

**EFFECT OF POSITIVE REINFORCEMENT COUNSELLING TECHNIQUE ON
ABSENTEEISM AMONG SECONDARY SCHOOL STUDENTS IN BAKORI LOCAL
GOVERNMENT, KATSINA STATE, NIGERIA**

BY

Nuraddeen Mohammed SANI

BUK (2008)

M.Ed/EDUC/38363/2012-2013

P16EDPC8211

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA**

JUNE, 2018

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE
STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN
GUIDANCE AND COUNSELLING**

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA**

JUNE, 2018

DECLARATION

The researcher hereby declares that this dissertation titled “**Effect of Positive Reinforcement Counselling Technique on Absenteeism among Secondary School Students in Bakori Local Government, Katsina State, Nigeria**” has been written by me. To the best of the researcher’s knowledge, it has never been presented partially or wholly anywhere for the award of any degree or published in any form. All quotations and other sources of information in this work have been duly acknowledged.

Nuraddeen Mohammed SANI

Date

CERTIFICATION

This dissertation titled “**Effect of Positive Reinforcement Counselling Technique on Absenteeism among Secondary School Students in Bakori Local Government, Katsina State, Nigeria**” by Nuraddeen Mohammed SANI meets the requirement governing the award of Master Degree (M.Ed) Guidance and Counselling of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentations.

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DEDICATION

The researcher dedicated this work to Magnanimous Energy Ltd, parent AlhajiSaniBirkila, HajiyaSafiyyatAbdulqadirAbukur, wife ZubainatuAbubakar Musa, children Akram, Areefah,Areef, and Ayrah as well as my elder and younger brothers and sisters for their uninterrupted support and endurance, as well as encouragement, moral and financial assistance toward achievement of this great effort.

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OPERATIONAL DEFINITION OF TERMS

The following terms were operationally defined for the purpose of this study

Absenteeism: Is simply defined as an act of staying away from school for some days or weeks without a genuine reason.

Positive Reinforcement: Is defined a counselling technique which involves the use of praises and tokens by the researcher to reduce the level of absenteeism among secondary school students.

Praise: This is refers to commendation rendered to a student who shows appropriate change of absenteeism behaviour.

Token: This is refers to behaviour therapy which have been used when student's attendance is appreciated by the researcher.

Habitual Absenteeism: This refers to a students' absenteeism, whose attendance is below 50% within a term.

Terminal Absenteeism: This refers to a students' absenteeism, whose attendance is above 50% within a term.

ABSTRACT

This study examined the effect of positive reinforcement counselling technique on absenteeism among secondary school students in Bakori Local Government Katsina State, Nigeria. A quasi experimental design involving pre-test, post-test treatment group was adopted for the study. Purposive sampling technique was used in selecting fifteen (15) samples out of the total number of (425) absentees identified using class attendance daily register to serve as the treatment group. The treatment group was exposed to the treatment programme using positive reinforcement counselling technique (praise and token) for the period of six weeks. The descriptive statistics were used to answer the research questions, and hypotheses were tested using paired t-test at 0.05 level of significance. The result showed that praise had significant effect in reducing habitual absenteeism among secondary school students ($t= 6.619$, $p = 0.003$), That token had significant effect in reducing habitual absenteeism among secondary school students ($t = 5.759$, $p = 0.005$), That praise had significant effect in reducing terminal absenteeism among secondary school students ($t= 8.621$, $p = 0.001$), That token had significant effect in reducing terminal absenteeism among secondary school students ($t= 4.621$, $p = 0.011$). Positive reinforcement counselling technique (praise and token) has been found effective in treating Absenteeism behaviour among secondary school students. Based on the findings of this study, it was recommended that counsellors, psychologists, teachers and school administrators should employ positive reinforcement technique (praise and token) in reducing absenteeism among secondary school students irrespective of gender.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Secondary School education is considered in Nigeria as the basic level of education after Primary school which serves as stepping stone for students to qualify for higher institution, such as colleges, polytechnics and universities. Students at secondary levels are mostly adolescents engulf with many problems associated with their behaviour among which are: lateness to school, absenteeism, procrastination, bullying, dodging, truancy, exam-malpractice, drug abuse and the like.

Absenteeism simply means failure to attend school regularly during school activities/lesson, it leads to certain deficiencies in the attainment of goals and objectives of the institution. Absenteeism in secondary school is an ongoing phenomenon and one of the biggest behavioural problems that may lead to student's failure in their academic achievement and may also affect the standard of educational development. Absenteeism can be referred to an attitude of becoming away from school unnecessarily or unauthorized. For students, studying at school can either be fun or boring. It is fun if they can cope with the school rules and regulations. It is boring if students cannot even cope with the school rules and regulations. Daura (2013), affirmed that Absenteeism is the act of staying away from school for some few or many days without a genuine reason.

Absenteeism is also seen as a period of time when a student does not attend school for one reason or the other (Teasley, 2004). Students who do not attend school will generally fall behind their classmates in their academic success (Ford & Sutphen, 1996). They have fewer opportunities to learn the materials that will help them to

succeed (Epstein & Sheldon, 2002). The focus of student absenteeism ranges from early schooling until adolescent years (Ford & Sutphen, 1996).

Absenteeism has been presented as a prevalent social problem resulting to school dropout, substance abuse, gang involvement and criminal activities, (Dantani, 2007). Absenteeism is defined as simply not attending school, with or without an excuse. The student's absenteeism status were classified into either habitual or terminal in most cases. The habitual absenteeism is determined when the percentage of student's attendance within a term is below 50%. While the terminal absenteeism is determined when the percentage of student's attendance within a term is above 50% but below the 75% of the criteria which have made as the minimum percentage before any student is entitled to seat for examination.

There are different types of techniques or interventions which can be applied in reducing Absenteeism in secondary schools. At its most general, positive reinforcement could be a method or technique for training, using a reward-based system, with an intention to change or reduce a negative behaviour of a student against absenteeism. Positive reinforcement "is one of the type of reinforcement, which concerns with offering of desirable effects or consequences for a behaviours with the intention of increasing the chance of that behaviour being repeated in the future, where it uses the technique of reward system, the encouragement and praising. (Huitt & Hummel, 1987).

Positive reinforcement as a method of training using a reward-based system, the technicalities of defining behaviour and its result have led to the meaning of positive reinforcement becoming rather confused. In most cases reinforcement refers to an enhancement of behaviour but this term may also refer to an enhancement of

memory. One example of this effect is called post-training reinforcement where a stimulus (praises) given shortly after a training session enhances the learning, (McLeod, 2007). Positive reinforcement can be motivating to children of all ages. Positive reinforcement is a practice aimed at increasing the likelihood that behaviour will reoccur. The reinforcement takes place after the behaviour and can include both material and non-material rewards including, praise and recognition. Positive reinforcement has the potential to be more effective than punishment for managing behaviour in the school or classroom; however, depending on the circumstance there may be positive or negative effects. This stimulus can also be an emotional one.

