups was of equal sex, that is, Eight (8) Males and Eight (8) females. In each of the schools, the researcher interacted with their teachers in fishing out all the truant students. Class attendance registers were checked as well to get the total number of truant students in the schools. The detail of the truant population distribution and list of schools for the study sample is given in table 3.2 and table 3.3 below.

Table 3.2 Distribution of Truants Population

S/N	Name of school	Total Enrolment	Males truants	Female truants	Total truants
1.	G.S.S. Ladan	25	5	2	7
2.	G.S.S. Mazoji	89	10	2	12
3.	G.S.S. Gwarjo	64	9	5	14
4.	G.D.S.S Kankia	250	15	5	20
5.	G.S.S. Matazu	322	17	15	32
6.	G.S.S. Rimate	161	10	6	16
7.	G.S.S. Jikamshi	412	16	12	28
8.	G.S.S. Musawa	213	19	14	33
9.	G.S.S. Yandoma	147	12	5	17
10.	G.S.S. Ingawa	198	15	7	22
11.	B.A.M.T.Q.S.S.	38	6	3	9
12.	G.S.S. Tuge	132	13	9	22
13.	G.S.S. Kusada	153	12	5	17
14.	G.S.S. Tabanni	108	15	6	21
15.	G.S.S. Dangani	138	8	3	11
16.	G.S.S. Gyaza	75	9	5	14
17.	D.C.D.S.S Musawa	108	13	14	27
TOTAL		2633	204	118	322

Source: Kankia Zonal Education Quality Assurance Staff/Students population Return File (2015).

Table 3.3. List of Schools for the Study Sample

S/N	Names of Schools	Total Truants	Male truants	Female truants	Sample Column	Male truants	Female truants
1.	G.S.S Tabanni	32	15	6	8	4	4
2.	G.S.S. Jikamshi	28	16	12	8	4	4
3.	G.S.S Musawa	33	19	14	8	4	4
4.	D.C.D.S.S Musawa	27	13	14	8	4	4
	Total	120	65	55	32	16	16

3.5 Instrumentation

The instruments used in this research work were the class attendance register and the treatment package administered to the respondents. The class attendance record of the experimental and control groups was taken before and after treatment of the reinforcement counseling technique.

3.6 Procedure for Data Collection

The data in this study were collected in two stages through the respondents class attendance register. In the first stage, the total attendance record of the previous six (6) weeks of the experimental and control groups was taken before treatment (pre-test). In the second stage, the same data was collected after six (6) weeks treatment of the reinforcement counseling technique (post-test).

3.7 Procedure for Data Analysis

The data collected were analyzed. Mean distribution and charts were used in answering the research questions. t-test statistics was used in testing the formulated null hypotheses of the study at 0.05 level of significance.

3.8 Treatment Package

(Reinforcement Counselling Techniques)

The objective of the treatment package is to reduce truancy and focus on improving attendance and school work generally.

Session 1:

- i. The researcher welcomed the respondents and introduced himself to them in order to establish good rapport between the two parties. The researcher asked them to introduce themselves one after another.
- ii. The researcher called for cooperation, assured them of confidentiality of whatever would be discussed during the sessions and a mutual suitable time and days of the week were also agreed upon for the sessions. The package lasted for six weeks; every session lasted for 30 -35 minuets on Mondays after breakfast.
- iii. The first and foremost step in the treatment package is identification of target problem behavior which is truancy includes habitual truancy, occasional truancy and causal truancy.

Explanation:

Habitual Truancy: This is the type of truancy that occurs when a student (truant) constantly and continually absent himself from school without the due knowledge or consent of his parents and school authorities. Habitual truants are mainly those students who miss numerous full days of school academic activities. Their frequency of absenteeism have become a regular behaviour or habit. It is important to note that students who are habitual truants have high chances of falling behind in their school work, decline in their academic performance and even lose their attachment or positive attitudes towards school (Ezeani, 2006).

Occasional Truancy: This type of truancy occurs when a student does not constantly and continually absent himself from school. In this type of truancy, the student's level of absenteeism from school without the permission of parents or school authority is irregular or not regular. For instances a child whom the mother refuse going to school and was kept at home to help care for siblings, and the child taken out of school for an out-of-season family holiday e.t.c are all instance of occasional truance (Ezeani, 2006).

Casual Truancy: This is the type of truancy which occurs when the students absence from school is by chance. This type of truancy or unexcused absence from school is not regular and constant but happens by chance. For instance students who remained lurking within sound of the school bell, so that they could attend those lessons, which interested them (Ezeani, 2006).

- iv. The researcher explained to the respondents that all the three (3) types of truant behaviours listed above should be avoided during secondary school years, also the technique of reinforcement to be used in addressing the truant behavior was clearly explained to the respondents.

Reinforcement is a behaviour management system in which reinforcers are dispensed for a variety of class room or school behaviours. The consequences brought about by a particular behaviour can be pleasant or unpleasant for the individual and others. In other words, it is a concept that determines the increase and frequency of behaviour. Reinforcement may take the form of comments of approval, as smile, money (e.g salaries) handshakes, clap, a nod of the head and the likes. This technically is different from an every day conversation when people use the term “reinforcement” to mean a reward. Usually a reward is something given in return for service, merit or achievement.

Some times both terms are used interchangeably. Therefore, reinforcement is a process of using a reinforcer to increase the frequency of behaviour.

Mittenberger (2008), states that “reinforcement is the process in which a behavior is strengthened by the immediate consequence that reliably follows its occurrence”.

Michael (2004), states that “when a type of behavior is followed by reinforcement there will be an increased future frequency of that type of behavior”.

Cooper (2007) noted that making a behavior occur more frequently is not the only strengthening that can occur. The duration, latency, magnitude and/or topography of behaviours can also be strengthened.

There are actually two types of reinforcement: positive reinforcement and negative reinforcement. Positive reinforcement means an increase in the likelihood of a behaviour due to the addition of a reinforcer after a behaviour. The most common types of positive reinforcement are: praise, token, remark, approval and so forth. Generally, anything one does or gives to increase the probability of behaviour is positive reinforcement.

Cooper, Heron and Heward (2007) noted that positive reinforcement is the most important and most widely applied principle of behavior analysis.

Negative reinforcement is a behaviour that precedes an aversive stimulus which terminates the contingent upon the occurrence of a particular response. Such a behaviour has a good chance of occurring under similar condition in the future. These stimuli are usually painful and unpleasant and include disapproval, criticism and nagging. In other words positive reinforcement refers to introducing a new stimulus to the subject's environment in order to reward desired behavior. For example, a child might be given a balloon after behaving well at the dentist, or a rat might learn to press a bar for a reward.

Positive reinforcement associates a pleasant outcome with the desired outcome. Negative reinforcement, on the other hand, involves removing an unpleasant stimulus from the subject's environment. For example, a mouse entering a cage with an electrified floor quickly learns to press a button if the current is stopped every time the button is pressed. Negative reinforcement is used in escape and avoidance conditioning. In escape conditioning, the subject learns to quickly remove himself or herself from a situation where the negative stimulus exists, much as people evacuate a building with a screaming fire or boko-haram alarm. Avoidance conditioning involves learning to avoid the potentially unpleasant situation altogether, and the most classic example of avoidance conditioning is eating when you expect to be hungry, to avoid the unpleasant sensation of hunger.

Session 2:

- i. The researcher welcomed the respondents to the session and gave them some motivational exercises. For example, the respondents were asked to say what happened to them the previous day that makes them happy. Respondents were allowed to narrate their stories.
- ii. The researcher told the respondents a pathetic story about two children; a 12 year old girl who used to go to school everyday and a 13 year old truant boy and explained to them that the girl eventually passed all her final exams which enabled her to advance her education, while the boy on the other hand failed all his final examines which hindered him from furthering his studies. 22 years later, he ran into a woman in an airport where he was working as a labourer and the woman introduced herself to him as Dr. Nassi and gave him a small amount of money because of his joblessness. The woman happened to

be his classmate in secondary school. The young boy's sad event began when he started playing truancy from school and he regretted his abnormal behavior of playing truancy from school. This woman later advised him to go back to secondary.