Despite all efforts to reduce the problem of absenteeism by significant others such as researchers, principals and teachers, this problem of absenteeism especially among secondary school students still persist. Many works have been done by different individuals in the field of research in respect of absenteeism to school, among them includes Ahmed (2013), Effect of Positive Reinforcement on the Level of Absenteeism among Senior Secondary School in DauraZonal Inspectorate of Education of Katsina State. Adebayo (2010), carried out a study on Efficacy of Group Counselling (Reinforcement and Self Control) Techniques in Reducing Truancy among School going Adolescent in Ilorin Nigeria. Therefore, the background of this study is the researcher examined the effect of positive reinforcement as a counselling technique on absenteeism among secondary school students.

1.2 Statement of the Problem

The problem of Absenteeism among students in secondary schools in Katsina State and Bakori local government in particular has been a major concern for teachers as well as school authorities. As its consequences may leads to poor performance and poor skills acquisition and the total setback which may cause the total failure in the

academic achievement of student's educational activities, such as exams failure, inability to cope with school subjects, bad image to the school teachers and admin staff, student may however develop negative attitude towards learning activities. The behaviour of abstaining from school by secondary school students can lead to educational failure (suspension, expulsion, or dropout), social isolation, substance abuse, low self-esteem, unwanted pregnancy, unemployment, violence and adult crime or prison.

Student's absenteeism status were classified into either habitual or terminal. The habitual absenteeism is determined when the percentage of student's attendance is below 50%. While the terminal absenteeism is determined when the percentage of student's attendance is above 50% and below the 75% which is the average percentage every student must have before seating for examination.

Punctuality which has a bearing in mind on how much knowledge and skills a student acquired in a course of study. Today, is the problem which bedevilled the progress of education system, primary, secondary and tertiary institutions. But in normal circumstance, students at secondary school level are expected to be more punctual and concentrate fully during the teaching and learning activities at all cost. But many of them are forming the habit of being absent to school. This negative behaviour/attitude if left untreated especially secondary school students, can lead to severe poor academic performance. This problem at most, might be related to student's difficulties of becoming punctual to school, which associated with some negligence that are originated to some factors, such as home training, parental background, community settings, school teachers training, and school policy. Hence the problem cut across many secondary schools in Katsina State and particularly in

Bakori Local Government. Considering its negative trend in the students' academic performance, developing absenteeism among secondary school students may have a serious repercussion in the academic performance and educational development.

This problem and similar other ones can technically be addressed using one of the counselling techniques such as positive reinforcement (praises and tokens), which are used to reduce number of absenteeism in Bakori local government. Positive reinforcement could be said to be a method of training using a reward-based system. Positive reinforcement is a behavioural counselling technique which involves the addition of a gratifying experience in reaction to something which someone has done. Many students respond to praise and recognition. It is defined as anything which occur in conjunction with an act tends to increase the probability that the act will or will not occur again.

In this study, the researcher employed one of the counselling techniques, Positive Reinforcement (Praises and tokens) which examined its Effect on school absenteeism among Secondary School Students in Bakori Local Government, Katsina State.

1.3 Objectives of the Study

The objectives of the study were to determine the:

1. Effect of praise on habitual absenteeism among secondary school students in BakoriLocal Government, Katsina State.
2. Effect of token on habitual absenteeism among secondary school students in BakoriLocal Government, Katsina State.
3. Effect of praise on terminal absenteeism among secondary school students in BakoriLocal Government, Katsina State.

4. Effect of token on terminal absenteeism among secondary school students in BakoriLocal Government, Katsina State.

1.4 Research Questions

Based on the above objectives, the following research questions were raised:

- i. What is the effect of praise on habitual absenteeism among secondary school students in BakoriLocal Government, Katsina State?
- ii. What is the effect of token on habitual absenteeism among secondary school students in BakoriLocal Government, Katsina State?
- iii. What is the effect of praise on terminal absenteeism among secondary school students in BakoriLocal Government, Katsina State?
- iv. What is the effect of token on terminal absenteeism among secondary school students in BakoriLocal Government, Katsina State?

1.5 Hypotheses

The followings hypotheses were tested:

- HO₁: There is no significant effect of praise on habitual absenteeism among Secondary School Students in BakoriLocal Government, Katsina State.
- HO₂: There is no significant effect of token on habitualabsenteeism among Secondary School Students in BakoriLocal Government, Katsina State.
- HO₃: There is no significant effect of praise on terminal absenteeism among Secondary School Students in BakoriLocal Government, Katsina State.
- HO₄: There is no significant effect of token on terminal absenteeism among Secondary School Students in BakoriLocal Government, Katsina State.

1.6 Basic Assumptions

The followings were the basic assumptions of the study:

1. That praise may have an effect on habitual absenteeism among secondary school students in Bakori Local Government, Katsina State.
2. That token may have an effect on habitual absenteeism among secondary school students in Bakori Local Government, Katsina State.
3. That praise may have an effect on terminal absenteeism among secondary school students in Bakori Local Government, Katsina State.
4. That token may have an effect on terminal absenteeism among secondary school students in Bakori Local Government, Katsina State.

1.7 Significance of the Study

It is hoped that the findings of this study might be significant to school counsellors and psychologists, teachers, students, educational policy makers, researchers, parents and the entire community.

The school counsellors and psychologists for example, can use the treatment package of this study in reducing absenteeism among students. This can be done in either group or individual counselling by enlighten the students the negative consequences of absenteeism towards the academic performance.

Classroom teachers on the other hand might benefit from this study by identifying students who are always engaging themselves to absenteeism through class attendance daily register as shown in the study and adopt some strategies on how to handle such cases especially during the class hours.

The study might also be significant to students treated with treatment package used in this study. This might help them achieve maximally in their educational pursuit. Also, as it was stated in the national policy on education that only students with minimum of 75% of attendance will be allowed to sit for examination, this study will help the absentees to meet such requirement.

Furthermore, researchers are hoped to benefit from this study especially in the review of its literature as well as empirical studies. Also, various sources contacted while conducting this study might serve as a source of reference to conduct similar study.

Parents can also benefit from the findings of this study by motivating and encouraging their wards to change their attitude of not attending the school. The study might also play a vital role in enlighten parents the benefit of providing all necessary support which will assist their wards to become punctual to school.

Community members are hoped to use the findings of this study because absenteeism mostly results in engaging students to steal, smoke, rape young ones and the like. As such, students treated the positive reinforcement counselling technique as suggested by this study will be free from such evil acts and this will in one way or the other benefit the larger community.

1.8 Scope and Delimitation of the Study

The scope of this study was to find out the effect of positive reinforcement counselling technique on absenteeism among secondary school students in Bakori Local Government, Katsina State, Nigeria.

This study was limited to Bakori Local Government Area of Katsina State, Nigeria, and students in classes I and II of junior and senior secondary school in Government Day Secondary School Bakori. Students in class III of junior and senior secondary schools are excluded.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents the review of related literature which include the following subheadings: concept of absenteeism, forms or Types of absenteeism, factors contributing to absenteeism (Causes), techniques for reducing absenteeism, effects of absenteeism, preventions and interventions strategies on how to reduce absenteeism, other suggestions on how to reduce absenteeism, concept of positive reinforcement, types of reinforcement, other forms of positive reinforcement, categories of reinforcement, the use of positive reinforcement counselling technique, other reinforcement techniques, positive reinforcement and students' academic achievement. Theory of positive reinforcement, Operant conditioning theory of Skinner, Thorndike reinforcement theory, Freud's psychoanalytic theory, Piaget's theory, Maslow and Roe theory were presented. Empirical studies were also reviewed and the summary of the chapter.

2.2 Concept of Absenteeism

Absenteeism is a period of time when a student does not attend school (Teasley, 2004). Students who do not attend school will generally fall behind their classmates in their academic success (Ford & Sutphen, 1996). They have fewer opportunities to learn the materials that will help them to succeed (Epstein & Sheldon, 2002). The focus of student absenteeism ranges from early schooling until adolescent years (Ford & Sutphen, 1996).

Absenteeism has been prevented as a prevalent social problem resulting to school dropout, substance abuse, gang involvement and criminal activities, (Baker,

Sigmon& Nugent, 1997). Absenteeism is defined as an act of staying away from school for some days or week without a genuine or good reason (Dantani, 2007). Absenteeism is defined as simply not attending school, with or without an excuse. Problematic absenteeism often refers to being absent from school or class without a reason that would qualify as a legal and/or excused absence under the school's attendance policy, whether or not the parents have knowledge or gave permission. The primary issue of absenteeism, or truancy, is not that there is no excuse provided, rather the excuse is not a valid one (Reid, 2005).

Therefore, absenteeism is a habitual pattern of being absence from school. Traditionally, absenteeism has been viewed as an indicator of poor student performance, as well as a breach of school rules and regulations between student and school authority.

2.2.1 Forms or Types of Absenteeism

There are two types of absenteeism according to Raid (2005) as:

Authorized Absenteeism

Authorized absenteeism refers to students who are absent from school for a valid reasons, parents and school authority have consent either written or unwritten, like sickness or injury. Authorized absenteeism is not culpable which means that it is blameless, and this also means that it cannot be remedied or treated by disciplinary measures by the school authority. This kind of absenteeism has a different names such as Legitimate, culpable and excuse absent.

Un-authorized Absenteeism

Culpable absenteeism refers to students who are absent from school without a valid reasons, parents and school authority have no consent either written or unwritten, like truancy, problematic or excessive absent. This is a kind of absenteeism which school authority can take actions through disciplinary measures. It call a different names like un-legitimate, non-culpable and un-excuse absent.He further describe sub-types of student absenteeism as: Specific lesson absence, post-registration absence, parentally condoned absence, psychological absence, absenteeism, and school phobia.

2.2.2 Factors Contributing to Absenteeism (Causes)

Absenteeism as well as truancy are complex and multi-causal. A comprehensive understanding of the factors that place students at risk for absenteeism and truancy is necessary before interventions can be developed (Henry & Huizinga, 2007; Reid, 2005). Even though the main causes of absenteeism vary from place to place, a combination of individual, school, family, and community factors are usually involved (Heilbrunn, 2004; Henry & Huizinga, 2007; Kearny, 2007; Reid, 2005).

Individual/Student Factors

Individual or personal characteristics influence whether or not a student attends school. Each student comes to school with different set of personalities, skills, abilities, experiences, interests, goals, and expectations. Based on these qualities and characteristics, a student may be more or less susceptible to absenteeism and/or truancy. Individuals with inadequate social skills, cognitive skills, emotional problems, low self-concept, and low self-esteem were more likely to exhibit absenteeism (Reid, 2005). Petrides, Chamorro-Premuzic, Frederickson, and

Furnham(2005) examined individual differences in scholastic behaviour and achievement by looking at students' personality traits. Students were categorized according to personality traits: psychoticism, extraversion, and neuroticism. Reid (2005) suggested that higher levels of neuroticism and antisocial behaviours can be found among students who are persistently absent and/or truant from school. The results of another study (Risi, Gerhardstein, &Kistner, 2003) revealed that students, who are viewed as aggressive, were more likely to be expelled from school than others. Disciplinary actions, such as expelling a student from school, only add to the students' poor attendance record. Characteristics and qualities of an individual can impact his or her overall success in school.

Students' engagement and attitudes towards school have also been identified as an individual factor of absenteeism. Henry and Huizigina (2007) discovered that students who received mostly A's were least likely to be truant, whereas students who got mostly D's or below were more likely to be truant. Reid (2005) found that truant youth tended to like fewer and different subjects, underachieved or performed low in a range of subjects, had negative views towards the school's policies and procedures, and fail to complete their homework. Henry (2007) found that students with low perceptions of the likelihood of graduating from high school had the highest probability of excessive absences from school. Students who had negative beliefs of being successful in school were also less motivated.

When students were motivated to do well in school, they tended to spend more time putting a true effort into doing homework correctly or studying, which results in better academic behaviours and therefore, with an increase of grades, another academic behaviour that improves is student attendance (Bertrand &Deslandes,

2005). Some students experience great anxiety and panic over attending school. The excessive anxiety that students experience from attending school results in absenteeism and/or truant behaviours. Researchers have termed this condition school phobia or absenteeism (Fremont, 2003; Kearney, 2007). School phobia is associated with a number of mental health conditions, including anxiety, mood, disruptive behaviour, and learning disorders (Fremont, 2003). According to Kearny (2007) absenteeism is a child-motivated refusal to attend school and/or child-motivated issues remaining in school for an entire day. Fremont (2003) describes the criteria for a child to be diagnosed with absenteeism:

- Severe emotional distress about going to school (anxiety, tantrums, depression, Somatic symptoms).
- Parents are aware of the absence; student tries to convince parents to allow him or her to stay home.
- Antisocial behaviour is not significant.
- Child considers staying at home during school hours a safe and secure environment.
- Child expresses willingness to do school work and will complete it at home.