- iii. The researcher guided the respondents in discussing the lesson derived from the story and also encouraged them to put their best in coming to school every day.
- iv. The previous session was also reviewed in order to enhance the understanding of the respondents and also enable the researcher to know if they were understanding what was being discussed with them.
- v. Revision Questions: What do you understand by habitual truancy?
What is occasional truancy?
What is causal truancy?
What is reinforcement?
What is positive reinforcement?
What is negative reinforcement?
- vi. The respondents were allowed to explain in their own words what they understand about the 3 types of truancy and also what they understand by reinforcement.
- vii. Respondents who made a good observation and explanation about truancy and reinforcement received social reinforcement like praise and clapping of hands.

Session 3:

- i. The researcher welcomed the respondents and review of the previous session was done. For example, - who can tell me what we discussed last week?
 - what do you understand by habitual truancy, occasional truancy and causal truancy?
 - what do you understand by positive and negative reinforcement?This is in order to arouse curiosity and increase comprehension on the side of the respondents.

- ii. The researcher talked to them briefly on the adverse effects of truancy particularly on the academic performance of students.
- iii. **Effects of Truancy:** - poor academic performance
 - repeat of classes
 - school dropout
 - becoming socially and economically disadvantaged
- iv. The respondents were asked to give reasons why students absent themselves from school. From the responses of the respondents the researcher was able to know some of their own reasons for truancy.

Subjects Responses:

- lack of writing materials
- distance between home and school
- too much morning duties at home
- lack of transport facilities
- difficulty in understand some subjects
- poor relationship with some teachers
- my parents do not have enough money.

For example:

- distance between home and school and lack of transport facility = Personal problems
- too much morning duties at home and my parents do not have money = Home problems
- difficulty in understanding some subjects and poor relationship with some teachers
= Academic problems
- v. Based on the reasons advanced for truancy the researcher tried to make the respondents see the consequences of their behavior and helped them to desist from such behavior.
- vi. A home work was given to the respondents to write three (3) reasons why students absent themselves from school.

Session 4:

- i. As usual the researcher welcomed the respondents to the session.
- ii. The researcher collected and marked the home work in the class. The respondents would not have the same reasons for truancy hence, the researcher grouped them according to similarity of their problems.

Subjects Responses:

- the subjects taught are difficult to understand
 - obtaining lower marks
 - teachers negative remark on my performance
 - I do not want to be asked to read in class.
 - I have to hawk every morning before coming to school.
 - too much financial problems on my parents.
 - my parents do not care about my school attendance
 - we are too many in my class
 - I don't know what to become in life
 - my bicycle is in a bad condition.
- iii. Areas of corrections were highlighted to the respondents.
 - iv. At this point the researcher presented a reinforcer (3 exercise books and pencils) to the respondents who completed and performed well in the home work.
 - v. While those whose home works were not neatly done were asked to emulate their colleagues.
 - vi. A home work was given to the respondents to write 3 things that would likely happen to students who do not come to school every day.

Session 5:

- i. The researcher welcomed the respondents to the session and also a review of the previous session was done.
- ii. Each respondent was allowed to come out and read his or her assignment to the hearing of other members of the group.

Subjects Responses:

- they will perform poorly in class
 - they will repeat their classes
 - they will be dropped out of school.
 - they become socio-economically disadvantaged
 - they will be a problem to the society.
 - they will negatively affect development of human resources needed for social and economic transformation of the society.
- iii. The researcher allowed the group to discuss freely what would likely happen to students who do not go to school everyday.
 - iv. Respondents who performed well in the home work were reinforced with secondary reinforcer (3 cabin biscuits).
 - v. The researcher used the home work to counsel individual respondents.

Session 6:

- i. The researcher welcomed the respondents and praised them for their cooperation up to this stage.
- ii. The researcher reviewed the five sessions and allowed the respondents to express their feelings about the sessions.
- iii. The researcher encouraged the respondents to avoid the 3 types of truant behaviours:
 - habitual truancy
 - occasional truancy
 - casual truancy

Listed during the first session of the programme and that they should also be obedient and abide by all the school rules and regulations.

- (iv) The respondents were informed that today marked the end of our contacts.
- (v) The school head and members of staff were also being informed and appreciated their cooperation and understanding.
- (vi) The researcher collected record of the respondents' attendance and put them together for analysis.

CHAPTER FOUR

RESULT AND DISCUSSION

4.1 Introduction

The chapter is organized according to the following subheadings: introduction, Data Presentation, Answers to Research Questions, Testing of Null Hypotheses, Summary of Major Findings, Discussion of Result..

4.2 Data Presentation

Table 4.1: Distribution of Respondents in Experimental and Control Groups.

Groups	Number	Percentage
Reinforcement	16	50
Control	16	50
Total	32	100

Table 4.1: Shows the distribution of respondents in experimental and control groups. Thirty two (32) respondents were used for the study. The respondents were identified by the researcher through the class attendance register. The table shows that the groups have equal percentages of respondents.

Table 4.2: Distribution of the Respondents by Gender

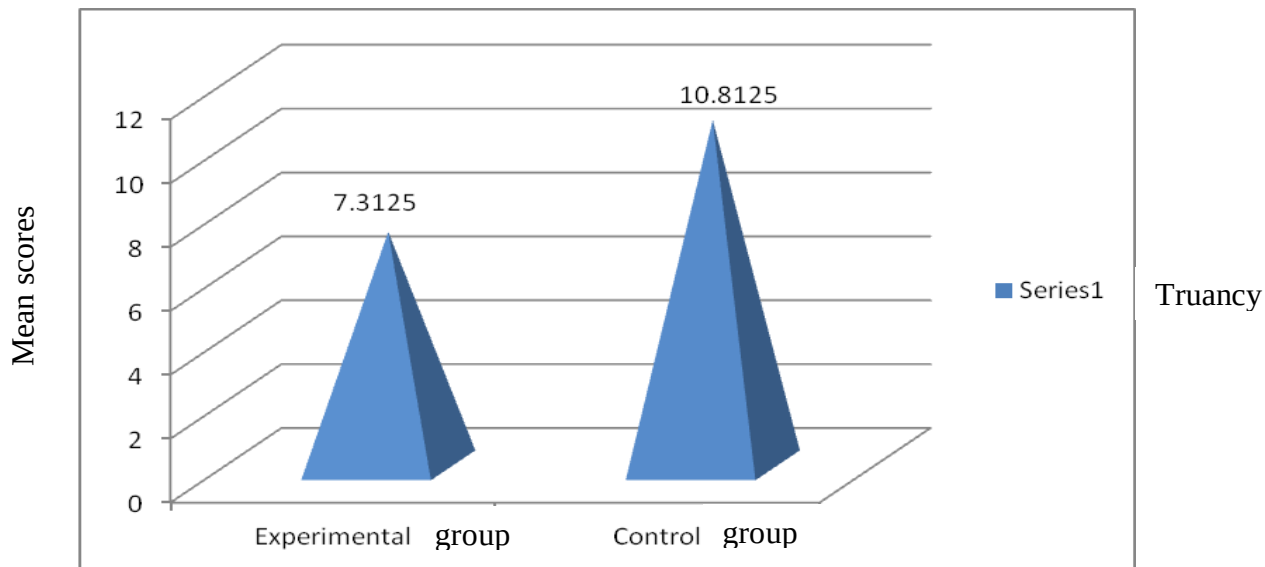
Groups	Number	Percentage
Male	16	50
Female	16	50
Total	32	100

Table 4.2 shows the distribution of respondents by gender in the study. The table shows that the male and female respondents are of equal number.

4.3 Research Questions

Question One: What is the effect of reinforcement counseling technique in the truancy reduction rate of the experimental group exposed to the treatment?

Figure 1: Conical chart showing the effect of reinforcement counseling technique in the truancy reduction rate of the experimental group exposed to the treatment.

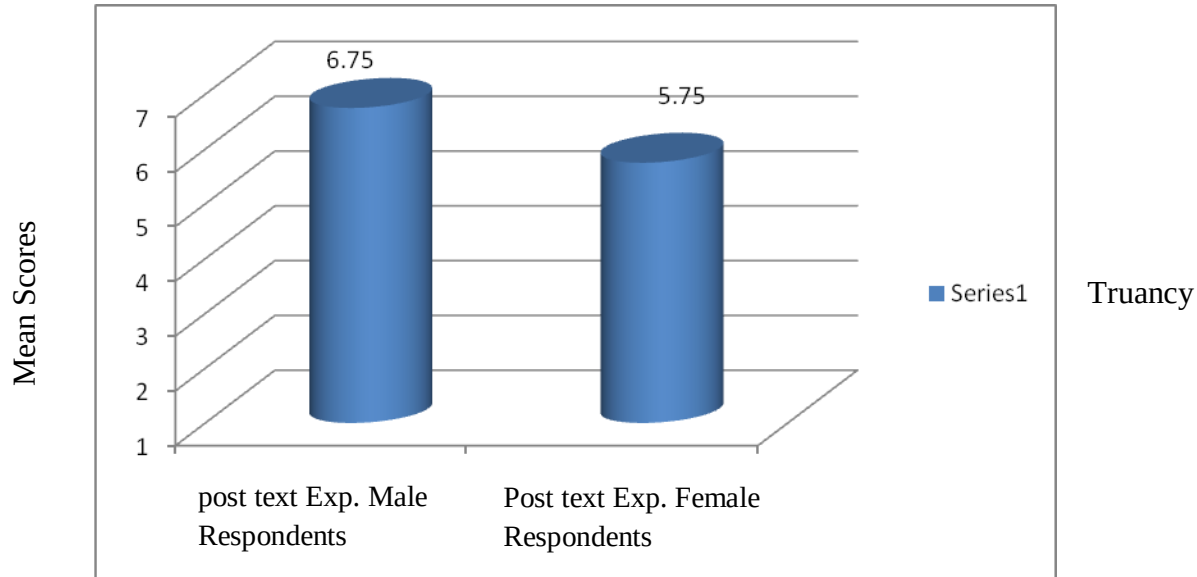


In figure 1, above the conical chart shows the effect of reinforcement counseling technique in the truancy reduction rate of the experimental group exposed to the treatment as indicated by the mean distribution.

The mean scores for the post-test experimental group was 7.3125, while the mean scores for the control group was 10.8125 respectively which shows that the truancy rate of the experimental group has been greatly reduced compared with that of the control group.

Question two: What is effect of reinforcement counseling technique in the truancy reduction rates of male and female experimental group exposed to the treatment?

Figure 2: Cylindrical chart showing the effect of reinforcement counseling technique in the truancy reduction rates of male and female experimental group exposed to the treatment

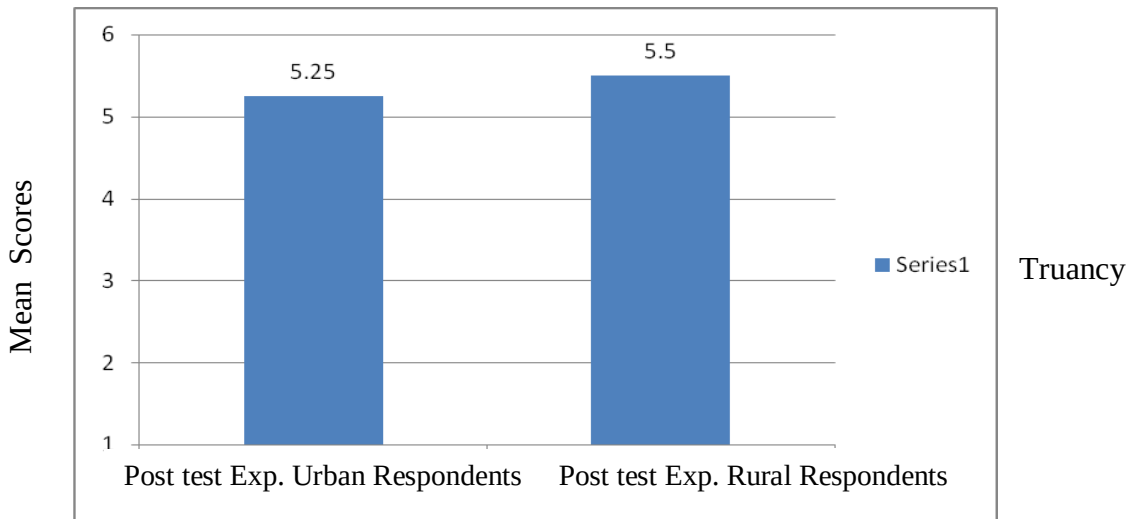


In figure 2, above the cylindrical chart shows the effect of reinforcement counseling technique in the truancy reduction rates of male and female experimental groups exposed to the treatment as indicated by the mean distribution.

The means scores for the post-test experimental male respondents was 6.75 while the mean scores for the post-test experimental female respondents was 5.75 which shows that there is a significant effect of the technique of reinforcement on the respondents irrespective of difference in gender.

Question three: What is the effect of reinforcement counseling technique in the truancy reduction rates of urban and rural experimental groups exposed to the treatment?

Figure 3: Bar chart showing effect of reinforcement counseling technique in the truancy reduction rates of urban and rural experimental groups exposed to the treatment.



In figure 3, above the bar chart shows effect of reinforcement counseling technique in the truancy reduction rates of urban and rural experimental group exposed to the treatment.

The mean scores for the post-test experimental urban respondents was 5.25 while the mean scores for the post-test experimental rural respondents was 5.5 respectively. This shows that there is a significant effect of reinforcement counseling technique on the respondents irrespective of difference in location.

4.4 Hypotheses Testing

Null Hypothesis One: There is no significant effect of reinforcement counseling technique in the truancy reduction rate of the experimental group exposed to the treatment.

Table 4.3: t-test statistics on significant effect of reinforcement counseling technique in the rate of truancy reduction of the experimental group exposed to the treatment.

Groups	N	Mean	S.D	S.E Mean	t-cal.	t-crit.	df	P	Remark
Post-test Exp. Group	16	7.3125	1.35247	.33812	-7.007	1.96	30	.024	Sig.
Control group	16	10.8125	1.47054	.36764					

Table 4.4: Data from the above table revealed that the calculated t value of -7.007 is greater than the 1.96 t-critical ($-7.007 > 1.96$) while the $P = .024$ less than the 0.05 ($.024 < 0.05$) level of tolerance. Hence the null hypothesis that there is no significant effect of reinforcement counseling technique on the experimental group exposed to the treatment was rejected.

Null Hypothesis Two: There is no significant effect of reinforcement counseling technique in the truancy reduction rates of male and female experimental groups exposed to the treatment.

Table 4.4: t-test statistics on significant effect of reinforcement counseling technique in the truancy reduction rates of male and female experimental group exposed to the treatment

Groups	N	Mean	S.D	S.E Mean	t-cal.	t-crit.	df	P	P
Post test exp. male group	8	6.7500	1.16496	.41188					
Post test exp. female group	8	5.7500	.70711	.25000	.767	1.96	14	.456	No Sig.

Table 4.5: Data from the above table, revealed significant effect of reinforcement counseling technique in the truancy reduction rates of male and female experimental groups exposed to the treatment. The t-calculated of .767 is less than the t-critical of 1.96 ($.767 < 1.96$) with degree of

freedom 14 at 0.05 level of significance, while the $p = .456$ greater than 0.05 ($.456 > 0.05$) level of tolerance. Hence, the null hypothesis that there is no significant effect of reinforcement counseling technique in the truancy reduction rates of male and female experimental group exposed to the treatment was rejected.

Null Hypothesis Three: There is no significant effect of reinforcement counseling technique in the truancy reduction rates of urban and rural experimental group exposed to the treatment.

Table 4.5: t-test statistics on significant effect of reinforcement counseling technique in the truancy reduction rates of urban and rural experimental group exposed to the treatment

Groups	N	Mean	S.D	S.E Mean	t-cal.	t-crit.	df	P	Remark
Post test urban group	8	5.2500	1.38873	.49099					
Post test exp. rural group	8	5.5000	.53452	.18898	.475	1.96	14	.642	No. Sig.