Health and Mental Problem

While absenteeism is a concern for all students, individuals with special needs and/or Health and mental health problems are at a significantly greater risk of absenteeism. Students with individual education plans experience a wide range of difficulties (i.e. learning disabilities, intellectual difficulties, emotional disturbance, and/or poor health). The difficulties that these students experience often result in higher rates of absenteeism (Butler, Reed & Robles-Pina, 2005). Obese children have also been reported to be tardy and absent more often than normal-weight children

(Daniels, 2008). Medical diagnoses that are associated with obesity, such as type 2 diabetes and asthma, require regular visits to the doctor. Frequent visits to the doctor increases students' absences. According to the Council of Chief State School Officers (2004) children with asthma have high rate of absenteeism and often experience learning difficulties. Kaffenberger (2006) stated that approximately 20% of all children have a chronic illness, with about one-third of that number experiencing consequences that interfere with their school attendance. Bulter et al. (2005) suggested that students with severe health problems experience frequent interruptions during the school day. Chronically ill students also miss school days in order to receive and recover from treatments (Kaffenberger, 2006). Although these absences are often considered excused absences, the time spent away from school still has detrimental effects to students' overall success in school.

School Factors

The structures, policies, environment, and staff that make up a school are critical factors that can influence students' absenteeism (Heilbrunn, 2004; Lindstadt, 2005; McCluskey, 2004). Students in secondary school are more likely to associate their absences from school to school related factors, rather than family and community factors (Reid, 2005). According to the National Centre for School Engagement (NCSE) the lack of effective and consistent procedures and policies for dealing with absenteeism can send the wrong message to students, in regards to the importance of school (Heilbrunn, 2004). Schools with poor methods of attendance record keeping, as well as vague definitions of what constitutes excused and unexcused absences struggle with effectively assessing attendance issues (McCluskey, 2004). Some schools use a "push out policy" instead of addressing the underlying issues that may be causing behavioural or attendance issues.

The “push out policy” consists of disciplinary actions that focus on excluding, suspending, automatically failing, and/or transferring out students. Other schools’ policies and procedures are inflexible in addressing the diverse needs of students. Kaffenberger (2006) discussed the importance of well-planned and effective school re-entry plans for students with medical health conditions. Schools that fail to have effective transition plans in place are failing to meet the diverse needs of their students. Teasley (2004) suggested large school systems in low income and inner-city school districts are more susceptible to higher rates absenteeism and truancy.

Students often have external factors and circumstances in their lives that prevent them from attending school. According to the NCSE, an unsafe environment is another school related factor that can affect students’ attendance (Heilbrunn, 2004). Schools with ineffective discipline policies that allow bullying to be tolerated create unsafe environments for students. Gastic (2008) identified bullying as a potential factor that increases students’ nonattendance in school. Being bullied was found to be positively associated with increased risk of being frequently absent (Gastic, 2008). Victims often felt hopeless or defenceless and choose to miss school, rather than having to face their bullies and/or the social stigma that is associated with being a victim of bullying (Juvonen, Graham, & Schuster, 2003). Gastic (2008) also discovered that victims of bullying were more likely to engage in behaviours that result in disciplinary actions, such as in or out of school suspensions. Juvonen (2003) explained that disciplinary behaviours occur when victims decide to stand up to the bully and fight back. Disciplinary actions contribute to missed days of school. When a school displays ineffective discipline policies, the message is conveyed that bullying is tolerated and that school is an unsafe and unwelcoming environment. The climate of the school, especially in regards to the classroom climate, is important for student

engagement (Leyba&Massat, 2009). Teachers' characteristics and attitudes have been recognized as a factor that influences students' absenteeism and/or truancy (Reid, 2005). Lindstadt (2005) found a correlation between teachers' attitudes and students' truancy. Students who thought their teachers displayed positive and supportive attitudes were less likely to be truant. Students who thought their teachers displayed a lack of support, respect, and attention towards diverse student needs were found to have more attendance difficulties. Teachers, with low expectations for student achievement, were also identified as a truancy factor. Hallinan (2008) studied the unique role that teachers play in shaping students' attachment and engagement to school. Attachment to school has been shown to impact student's attendance and academic performance (Boesel, 2001).

The research examined the extent to which teachers support students socially and emotionally (Hallinan, 2008). Results revealed that teachers, who support their students by caring, showing respect, and praising them, are meeting their students' needs. When students' needs are being met, students are more engaged in school. Overall students who have positive relationships with their teachers are more likely to have good attendance and academic success (Boesel, 2001; Hallinan, 2008, Leyba&Massat, 2009).

Family/Parents Factors

Families influence student attendance (Epstein & Sheldon, 2002; Gonzales, 2002; Reid, 2005). Kearny (2007) uses the term, "non-child-motivated conditions," to describe circumstances that influence a student's attendance and are beyond his or her control. Younger children, primarily in their elementary school years, are more likely to be absent from school due to family factors. School and community factors,

however, are more likely to be the cause of absenteeism among middle and high school students (McCluskey, 2004). According to Gonzales (2002) parent involvement had a significant impact on students' attendance and overall success rates. Attendance, as well as behaviour, attitude, motivation, aspirations, and self-esteem were found to be higher among families who were involved in their child's education compared to families who had little involvement.

Gonzales discovered truancy, poor behaviours, drug use, depression, poor grades, and disciplinary problems are likely to be a result of lack of parent involvement. Parents' perceptions and attitudes about the importance of school can also impact student attendance (Epstein & Sheldon, 2002). If parents had negative attitudes and perceptions about their own education, they may find it difficult to be involved in their children's education. Parents who did not have a successful experience in school, may hold the same assumptions regarding their children's success in school. Henry (2007) examined characteristics of truants in eighth and tenth grade. Henry discovered that students whose mother or father received a college education had a significantly lower chance of being truant. Children learn by modelling the behaviours and social interactions they observe (Hartnett, 2008). A child's motivation level is affected by the level of motivation they see their parents exhibiting (Bertrand & Deslandes, 2005). Children whose parents set boundaries, rules, and standards for their academic performance are more likely to be less disruptive, more focused, and more respectful to others (Gonzales, 2002). In conclusion, if parents had a negative education experience and/or negative attitudes towards school, they are less likely to be fully committed and involved in their child's education. Students whose families may be suffering economically are at an increased risk to have poor attendance (Drumond & Stipek, 2004; Heilbrunn, 2004; Henry, 2007;

Zhang, 2003). For example, researchers have found a link between free or reduced school meals and students' nonattendance (Henry, 2010; Zhang, 2003). State and federal data suggests that truants are more likely to live in single-parent households, and about one-third of truants live in poverty (Kronholz, 2011). A project called Attendance Counts, calculated that children who live in homes without enough food missed two more days of school than children who were well-nourished.

Divorce has been identified as a factor that can influence student performance in school. Henry (2007) revealed that tenth grade students living with no parents or just one parent have higher rates of truancy, than tenth grade students who live with two parents. Child abuse, neglect, and parental irresponsibility have been found to be characteristics of the lives of truant youth (Heilbrunn, 2004; McCluskey et al., 2004). Parents are responsible for getting their children to school. Parents who violate attendance laws can be brought to court for educational neglect (Kronholz, 2011). family interventions play an important role in increasing student attendance.

Community Factors

The literature suggested that community and neighbourhood factors can influence student attendance (Henry & Huizinga, 2007; Teasley, 2004). Teasley (2004) found that students who live in low-income neighbourhood and communities are more likely to be truant, as they are often exposed to violence and drugs. Students from low-income neighbourhoods are more likely to attend schools that are poorly funded. Poorly funded schools often have overcrowded class rooms and a lack of resources, making it more challenging for students to have a successful school experience. Peer pressure and negative peer role models have also been identified as factors that can influence absenteeism, especially during high school (Epstein &

Sheldon, 2002; Hartnett, 2008; Henry & Huizinga, 2007). During high school teenagers are at a developmental stage where they are prone to environmental influences (Hartnett, 2008). Teenagers are struggling to form their own identity, while they are also struggling for acceptance from their peers. Henry and Huizinga (2007) found involvement with delinquent peers to be one of the main factors that influenced students' decision to skip school. With peer pressures being so hard to resist during this developmental stage; high school students are at an increased risk to become truant.

Governmental Factor

The in-ability by the government to provide adequate guidance services, lack of professional counsellors, facilities and lack of funding by authorities bedevilling the progress of counselling efficacy and contribute to the problematic absenteeism in secondary schools. Also poor or low recognition of guidance and counselling by the authorities are the measure factor toward absenteeism.

Peer Group

Absenteeism is sometimes caused by the influence of friends and peers who are seen as involved in status seeking activity or as a way of joining a group or blending in, and sometimes teasing or pushing the child to absenteeism (Wilson, 1993). Peer victimization also occurs in the school where the stronger children tend to bully the weaker ones, thus leading to keeping away from school by the affected child.

2.2.3 Techniques for Reducing Absenteeism

Student absenteeism, whether excused or unexcused, can result in negative consequences to students' overall success (Henry & Huizinga, 2007). Effective

interventions should be developed and implemented in order to address this serious issue (Dembo&Gulledge, 2008; Flores, 2004). There have been several programs implemented to address absenteeism and truancy at national, state, and local levels.

The National Center for School Engagement defines truancy as unexcused absences from school (Heilbrunn, 2004). Gandy and Schultz (2007), examined the effectiveness of truancy prevention programs. The Office of Juvenile Justice and Delinquency Prevention (OJJDP) stated several key elements that should be included in truancy reduction programs (Flores, 2004).

First and foremost, the goal of the program must be clearly understood and defined. The scope of the program, such as the geographic range and target population, should also be determined. Truancy intervention programs are often grouped by setting: school-based, community-based, or court-based programs (Dembo&Gulledge, 2008; Flores, 2004).

Services that will be offered should be documented and recorded, describing who is in charge of which services (Flores, 2004). Truancy reduction efforts are effective when consistent attendance policy and practices are known and understood by students, parents, staff, and community agencies. Meaningful parent involvement, special attention to health and special education needs, data-driven decision making, and business involvement are important components of truancy reduction efforts.

School-based programs that focus on increasing school engagement are effective in reducing absenteeism and truancy (Dembo&Gulledge, 2008). Relationship-based and individualized treatments work best for re-engaging students who are excessively absent and/or truant from school (Gandy & Schultz, 2007). Check and Connect, an effective school based intervention, monitors and addresses

the early signs and risk factors of truancy (Lehr, Sinclair, & Christenson, 2004). Within this program, individual student and family needs are addressed. A one-on-one mentor and monitor system is also present. The mentor and monitor system creates positive, long-term relationships with the student, family, and school staff. Lehr et al. (2004) found students who participated in the program, for at least two years, had lower absence rates than they did prior to their participation in the program. School-based programs that focus on school reorganization were also found to be effective (Sutphen, Ford, & Flaherty, 2010). Such programs work to improve structural aspects of the school, by adding and/or revising policies and procedures, targeted to engage students and prevent absenteeism or truancy. Several absenteeism or truancy interventions are community-based.

The majority of community-based interventions, tend to use punitive responses, which involve partnerships with community agencies and family involvement. The Project Stop Truancy and Recommended Treatment (S.T.A.R.T.), collaborates with various community agencies to reduce truancy (Gandy & Schultz, 2007). S.T.A.R.T. operates under the premise that a multi-faceted approach to truancy reduction is needed to better assist truant youth. When an individual is referred to this program, there are semi-formal meetings and court hearings that the individual and his or her family attend. Caseworkers assist the individual and his or her family throughout the process, by providing direct services and/or referrals to the families. Evaluations of S.T.A.R.T. interventions indicated significant decreases in truancy level over time, compared to truant youth who were not referred to the program. Limits of this program include the difficult task of engaging families to participate and the limited financial resources to collect comprehensive data on the effectiveness

of the program. Several truancy programs use legal and court systems to deal with truant behaviour and absenteeism (Sutphen et al. 2010).

Truancy Intervention Initiative, Truant Recovery Program, and Police Eliminating Truancy are programs that are all lead by local law enforcement agencies (Flores, 2004). Once a student has been identified as truant and the school has exerted their efforts to improve the issue, stronger sanctions may need to occur (Mueller 2006). Collaboration with law enforcement and the juvenile justice system, allow for contact with community police officers, probation officers, and juvenile judges. These contact persons are valuable, as they are the individuals who design and implement sanctions. Law enforcement can also be helpful identifying out of school youth in the community.

2.2.4 Effects of Absenteeism

Attending school regularly is a vital factor in school success for both students and teachers. Excessive school absenteeism is often linked to poor school academic achievement, so school attendance by both teachers and students plays an integral role in the success and educational advancement levels of any academic institution and all students enrolled. The followings are some of the effects of absenteeism to students' academic achievement.

Limited Educational Instruction

It is very crucial to the success of any school to employ dedicated teachers who are physically present to administer quality education to each student. Absenteeism by the teaching staff can drastically hinder the learning environment and academic achievement of students when instructors are not routinely present to teach. When teachers are absent, schools must rely on substitute teachers to provide

instruction for the students. However, many substitute teachers may not be qualified to provide quality educational instruction. Substitute teachers are not always required to possess a teaching certification, and in some school districts they are able to teach with only a grade II. The loss of quality instructional time for students can result in unlearned academic skills and objectives, and subsequent reduction in students' standardized test scores.