Table 4.6: Data from the above table revealed significant effect of reinforcement counseling technique in the truancy reduction rate of urban and rural experimental groups exposed to the treatment. The t-calculated of .475 is less than the t-critical of 1.96 ($.475 < 1.96$) with degree of freedom 14 at 0.05 level of significance, while the $p = .642$ greater than the .05 level of tolerance. Therefore, the null hypothesis that there is no significant effect of reinforcement counseling technique in the truancy reduction rates of urban and rural experimental group exposed to the treatment was rejected.

4.5 Major Findings

The following are the major findings of the study:

1. That there was a significant effect of reinforcement counseling technique in the truancy reduction rate of the experimental group exposed to the treatment ($t=.7007$, $p=.024$) and this mean that reinforcement counselling technique is effective in reducing truancy among secondary school students.

2. The study revealed that reinforcement counselling technique is gender sensitive. ($t=.767, p=.456$) which mean that reinforcement counseling technique is effective in reducing truancy problem among male and female students in secondary schools irrespective of gender differences.
3. The study revealed that reinforcement counseling technique is not discriminatory on the basis of location. ($t=.475, p=.642$) and this mean that reinforcement counseling technique is effective in reducing the problem of truancy among students in the urban and rural secondary schools irrespective of difference in location.

4.6 Discussion of Result

Hypothesis one of the study states that there is no significant effect of reinforcement counseling technique in the truancy reduction rate of the experimental group exposed to the treatment. The result shows a significant effect in the rate of truancy reduction of the experimental groups exposed to the treatment and the null hypothesis was rejected, which mean that reinforcement is effective in reducing truancy among truant students in secondary schools.

Counselling can also be used in assisting truants to give up truancy. To this effect, when truants are identified, school counsellors should ensure that they counsel the students so far identified as truants. Parents should also try to provide some of the basic requirements their children need at school within their meagre resources, (Onyejiaku, 2004).

Hypothesis two of the study states that there is no significant effect in the truancy reduction rates of male and female experimental groups exposed to the treatment. The result reveals significant effect in the rate of truancy reduction of experimental male and female group, which mean that reinforcement counseling technique is effective in reducing truancy among both male and female respondents. The null hypothesis was therefore rejected.

Hypothesis three of the study states that there is no significant effect in the truancy reduction rates of urban and rural experimental groups exposed to the treatment. The result shows significant effect in the rates of truancy reduction of urban and rural respondents exposed to the treatment. Therefore, the null hypothesis was rejected.

For the problem of truancy to be reduced if not eliminated in our schools, all hands must be on deck and there must be total revolution in our ways of life and sense of values. The homes, school and the society must relate closely adopt a communicative approach, which should mostly involve both the parents and the truants along with their teachers.

More so, teachers should be good role models. Some teachers have been found to be habitual latecomers and truants. Such teachers are bad models for the students kept under their care, on the other hand, adult members of the society must endeavour to lead by example. Truants in the school must be assisted in all possible ways to develop the habits of self-control based on reasons rather than on force (Ezeani 2006).

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS

5.1 Introduction.

The main focus of this chapter is the summary of the entire study and to make some conclusion and recommendations. The outline of the chapter is as follows: Introduction, Summary of the Study, Conclusion, Recommendations, Implications for Guidance and Counselling, Limitations, Suggestions for further Research.

5.2 Summary of the Study

The study was conducted to examine the effectiveness of reinforcement counseling technique in reducing truancy among secondary school students in Katsina state. To test the effectiveness of reinforcement counseling technique in reducing truancy among the students the researcher developed three research questions and three hypotheses in chapter one which were answered and tested respectively. The concept of truancy and reinforcement were also discussed. Literature was also reviewed on some of the behavioral problems affecting the students.

Chapter three of the study focused on describing the type of design used which is quasi-design: pre-test, post-test control group design. The total population, for the study is 2633 students. Four (4) secondary schools were selected out of the seventeen (17) schools as sample schools. The schools are Government Day Pilot Secondary School, Jikamshi, Government Day Secondary School, Musawa, Dandattijo Community Day Secondary School, Musawa and Government Day Secondary School, Tabanni. A sample size of thirty-two (32) respondents was used for the study. To answer the research questions charts and mean distribution were used, While t-test statistics was used in testing the formulated null hypotheses. Chapter four focuses on data presentation, answers to research questions, testing of null hypotheses, summary of major

findings and discussion of result. Chapter five of the study contains the summary of the study, conclusion, recommendations, implications for guidance and counselling, limitations and suggestions for further research.

5.3 Conclusion

The findings of this study revealed:

That there was a significant effect in the rate of truancy reduction on the post-test experimental group which shows that reinforcement counselling technique is effective in reducing truancy among secondary school students ($.024 < 0.05$). and has also been demonstrated that truancy is amenable to counseling technique such as the use of reinforcement counseling technique. Evidences has shown through class attendance registers that alot of students play truancy from school.

That reinforcement counselling technique is gender sensitive for there was a significant effect in the rate of truancy reduction on the post-test experimental male and female respondents ($.456 > 0.05$). The research indicated that truant behavior significantly affect both male and female. However, the finding has shown that students' gender difference does not significantly affect their presence rate in school.

That reinforcement counseling technique is not discriminatory on the basis of location for there was significant effect in the rate of truancy reduction on post-test experimental urban and rural respondents ($.642 > 0.05$). Evidence has also shown that punishment has been used to change bad behavior. However, some of these behavior problems still persist hence, the need for the use of reinforcement counseling technique as a better alternative in reducing such abnormal behavior among secondary school students irrespective of difference in location. Therefore,

school administrators, counselors, teachers, parents and the entire community also have their roles to play in reducing truant behavior among secondary school students.

5.4. Recommendations

Based on the findings, the following recommendations are made:

1. Counselors, teachers and school principals should be expose to training on reinforcement counseling technique in re-addressing truant behavior among secondary school students.
2. Reinforcement counseling technique should be inculcated into the school curriculum in order to reduce truant behaviour among secondary school students irrespective of difference in gender.
3. Training of counselors should be organized through seminars, workshop and symposium with more emphasis on reinforcement counselling technique to deal with truancy and other related problems irrespective of difference in gender and location.

5.5 Suggestions for Further Studies

In the light of the study, the following suggestions are made:

1. The study was based on the effectiveness of reinforcement counseling technique in reducing truancy among secondary school students in Kankia Zonal Education Quality Assurance of Katsina state.
2. More research works are needed to be carried out on reducing other behavior problems through the use of reinforcement counseling technique other than truancy.
3. Other counseling techniques such as self-discipline and self-control can also be used to find out their effects on truancy behavior so as to reduce the problem to the minimal level.
4. Finally it is suggested that similar study be carried out in another Zonal Education Quality Assurance in the Northern part of Katsina State to make comparison on the extent of truancy and truancy reduction rate between the two areas.

5.6 Implications for Guidance and Counseling

From the study, so many things are of great importance to the area of guidance and counselling to the school authority and also to the parents. The findings of the study include; that reinforcement counselling technique is effective in reducing truancy problem among secondary school students among male and female students regardless of gender and also among urban and rural secondary school students regardless of location.

The area of guidance and counselling will benefit from the findings of the study because the technique of reinforcement can now serve as a new tested method for addressing the problem of truancy among secondary school students.

The school will also benefit from the findings of the study. The traditional way of reducing truancy in Nigerian schools is punishment which in most cases involves cutting of grass, scrubbing of floors, sweeping of school compounds, planting of flower etc reinforcement counselling technique can now be used in addressing the problem of truancy to assist truants to give up truancy. To this effect, when truants are identified, school counsellors should ensure that they use the technique of reinforcement in counselling the students so far identified as truants. More so, teachers should be good role models. Some teachers have been found to be habitual late comers and truants. Such teachers are bad models for the students kept under their care. When this happens the findings of the study will be of great use to the school.

The parents will also benefit from the findings of the study because it can lead to better adjustment, regular attendance in school and better academic performance on the side of students in secondary schools. When this happens, the parents will be motivated by this improvement of their children to provide for their children's moral, social and educational needs to enable them face their studies and school work generally. The parents can also be motivated to cooperate with the school administration through Parents Teachers Association (PTA).

5.7 Limitations of the Study.

This study has some limitations which include the following:

1. The study was restricted to only four secondary schools in Kankia Zonal Education Quality Assurance of Katsina State and this made the scope of the generalization fairly narrow.
2. A sample size of only 32 students of SS II was involved in the study. It may be possible that if larger sample size had been used different results would have been obtained.
3. The study was also restricted to co-educational secondary schools (SSII) in the Zonal Education Quality Assurance of Katsina State. If the entire senior secondary (SSII) students were used in the area different result would have also been obtained.

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APPENDIX ONE: TREATMENT PACKAGE

(Reinforcement Counselling Techniques)

Treatment Package

(Reinforcement Counselling Techniques)

The objective of the treatment package is to reduce truancy and focus on improving attendance and school work generally.

Session 1:

- v. The researcher welcomed the respondents and introduced himself to them in order to establish good rapport between the two parties. The researcher asked them to introduce themselves one after another.
- vi. The researcher called for cooperation, assured them of confidentiality of whatever would be discussed during the sessions and a mutual suitable time and days of the week were also agreed upon for the sessions. The package lasted for six weeks; every session lasted for 30 -35 minuets on Mondays after breakfast.
- vii. The first and foremost step in the treatment package is identification of target problem behavior which is truancy includes habitual truancy, occasional truancy and causal truancy.

Explanation:

Habitual Truancy: This is the type of truancy that occurs when a student (truant) constantly and continually absent from school without the due knowledge or consent of his parents and school authorities. Habitual truants are mainly those students who miss numerous full days of school academic activities. Their frequency of absenteeism have become a regular behaviour or habit. It is important to note that students who are habitual truants have high chances of falling behind in their school work, decline in their

academic performance and even lose their attachment or positive attitudes towards school (Ezeani, 2006).

Occasional Truancy: This type of truancy occurs when a student does not constantly and continually absent himself from school. In this type of truancy, the student's level of absenteeism from school without the permission of parents or school authority is irregular or not regular. For instance a child whom the mother refuse going to school and was kept at home to help care for siblings, and the child taken out of school for an out-of-season family holiday e.t.c are all instance of occasional truant (Ezeani, 2006).

Casual Truancy: This is the type of truancy which occurs when the students absence from school is by chance. This type of truancy or unexcused absence from school is not regular and constant but happens by chance. For instance students who remained lurking within sound of the school bell, so that they could attend those lessons, which interested them (Ezeani, 2006).

- viii. The researcher explained to the respondents that all three (3) types of truant behaviours listed above should be avoided during secondary school years, also the technique of reinforcement to be used in addressing the truant behavior was clearly explained to the respondents.

Reinforcement is a behaviour management system in which reinforcers are dispensed for a variety of class room or school behaviours. The consequences brought about by a particular behaviour can be pleasant or unpleasant for the individual and others. In other words, it is a concept that determines the increase and frequency of behaviour. Reinforcement may take the form of comments of approval, as smile, money (e.g salaries) handshakes, clap, a nod of the head and the likes. This technically is different

from an every day conversation when people use the term “reinforcement” to mean a reward. Usually a reward is something given in return for service, merit or achievement. Some times both terms are used interchangeably. Therefore, reinforcement is a process of using a reinforcer to increase the frequency of behaviour.

Mittenberger (2008), states that “reinforcement is the process in which a behavior is strengthened by the immediate consequence that reliably follows its occurrence”.

Michael (2004), states that “when a type of behavior is followed by reinforcement there will be an increased future frequency of that type of behavior”.

Cooper (2007) noted that making a behavior occur more frequently is not the only strengthening that can occur. The duration, latency, magnitude and/or topography of behaviours can also be strengthened.

There are actually two types of reinforcement: positive reinforcement and negative reinforcement. Positive reinforcement means an increase in the likelihood of a behaviour due to the addition of a reinforcer after a behaviour. The most common types of positive reinforcement are: praise, token, remark, approval and so forth. Generally, anything one does or gives to increase the probability of behaviour is positive reinforcement.

Cooper, Heron and Heward (2007) noted that positive reinforcement is the most important and most widely applied principle of behavior analysis.

Negative reinforcement is a behaviour that precedes an obnoxious stimulus which terminates the contingent upon the occurrence of a particular response. Such a behaviour has a good chance of occurring under similar condition in the future. These stimuli are usually painful and unpleasant and include disapproval, criticism and nagging. In other words positive reinforcement refers to introducing a new stimulus to the subject's

environment in order to reward desired behavior. For example, a child might be given a balloon after behaving well at the dentist, or a rat might learn to press a bar for a retreat. Positive reinforcement associates a pleasant outcome with the desired outcome. Negative reinforcement, on the other hand, involves removing an unpleasant stimulus from the subject's environment. For example, a mouse entering a cage with an electrified floor quickly learns to press a button if the current is stopped every time the button is pressed. Negative reinforcement is used in escape and avoidance conditioning. In escape conditioning, the subject learns to quickly remove himself or herself from a situation where the negative stimulus exists, much as people evacuate a building with a screaming fire or boko-haram alarm. Avoidance conditioning involves learning to avoid the potentially unpleasant situation altogether, and the most classic example of avoidance conditioning is eating when you expect to be hungry, to avoid the unpleasant sensation of hunger.

Session 2:

- viii. The researcher welcomed the respondents to the session and gave them some motivational exercises. For example, the respondents were asked to say what happened to them the previous day that makes them happy. Respondents were allowed to narrate their stories.
- ix. The researcher told the respondents a pathetic story about two children; a 12 year old girl who used to go to school everyday and a 13 year old truant boy and explained to them that the girl eventually passed all her final exams which enabled her to advance her education, while the boy on the other hand failed all his final examines which hindered him from furthering his studies. 22 years later, he ran into a woman in an airport where

he was working as a labourer and the woman introduced herself to him as Dr. Nassi and gave him a small amount of money because of his joblessness. The woman happened to be his classmate in secondary school. The young boy's sad event began when he started playing truancy from school and he regretted his abnormal behavior of playing truancy from school. This woman later advised him to go back to secondary (SS II).

- x. The researcher guided the respondents in discussing the lesson derived from the story and also encouraged them to put their best in coming to school every day.
- xi. The previous session was also reviewed in order to enhance the understanding of the respondents and also enable the researcher to know if they were understanding what was being discussed with them.
- xii. Revision Questions: What do you understand by habitual truancy?
What is occasional truancy?
What is causal truancy?
What is positive reinforcement?
What is negative reinforcement?
- xiii. The respondents were allowed to explain in their own words what they understand about the 3 types of truancy and also what they understand by reinforcement.
- xiv. Respondents who made a good observation and explanation about truancy received social reinforcement like praise and clapping of hands.

Session 3:

- vii. The researcher welcomed the respondents and review of the previous session was done.
For example, - who can tell me what we discussed last week?
- what do you understand by habitual truancy, occasional truancy and causal truancy?
- what do you understand by positive and negative reinforcement?
This is in order to arouse curiosity and increase comprehension on the side of the respondents.
- viii. The researcher talked to them briefly on the adverse effects of truancy particularly on the academic performance of students.
- ix. **Effect of Truancy:** - poor academic performance
- repeat of classes
- school dropout
- becoming socially and economically disadvantaged
- x. The respondents were asked to give reasons why students absent themselves from school.
From the responses of the respondents the researcher was able to know some of their own reasons for truancy.

Subjects Responses:

- lack of writing materials
- distance between home and school
- too much morning duties at home
- lack of transport facilities
- difficulty in understand some subjects
- poor relationship with some teachers
- my parents do not have enough money.

For example:

- distance between home and school and lack of transport facility = Personal problems
- too much morning duties at home and my parents do not have money = Home problems
- difficulty in understanding some subjects and poor relationship with some teachers

= Academic problems

- xi. Based on the reasons advanced for truancy the researcher tried to make the respondents see the consequences of their behavior and helped them to desist from such behavior.
- xii. A home work was given to the respondents to write three (3) reasons why students absent themselves from school.