Poor Academic Progress

Successful schools cannot survive without physically present students. Absenteeism by students may result in unlearned course material from fewer hours of instruction, and a disruption of class instruction for teachers who have to administer remediation for the absent students when they return to school. Absenteeism by students may additionally result in poor academic achievement because students are not receiving instruction on a consecutive basis. This problem also causes low standardized test scores because absent students are not present to learn key concepts and skills that are assessed on standardized exams.

Future Problems

Student absenteeism can lead to an increasing disinterest in school and academics in general. Absenteeism increases the chances of a student eventually dropping out of school, which can lead to long term consequences for these students, such as lower average incomes, higher incidences of unemployment, and a higher likelihood of incarceration. Students who drop out of school face a higher risk of poverty because of their inability to secure quality paying employment due to their lack of education and resources. Dropouts who lack education and resources are more likely to commit criminal activity leading to incarceration.

Decreased School Budget

Absenteeism also places an extreme strain on the school's budget, and allocated finances in each school district. Average daily attendance (ADA), is the average attendance rate of students in a school year. Federal and State government are to determine the allocated funding for the secondary schools. Schools may encounter a decrease in funding due to a loss of full-time students. This limited budget due to absences causes a lack of educational resources and materials for all the students in the school. Providing substitutes for all of these absent students costs schools.

2.2.5 Preventions and Interventions Strategies on how to Reduce Absenteeism

Generally there are many causes of absenteeism and truancy, and equally as there are many prevention and early intervention strategies. The difficulty comes with assessing a specific school's environment or a specific student's attendance pattern and determining which one to use since there is no magic formula (Reid, 1999).

This section describes various prevention and early intervention strategies utilized to combat absenteeism and truancy.

Well-Developed Policies

It is absolutely essential to have well-developed school Policies regarding student attendance (Dougherty, 1999). And, of equal importance is that everyone among teachers, parents, and students, understand the attendance policy and that the policy is consistently enforced. Attendance policies need to be reviewed periodically and revamped when daily attendance for the school begins to decline. When developing new policy, it is crucial to know what the causes of absenteeism are in that particular school or district. This would include teachers, parents, and student's perspectives of causes.

In addition, Dougherty (1999) cited the work of Poston, Stone, and Muther, done in 1992, recommending a policy with clear definitions of excused and unexcused absences and procedures for how to deal with each type of absence.

Parent Involvement

Manual to combat truancy (U.S. Department of Education & U.S. Department of Justice, 1996), parents are the most influential when it comes to getting children 12 to school. Therefore, it would seem then that developing a relationship with parents built on trust and respect is essential. Research supports this relationship development as well as other strategies for involving parents in order to reduce absenteeism and truancy (Epstein & Sheldon, 2002). One of these strategies is communicating with every parent. Although this is an overwhelming task, especially when language can be a barrier, the study found that when schools communicated with parents via phone, mail, newsletters, or in person, attendance improved. Another strategy identified in the study as having a positive effect on attendance was having a designated contact person for parents to talk about attendance concerns and other issues.

Community Involvement

Community awareness of resources to support the parents and students exhibiting risk factors associated with absenteeism and truancy is another strategy (Dougherty, 1999). School professionals need to not only be aware of, but also know how to access these resources, which may include mental health counselling, parent training, or tutoring.

School Environment

Students are motivated to succeed when they are surrounded by a positive school environment. Therefore, school professionals need to provide a safe environment that not only recognizes student successes, but one that challenges their individual learning style as well (Reid, 1999).

Attendance Incentive Programs

Studies show that schools that reward students for attendance have improved attendance records (Dougherty, 1999; Epstein & Sheldon, 2002). Many different models are presented in the literature; however they all have the same basic components. Students are rewarded when 13 they have perfect attendance for a predetermined amount of time, usually no more than a quarter or trimester, so that goals seem obtainable. The rewards vary. Some school districts enlist the help of the community by getting local restaurants to donate free meal vouchers or roller skating rinks to donate free admissions for skating sessions, while other schools create their own reward certificates for extra recess time, special recognition, and prizes like a bookmark or pencil (Haslinger, Kelly & O'Lare, 1996).

Tutors and Mentors

Tutors and mentors have been used in community and school organizations for hundreds of years. However, research shows that tutors and mentors are not used as much as they could be as prevention and early intervention strategies for truancy (Reglin, 1997). Tutors assist with academic learning, whereas mentors become a student's friend and advocate. These roles would seem to meet the needs of those students with social and educational risk factors for truancy as identified in the previous section. Tutors and mentors can have an enormous impact in other areas of student's lives as well.

Small Groups

Using small groups facilitated by the school professionals trained in small group therapy is another early intervention strategy for students with high rates of absenteeism and truancy. The small group experience gives the students the opportunity to identify their barriers or causes of truancy and empowers them to creatively problem solve (Baker & Jansen, 2000). Small groups often have other residual effects like teaching appropriate social skills, building relationships, and connecting with others with similar experiences.

2.2.6 Other Suggestions on How to Reduce Absenteeism:

The followings are the suggestions that will be useful to the responsible bodies in an efforts to reduce the negative behaviour of student's absenteeism as pinpointed by many scholars such as; Dafiaghor (2011);

- Schools should operate strict functional punctuality policy. One of the major responsibilities of the school principal is to implement policies and/or even possibly make some, as whatever happens in the system would be credited or blamed upon him. Thus, the school principal needs to carry out the function of maintaining punctuality policy without favouritism.
- Staff and students in the school system should be sensitised and made aware of the effects of absenteeism to the entire school system, and also the advantage of been punctual to them first and then to the entire school system. This should be carried out by school principals, governmental and non-governmental agencies, religious bodies, and other such bodies and individuals.

- The school administrator must teach punctuality by example, he/she must act as a model for all to copy from him/her.
- School administrators should impose compulsory beginning and closing of the day meeting of staff and students. In the meetings, there should be strict attendance register.
- As a student, try to be regular to school, as this could help student make friends and get one's self prepared for the school activity; possibly even attend school, and most importantly could help make up for unforeseen causes of absenteeism, and still be punctual.
- There should also be activities /acts to motivate and reinforce punctuality. For instance, awarding prizes for punctuality could go a long way in enhancing punctuality.
- Parents and school administrators should join efforts in enhancing punctuality. United Kingdom Government (2010) stipulated that "on the first day absence, contact should be made with parents of the child to find out why the child is absent".
- Truancy patrol is a situation where members of the community are sensitised to report students found outside the school environment after stipulated time and date. In this kind of situation, the pupil would likely be punctual since the only convenient environment would be that of the school if he/she abstain from school, would be punished, he is then forced to be regular.
- Parents involving students in domestic activities should be mindful of punctuality.

- Government on its part, should improve transportation and other economic activities in the country in-order to simplify students' difficulties of being punctual.