Session 4:

- vii. As usual the researcher welcomed the respondents to the session.
- viii. The researcher collected and marked the home work in the class. The respondents would not have the same reasons for truancy hence, the researcher grouped them according to similarity of their problems.

Subjects Responses:

- the subject taught are difficult to understand
- obtaining lower marks
- teachers negative remark on my performance
- I do not want to be asked to read in class.
- I have to hawk every morning before coming to school.
- too much financial problems on my parents.
- my parents do not care about my school attendance
- we are too many in my class
- I don't know what to become in life
- my bicycle is in a bad condition.
- ix. Areas of corrections were highlighted to the respondents.
- x. At this point the researcher presented a reinforcer (3 exercise books and pencils) to the respondents who completed and performed well in the home work.
- xi. While those whose home works were not neatly done were asked to emulate their colleagues.
- xii. A home work was given to the respondents to write 3 things that would likely happen to students who do not come to school every day.

Session 5:

- vi. The researcher welcomed the respondents to the session and also a review of the previous session was done.
- vii. Each respondent was allowed to come out and read his or her assignment to the hearing of other members of the group.

Subjects Responses:

- they would perform poorly in class
- they would repeat their classes
- they would be dropped out of school.
- they become socio-economically disadvantaged
- they would be a problem to the society.
- they would negatively affect development of human resources needed for social and economic transformation of the society.
- viii. The researcher allowed the group to discuss freely what would likely happen to students who do not go to school everyday.
- ix. Respondents who performed well in the home work were reinforced with secondary reinforcer (3 cabin biscuits).
- x. The researcher used the home work to counsel individual respondents.

Session 6:

- iv. The researcher welcomed the respondents and praised them for their cooperation up to this stage.
- v. The researcher reviewed the five sessions and allowed the respondents to express their feelings about the sessions.
- vi. The researcher encouraged the respondents to avoid the 3 types of truant behaviours:
 - habitual truancy
 - occasional truancy
 - casual truancyListed during the first session of the programme and that they should also be obedient and abide by all the school rules and regulations.
- (iv) The respondents were informed that today marked the end of our contacts.
- (v) The school head and members of staff were also being informed and appreciated their cooperation and understanding.
- (vi) The researcher collected record of the respondents' attendance and put them together for analysis.

APPENDIX TWO

Ahmadu Bello University, Zaria,
Faculty of Education,
Department of Educational Psychology and
Counseling.
2nd January, 2012.

The Honourable Commissioner,
Ministry of Education,
Katsina State.

Dear Sir,

STUDENTS FIELD RESEARCH

The Department of Educational Psychology and Counseling, Ahmadu Bello University, Zaria requires each student working for a Degree to complete a research Thesis/project. Our students entering their final studies will be collecting data during the year.

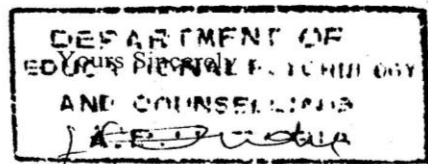
Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have.

Please give assistance as much as possible.

Topic of Research:

"Effectiveness of Reinforcement Counseling Technique in Reducing Truancy Among Secondary School Students in Katsina State".

Thank you for your continuing cooperation.



Research Adviser

APPENDIX THREE

PRE-TEST EXPERIMENTAL GROUP CLASS PUNCTUALITY ATTENDANCE OF STUDENTS

APPENDIX 3: EXPERIMENTAL GROUP BEFORE TREATMENT

			WEEK 01						WEEK 02						WEEK 03						WEEK 04						WEEK 05						WEEK 06						
S/N	SEX	M/E	M	T	W	T	F	TOT	M	T	W	T	F	TOT	M	T	W	T	F	TOT	M	T	W	T	F	TOT	M	T	W	T	F	TOT	M	T	W	T	F	TOT	
1	M	A	XX	OX	XX	XX	XO	2	XX	XX	XX	OO	XX	2	XX	OO	XX	XX	XX	2	XX	XX	XX	OO	XX	2	XX	OX	XX	XX	OO	3	XX	XX	XX	OO	XX	2	13
2	M	B	XX	XX	OO	XX	XX	2	XX	OX	XX	XO	XX	2	XX	XO	XX	XX	OX	2	XX	OX	XX	XO	XX	2	XX	OX	OO	XX	XX	3	XX	OX	XX	XO	XX	2	13
3	M	C	XO	XX	XX	XX	XO	2	XX	OX	XX	OO	XX	3	XX	OO	XX	XX	XX	2	XX	XX	XX	OO	XX	2	XO	XX	XX	XX	XO	2	XX	OX	XX	OO	XX	3	14
4	M	D	XX	OX	XX	XO	XX	2	OX	XX	XX	XO	XX	2	XX	XO	XX	OX	XX	2	OX	XX	XX	XO	XX	2	XX	OX	XX	XO	XX	2	OX	XX	XX	OO	XX	3	13
5	M	E	XX	OO	XX	XX	XX	2	XX	XX	XX	OO	XX	2	XX	OO	XX	XX	XX	2	XX	XX	XX	OO	OX	3	XX	OO	XX	XX	XX	2	XX	XX	XX	OO	OX	3	14
6	M	F	OX	XX	XX	XO	XX	2	XX	XX	XX	OO	XX	2	XX	OO	XX	XX	XX	2	XX	XX	XX	OO	XX	2	OX	XX	XX	XO	XX	2	XX	XX	XX	OO	XX	2	12
7	M	G	XX	XX	OX	XX	XX	3	OX	XX	XX	XO	XX	2	XX	XO	XX	OX	XX	2	OX	XX	XX	XO	XX	2	XX	XX	OX	OX	XX	2	OX	XX	XX	XO	XX	2	13
8	M	H	XX	XX	XX	OO	XX	2	XX	OX	XX	XO	XX	2	XX	XO	XO	XX	OX	3	XX	OX	XX	XO	XX	2	XX	XX	XX	OO	XX	2	XX	OX	XX	XO	XX	2	13
9	F	I	XX	XO	XX	XX	XO	2	XX	XX	XX	OO	XX	2	XX	OO	XX	XX	XX	2	XX	XX	XX	OO	XX	2	XX	XO	XX	XX	OO	2	XX	XX	XX	OO	XX	2	12
10	F	J	OO	XX	XX	XX	OX	3	XX	OX	XX	XO	XX	2	XX	XO	XX	XX	OX	2	XX	OX	XX	XO	XX	2	OO	XX	XX	XX	XX	2	XX	OX	XX	XO	XX	2	13
11	F	K	XX	XX	OO	XO	XX	3	XX	XX	XX	XX	OO	2	XX	XX	OO	XX	XX	2	XX	XX	XX	XX	OO	2	XX	XX	XO	XO	XX	2	XX	XX	XX	XX	OO	2	13
12	F	L	OX	OO	XX	XX	XO	4	XX	OX	XX	XO	XX	2	XX	XO	XX	XX	OX	2	XX	OX	XX	XO	XX	2	OX	XX	XX	XX	XO	2	XX	OX	XX	XO	XX	2	14
13	F	M	XX	XX	XX	OO	XX	2	XX	XX	XX	OO	XX	2	XX	OO	XX	XO	XX	3	XX	XX	XX	OO	XX	2	XX	XX	XX	OO	XX	2	XX	XX	XX	OO	XX	2	13
14	F	N	XX	XX	XX	XX	OO	2	OX	XX	XX	XO	XX	2	XX	XO	XX	OX	XX	2	OX	XX	XX	OO	XX	3	XX	XX	XX	XX	OO	2	OX	XX	XX	XO	XX	2	13
15	F	O	XX	OO	XX	XX	XX	2	OX	XX	XX	XX	XO	2	XX	XX	XO	OX	XX	2	OX	XX	XX	XX	XO	2	XX	OO	XX	XX	XX	2	OX	XX	XX	XX	XO	2	12
16	F	P	XO	XX	XX	XO	XX	2	XX	OX	XX	XO	XX	2	XX	XO	XO	XX	OX	3	XX	OX	XX	XO	XX	2	XX	XX	XX	OO	XX	2	XX	OX	XX	XO	XX	2	13
																																						16	208

KEY	
M	MORNING
A	AFTERNOON
ML	MALE
F	FEMALE
X	PRESENCE
O	ABSENCE
TDP	TOTAL DAYS PUNCTUAL

- ❖ EXPECTED PUNCTUALITY ATTENDANCE IN BOTH MORNING AND AFTERNOON IS TEN (10) TIMES
- ❖ EXPECTED PUNCTUALITY ATTENDANCE IN THREE WEEKS BOTH MORNING AND AFTERNOON IS THIRTY (30) TIMES.

POST TEST EXPERIMENTAL GROUP

CLASS PUNCTUALITY ATTENDANCE OF STUDENTS

S/N	SEX	M/E	WEEK 01						WEEK 02						WEEK 03						WEEK 04						WEEK 05						WEEK 06							
			M	T	W	T	F	TOT	M	T	W	T	F	TOT	M	T	W	T	F	TOT	M	T	W	T	F	TOT	M	T	W	T	F	TOT	M	T	W	T	F	TOT		
1	M	A	XX	OX	XX	XX	XO	2	XX	XX	XX	XX	XX	0	XX	XX	XX	XO	XX	1	XX	XO	XX	XX	XX	1	XX	XX	XX	OX	XX	1	XX	OX	XX	XX	XO	2	7	
2	M	B	XX	OX	XO	XX	XX	2	XX	XX	XX	XO	XX	1	XX	OX	XX	XO	XX	2	XX	XO	XX	XX	XX	1	XX	OX	XX	XX	XX	1	XX	OX	XX	XX	XX	1	8	
3	M	C	XO	XX	XX	XX	XX	1	XX	OO	XX	XX	XX	2	XX	OX	XX	XX	XX	1	XX	OO	XX	XX	XX	2	XX	XX	XX	XO	XX	1	XO	XX	XX	XX	XX	1	8	
4	M	D	XX	OX	XX	XX	XX	1	XX	XX	XX	OO	XX	2	OX	XX	XX	XX	XX	1	XX	XO	XX	XX	XX	1	OX	XX	XX	OO	XX	3	XX	OX	XX	XX	XX	1	9	
5	M	E	XX	OO	XX	XX	OX	3	XX	XX	XX	XX	OX	1	XX	XX	XX	OX	XX	1	XX	OX	XX	XX	XX	1	XX	XX	XX	XX	OX	1	XX	XO	XX	XX	XX	1	8	
6	M	F	OX	XX	XX	XX	XX	1	XX	XX	XX	XO	XX	1	XX	XX	XX	XO	XX	1	XX	XO	XX	XX	XX	1	XX	XX	XX	OO	XX	2	OX	XX	XX	XX	XX	1	7	
7	M	G	XX	XX	OX	XX	XX	1	XX	XX	XX	XO	XX	1	OX	XX	XX	XO	XX	2	XX	XO	XX	XX	XX	1	OX	XX	XX	XX	XX	1	XX	XX	OX	XX	XX	1	7	
8	M	H	XX	XX	XX	XO	XX	1	XX	OX	XX	XO	XX	2	XX	OX	XX	XO	OX	3	XX	XX	XX	XX	OX	1	XX	OX	XX	XX	XX	1	XX	XX	XX	XO	XX	1	9	
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10	F	J	XO	XX	XX	XX	XX	1	XX	OX	XX	XX	XX	1	XX	OX	XX	XX	XX	1	XX	XO	XX	XX	XX	1	XX	OX	XX	XX	XX	1	XO	XX	XX	XX	XX	1	6	
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13	F	M	XX	XX	XX	XO	XX	1	XX	XX	XX	XO	XX	1	XX	XX	XX	XO	XX	1	XX	XX	XX	XO	XX	1	XX	XX	XX	OX	XX	1	XX	XX	XX	XO	XX	1	6	
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15	F	O	XX	OO	XX	XX	XX	2	XX	XX	XX	XX	XO	1	XX	XX	XX	XX	XO	1	XX	XX	XO	XX	XX	1	OX	XX	XX	XX	XX	1	XX	OX	XX	XX	XX	1	7	
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																																							16	117

KEY	
M	MORNING
A	AFTERNOON
ML	MALE
F	FEMALE
X	PRESENCE
O	ABSENCE
TDP	TOTAL DAYS PUNCTUAL

- ❖ EXPECTED PUNCTUALITY ATTENDANCE IN BOTH MORNING AND AFTERNOON IS TEN (10) TIMES
- ❖ EXPECTED PUNCTUALITY ATTENDANCE IN THREE WEEKS BOTH MORNING AND AFTERNOON IS THIRTY (30) TIMES.

PRE-TEST CONTROL GROUP
CLASS PUNCTUALITY ATTENDANCE OF STUDENTS

			WEEK 01					WEEK 02					WEEK 03					WEEK 04					WEEK 05					WEEK 06												
S/N	SEX	M/E	M	T	W	T	F	TOT	M	T	W	T	F	TOT	M	T	W	T	F	TOT	M	T	W	T	F	TOT	M	T	W	T	F	TOT	M	T	W	T	F	TOT		
1	M	A	XX	XX	XX	00	XX	2	XX	0X	XX	XO	XX	2	XX	XO	XX	XX	00	3	XX	0X	XX	XX	XO	2	XX	XX	XX	XX	00	2	XX	XX	XX	XO	XX	3	14	
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3	M	C	XX	00	XX	XX	00	4	XX	0X	XX	0X	XX	2	XX	00	XX	XX	XX	2	XO	XX	XX	XX	0X	2	XX	00	XX	XX	XX	2	XX	0X	XX	XX	0X	2	14	
4	M	D	XX	XX	XX	00	XX	2	0X	XX	XX	XX	00	3	XX	XO	XX	XX	XX	3	XX	0X	XX	XX	0X	2	XX	XX	XX	00	XX	2	0X	XX	XX	XX	0X	2	14	
5	M	E	XX	XX	XX	XO	0X	2	XX	XX	XX	0X	0X	2	XX	0X	XX	XX	0X	2	XX	XO	XX	XX	0X	2	XX	0X	00	XX	0X	4	XX	XX	XX	0X	0X	2	14	
6	M	F	XX	XX	XX	XO	00	3	XO	XX	00	XO	XX	4	XX	XO	XX	XX	0X	2	0X	XX	XX	XX	0X	2	XX	XX	XX	XO	0X	2	XX	XX	XX	XO	0X	2	15	
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8	M	H	XX	0X	XX	00	XX	3	XX	0X	XX	XO	XX	2	XX	XX	XX	XX	00	2	XX	XX	XX	XO	0X	2	XX	0X	XX	XO	XX	2	XX	0X	XX	XO	XX	2	13	
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16	F	P	XX	XX	0X	XO	XX	2	XX	00	XX	XX	XX	2	XX	XO	XX	XX	0X	2	XX	XX	XX	00	XX	2	XX	XX	XX	00	XX	2	XX	0X	XX	XX	XX	2	12	
																															16	209								

KEY	
M	MORNING
A	AFTERNOON
ML	MALE
F	FEMALE
X	PRESENCE
O	ABSENCE
TDP	TOTAL DAYS PUNCTUAL

- ❖ EXPECTED PUNCTUALITY ATTENDANCE IN BOTH MORNING AND AFTERNOON IS TEN (10) TIMES
- ❖ EXPECTED PUNCTUALITY ATTENDANCE IN THREE WEEKS BOTH MORNING AND AFTERNOON IS THIRTY (30) TIMES.