2.3 Concept of Positive Reinforcement

In the 1920s a Russian physiologist Ivan Pavlov may have been the first to use the word reinforcement with respect to behaviour, he used its approximate Russian cognate sparingly and even then it referred to strengthening an already-learned but weakening response. He did not use it, as it is used today, for selecting and strengthening new behaviours. Pavlov's introduction of the word *extinction* (in Russian) approximates today's psychological use.

In behavioural psychology, reinforcement is a consequence that will strengthen an organism's future behaviour whenever that behaviour is preceded by a specific antecedent stimulus. This strengthening effect may be measured at a higher frequency of behaviour (e.g., pulling a lever more frequently), longer duration (e.g., pulling a lever for longer periods of time), greater magnitude (e.g., pulling a lever with greater force), or shorter latency (e.g., pulling a lever more quickly following the antecedent stimulus). Although in many cases a reinforcing stimulus is a rewarding stimulus which is "valued" or "liked" by the individual (e.g., money received from a slot machine, the taste of the treat, the euphoria produced by an addictive drug), this is not a requirement. Indeed, reinforcement does not even require an individual to consciously perceive an effect elicited by the stimulus. Furthermore, stimuli that are "rewarding" or "liked" are not always reinforcing: if an individual eats at a fast food restaurant (response) and likes the taste of the food (stimulus), but believes it is bad for their health, they may not eat it again and thus it was not reinforcing in that

condition. Thus, reinforcement occurs only if there is an observable strengthening in behaviour.

In most cases positive reinforcement refers to an enhancement of behaviour but this term may also refer to an enhancement of memory. One example of this effect is called post-training reinforcement where a stimulus (e.g. food) given shortly after a training session enhances the learning. This stimulus can also be an emotional one. Reinforcement is an important part of operant or instrumental conditioning. Reinforcement is used to help increase the probability that a specific behaviour will occur in the future by delivering a stimulus immediately after a response/behaviour is exhibited.

Finally, positive reinforcement training can serve as an effective enrichment strategy, contributing to the psychological well-being of human being. It has been suggested that psychological well-being may be generally defined as the ability to adapt and adjust to changing situations of the many observable features that relate to it, such as behaviour, health, reproduction, and longevity. They further suggest that a combination of two or more should be used in assessing psychological well-being.

2.3.1 Types of Reinforcement

There are many different types of reinforcement that can be used to increase behaviours, but it is important to note that the type of reinforcement used depends upon the individual and the situation. While gold stars and tokens might be very effective reinforcement for secondary students, they are not going to have the same effect with a high school or college student.

Positive Reinforcement

In popular use, *positive reinforcement* is often used as a synonym for *reward*, with people (not behaviour) thus being "reinforced", but this is contrary to the term's consistent technical usage, as it is a dimension of behaviour, and not the person, which is strengthened. It occurs when an event or stimulus is presented as a consequence of behaviour and the behaviour increases.

Skinner (1938) showed how positive reinforcement worked by placing a hungry rat in his box. The box contained a lever inside and as the rat moved about the box it would accidentally knock the lever. Immediately it did so a food pellet would drop into a container next to the lever. The rats quickly learned to go straight to the lever after a few times of being put in the box. The consequence of receiving food if they pressed the lever ensured that they would repeat the action again and again.

Positive reinforcement therefore strengthens a behaviour by providing a consequence an individual finds rewarding. For example, if your teacher gives you a token amount each time you complete your homework (i.e. a reward) you are more likely to repeat this behaviour in the future, thus strengthening the behaviour of completing your homework.

Other examples are:

- **Example 1:** Whenever a rat presses a button, it gets a treat. If the rat starts pressing the button more often, the treat serves to positively reinforce this behaviour.
- **Example 2:** A father gives candy to his daughter when she picks up her toys. If the frequency of picking up the toys increases, the candy is a positive reinforcer (to reinforce the behaviour of cleaning up).

Griggs (2009); Positive Reinforcement is to give (+) what individuals like when they have performed a desired behaviour.

Negative Reinforcement

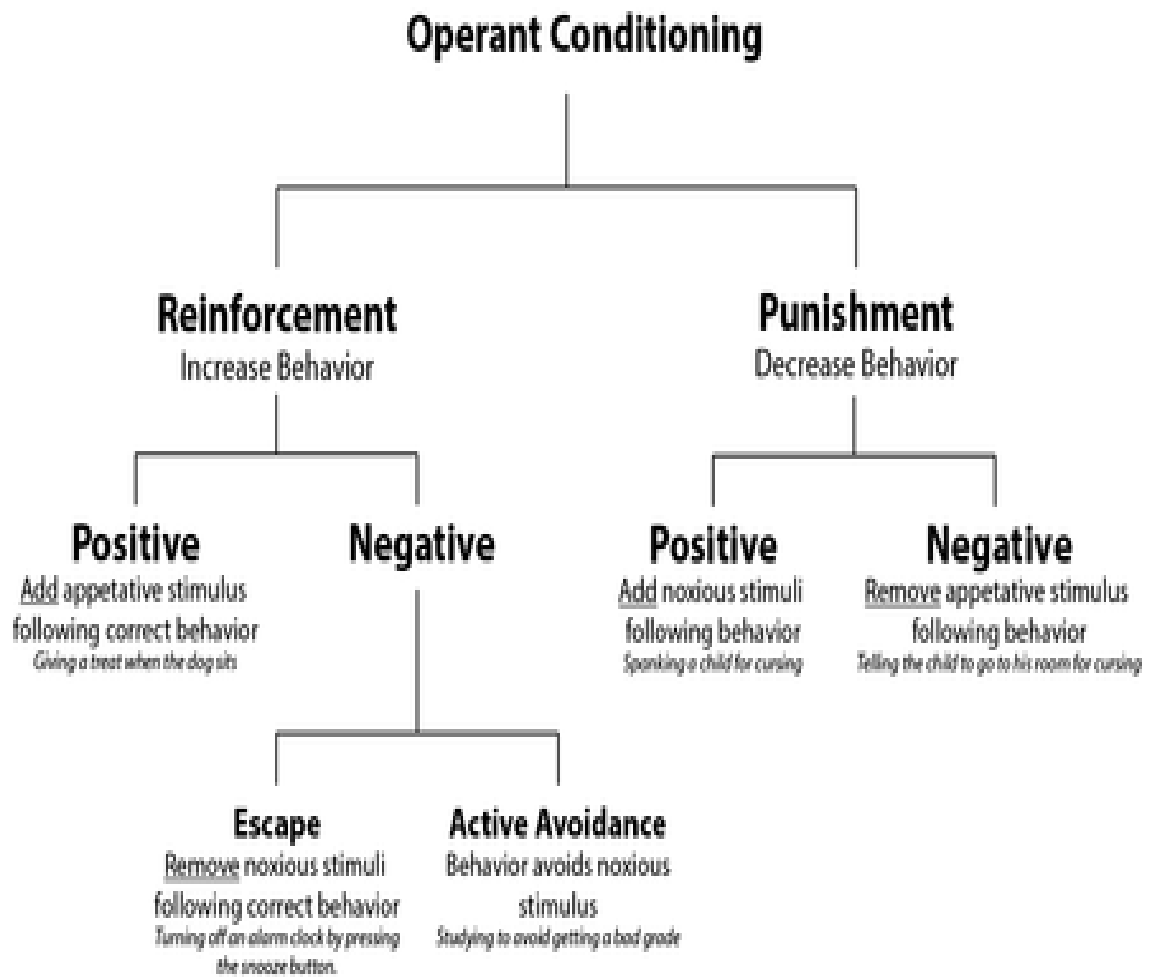
Is often used by lay people and even social scientists outside psychology as a synonym for punishment. This is contrary to modern technical use, but it was B.F. Skinner who first used it this way by 1938 and 1953, however, he followed others in thus employing the word punishment, and he re-cast negativereinforcement for the removal of aversive stimuli. It occurs when the rate of behaviour increases because an aversive event or stimulus is removed or prevented from happening.