APPENDIX 6: CONTROL GROUP AFTER TREATMENT

			WEEK 01					WEEK 02					WEEK 03					WEEK 04					WEEK 05					WEEK 06											
S/N	SEX	M/E	M	T	W	T	F	TOT	M	T	W	T	F	TOT	M	T	W	T	F	TOT	M	T	W	T	F	TOT	M	T	W	T	F	TOT	M	T	W	T	F	TOT	
1	M	A	XX	XO	XX	XX	XO	2	XX	OX	XX	XX	XO	2	XX	OX	XX	OO	XX	3	XX	XO	XX	XX	XO	2	XX	OX	XX	XX	XO	2	XX	XX	XX	XX	OO	2	13
2	M	B	XX	XO	XX	XX	XO	2	XX	OX	XO	XX	XX	2	XX	OX	XX	XO	XX	2	XX	XO	XX	XX	XO	2	XX	OX	XO	XX	XX	2	XX	XX	XX	XO	OX	2	12
3	M	C	XX	OO	XX	XX	XX	2	XO	XX	XX	XX	OX	2	XX	OX	XX	OX	XX	2	XX	OO	XX	XX	XX	2	XO	XX	XX	XX	OX	2	XX	OO	XX	XX	XX	2	12
4	M	D	XX	XO	XX	XX	OX	2	XX	OX	XX	XX	OO	3	OX	XX	XX	XX	OX	2	XX	XO	XX	XX	XO	2	XX	OX	XX	XX	XX	1	XX	XX	XX	OO	XX	2	12
5	M	E	XX	OX	XX	XX	OX	2	XX	XO	XX	XX	OX	2	XX	XX	XX	OX	OO	3	XX	OX	XX	XX	OX	2	XX	XO	XX	XX	OX	2	XX	OX	XX	XX	OX	2	13
6	M	F	XX	XO	XX	XX	OO	3	OX	XX	XX	XX	OX	2	XO	XX	XX	XO	XX	2	XX	XO	XX	XX	OX	2	OX	XX	XX	XX	OX	2	XX	XX	XX	XO	OX	2	13
7	M	G	XX	XO	XX	XX	OO	3	XX	XX	OX	XX	OX	2	OX	XX	XX	XO	XX	2	XX	XO	XX	XX	OX	2	XX	XX	OX	XX	OX	2	XX	XX	XX	XO	OX	2	13
8	M	H	XX	XX	XX	XX	OO	2	XX	XX	XX	XO	OX	2	XX	OX	XX	XO	XX	2	XX	XX	XX	XX	OO	2	XX	XX	XX	XO	OX	2	XX	OX	XX	XO	XX	2	12
9	F	I	XX	OO	XX	XX	XX	2	XX	XO	XX	XX	OX	2	XX	XX	XX	OX	OX	2	XX	OO	XX	XX	XX	2	XX	XO	XX	XX	OX	2	XX	XX	XX	XO	XO	2	12
10	F	J	XX	XO	XX	OX	XX	2	XO	XX	XX	XX	XO	3	XX	OX	XX	XX	OX	2	XX	XO	XX	OX	XX	2	XO	XX	XX	XX	XO	2	XX	OX	XX	XX	OX	2	13
11	F	K	XX	XX	XO	OX	XX	2	XX	XX	OO	XX	XX	2	XX	XX	XX	OX	XO	2	XX	XX	XO	OX	XX	2	XX	XX	OO	XX	XX	2	XX	XX	XX	XX	OO	2	12
12	F	L	XX	OO	XX	XX	XX	2	XX	XX	XX	XX	OO	2	XX	OX	XX	XX	OX	2	XX	OO	XX	XX	XX	2	XX	XX	XX	XX	OO	2	XX	XX	XX	XO	OX	2	12
13	F	M	XX	XX	XX	XO	XX	2	XX	XX	XX	XO	OX	2	XX	XX	XX	XO	XX	1	XX	XX	XX	XO	XX	2	XX	XX	XX	XO	OX	2	XX	XX	XX	XO	OX	2	11
14	F	N	XX	XO	XX	XX	OX	2	XX	XX	XX	XX	XO	2	OX	XX	XX	XX	OX	2	XX	XO	XX	XX	OX	2	XX	XX	XX	XX	XO	2	XX	XX	XX	XO	XO	2	12
15	F	O	XX	XX	XO	XO	XX	3	XX	OO	XX	XX	XX	2	XX	XX	XX	XX	OO	2	XX	XX	XO	XO	XX	2	XX	OO	XX	XX	XX	2	XX	XX	XX	XX	OO	2	13
16	F	P	XX	XO	XX	XX	XX	1	XX	XX	XX	OO	XX	2	XX	OO	XX	XX	XX	2	XX	XO	XX	XX	OX	2	XX	XX	XX	OO	XX	2	XX	XX	XX	OO	XX	2	11
																																			16	196			

M	MORNING
A	AFTERNOON
ML	MALE
F	FEMALE
X	PRESENCE
O	ABSENCE
TDP	TOTAL DATA

Hypo 1

APPENDIX FOUR

T-Test

Group Statistics

group	N	Mean	Std. Deviation	Std. Error Mean
Scores post test experimental group scores	16	6.4375	3.59572	.89893
Post test control group scores	16	3.1875	4.11856	1.02964
Scores 2 post test experimental group scores	16	4.3750	1.92787	.48197
Post test control group scores	16	2.1875	2.94887	.73722

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Scores	Equal variances assumed	1.215	.279	2.378	30	.024	3.25000	1.36683	.45856	6.04144
	Equal variances not assumed			2.378	29.464	.024	3.25000	1.36683	.45642	6.04358
scores2	Equal variances assumed	2.804	.104	2.484	30	.019	2.18750	.88078	.38870	3.98630
	Equal variances not assumed			2.484	25.842	.020	2.18750	.88078	.37648	3.99852

T-TEST GROUPS=VAR00002(1 2) /MISSING=ANALYSIS /VARIABLES=VAR00001 /CRITERIA=CI(.95).

T-Test

Hypothesis 2

Group Statistics

gender	N	Mean	Std. Deviation	Std. Error Mean
post experiment male	8	5.2500	2.71241	.95898
female	8	4.5000	.53452	.18898

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
									95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
	post experiment	Equal variances assumed	21.100	.000	.767	14	.456	.75000	.97742	-1.34637
	Equal variances not assumed			.767	7.543	.466	.75000	.97742	-1.52794	3.02794

T-Test hypo 3

Group Statistics

location	N	Mean	Std. Deviation	Std. Error Mean
post experiment urban	8	5.2500	1.38873	.49099
rural	8	5.5000	.53452	.18898

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
post experiment Equal variances assumed	3.965	.066	-.475	14	.642	-.25000	.52610	-1.37838	.87838
Equal variances not assumed			-.475	9.030	.646	-.25000	.52610	-1.43954	.93954

Hypo 1

T-Test

Group Statistics					
group		N	Mean	Std. Deviation	Std. Error Mean
Scores	post test experimental group scores	16	6.4375	3.59572	.89893
	Post test control group scores	16	3.1875	4.11856	1.02964
Scores 2	post test experimental group scores	16	4.3750	1.92787	.48197
	Post test control group scores	16	2.1875	2.94887	.73722

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Scores	Equal variances assumed	1.215	.279	2.378	30	.024	3.25000	1.36683	.45856	6.04144
	Equal variances not assumed			2.378	29.464	.024	3.25000	1.36683	.45642	6.04358
scores2	Equal variances assumed	2.804	.104	2.484	30	.019	2.18750	.88078	.38870	3.98630
	Equal variances not assumed			2.484	25.842	.020	2.18750	.88078	.37648	3.99852

T-TEST GROUPS=VAR00002(1 2) /MISSING=ANALYSIS /VARIABLES=VAR00001 /CRITERIA=CI(.95).

T-Test

Hypothesis 2

Group Statistics

gender		N	Mean	Std. Deviation	Std. Error Mean
post experiment	male	8	5.2500	2.71241	.95898
	female	8	4.5000	.53452	.18898

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
post experiment	Equal variances assumed	21.100	.000	.767	14	.456	.75000	.97742	-1.34637	2.84637
	Equal variances not assumed			.767	7.543	.466	.75000	.97742	-1.52794	3.02794

T-Test hypo 3

Group Statistics

location		N	Mean	Std. Deviation	Std. Error Mean
post experiment	urban	8	5.2500	1.38873	.49099
	rural	8	5.5000	.53452	.18898

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
post experiment	Equal variances assumed	3.965	.066	-.475	14	.642	-.25000	.52610	-1.37838	.87838
	Equal variances not assumed			-.475	9.030	.646	-.25000	.52610	-1.43954	.93954