The removal of an unpleasant reinforcement can also strengthen behaviour. This is known as negative reinforcement because it is the removal of an adverse stimulus which is 'rewarding' to the animal. Negative reinforcement strengthens behaviour because it stops or removes an unpleasant experience.

Others examples are:

- **Example 1:** A child cleans his or her room, and this behaviour is followed by the parent stopping "nagging" or asking the child repeatedly to do so. Here, the nagging serves to negatively reinforce the behaviour of cleaning because the child wants to remove that aversive stimulus of nagging.
- **Example 2:** A person puts ointment on a bug bite to soothe an itch. If the ointment works, the person will likely increase the usage of the ointment because it resulted in removing the itch, which is the negative reinforcer.

Griggs, (2009). Negative Reinforcement is to remove (-) what individuals do not like when they have performed a desired behaviour. Below is the table explaining operant conditioning and its divisions:



Positive presence of a stimulus

Negative absence of a stimulus

Reinforcement increases behavior

Punishment decreases behavior

Escape removes a stimulus

Avoidance prevents a stimulus

Figure 2.1

Source: Griggs, (2009).

2.3.2 Other Forms of Positive Reinforcement

Jolivet, Stichter, Nelson, Scott & Liaupsin (2000) are:

Natural Reinforcement

This is the type of reinforcement, inbuilt in an individual life, it is heredity where a person get and develop interest by himself through interaction with people or peers, this habit naturally developed as individual growth up, it involves mingling with groups and mates in school activities and outside school. This reinforcement normally occurred to individual as a result of positive fillings and thinking. Therefore, natural reinforcers are those that occur directly as a result of the behaviour. For example, a girl studies hard, pays attention in class, and does her homework. As a result, she gets excellent grades.

Social Reinforcement

Social reinforcement is another type of reinforcement where counsellors, teachers, parents, groups and friends plays significant roles toward encouraging individual's performance or behaviour, through verbal or non-verbal actions. Such verbal includes encouraging words like good comments, and praises. Non-verbal also includes the use of body or gesture in-order to express approval, happiness, or cooperation. Therefore, social reinforces involve expressing approval of behaviour, such as a teacher, parent, or employer saying or writing "Good job" or "Excellent work."

Activity Reinforcement

Activity reinforcement includes all programmes or activities running in the school, which are normally encourages individual or student in school develop or

avoid some attitudes and drive some advantages of getting life exposure, which will help the future of an individual. These activities are like extracurricular activities.

Tangible Reinforcement

Tangible reinforcement is another type of reinforcement where things like edibles and non-edibles are used to encourage individual to develop or avoid certain behaviour after observing some cautions. Therefore, tangible reinforcers involve the presentation of an actual, physical reward such as candy, treats, toys, money, and other desired objects. While these types of rewards can be powerfully motivating, they should however be used sparingly and with caution.

Token Reinforcement

Token reinforcement systems are frequently used by special education teachers. A token system is an economy in which a symbol that involves the use of a certain object such as points chips or stars are awarded or contingent on designated behaviours, encouraging individual to develop appropriate behaviour or avoiding a particular inappropriate behaviour or attitude.

Therefore, token-reinforcers are points or tokens that are awarded for performing or completing certain actions or behaviours. These tokens can then be exchanged for something of value.

2.3.3 Categories of Reinforcement

Primary

Primary reinforcers, sometimes called an *unconditional reinforcement*, is a stimulus that does not require pairing to function as a reinforcer and most likely has obtained this function through the evolution and its role in species' survival. Examples of primary reinforcers include sleep, food, air, clothes, water, and sex.

Some primary reinforcers, such as certain drugs, may mimic the effects of other primary reinforcers. While these primary reinforcers are fairly stable through life and across individuals, the reinforcing value of different primary reinforcers varies due to multiple factors (e.g., genetics, experience). Thus, one person may prefer one type of food while another abhors it. Or one person may eat lots of food while another eats very little. So even though food is a primary reinforcer for both individuals, the value of food as a reinforcer differs between them.

Secondary

Secondary reinforcers, sometimes called a *conditioned reinforcement*, are a stimulus or situation that has acquired its function as a reinforcer after pairing with a stimulus that also functions as a reinforcer. This stimulus may be a primary reinforcer or another conditioned reinforcer (such as money). An example of a secondary reinforcer would be the sound from a clicker, as used in clicker training. The sound of the clicker has been associated with praise or treats, and subsequently, the sound of the clicker may function as a reinforcer. As with primary reinforcers, an organism can experience satiation and deprivation with secondary reinforcers. Secondary reinforcer is a previously neutral behaviour that is paired with a reinforcer and therefore takes on reinforcing properties of its own. Thus if a teacher always call a student to the teacher's desk prior to rewarding him or her, then being call to the teacher's desk becomes reinforcing which is secondary. However, sincere praise and attention are most frequently used as secondary reinforcers.

2.3.4 The use of Positive Reinforcement Counselling Technique

A counsellor is the one who is expected to use this technique in-order to help or reinforce students change their behaviour, depending on the type of problem a

counsellor is going to treat and intended to change, because any problem has its own technique to treat with, be it behavioural or cognitive one. However, counsellor should try as much as possible to seek advises or suggestions from where it is possible by either professionals or even from students and make it useful. This is after a critical survey have been conducted by the counsellor for the purpose of an effective treatment because every individual has his own life style and different perception, and also what individual consider as motivation, differs from one person to another.

Many ways have been employed to incorporate positive reinforcement into classroom, some of which includes:

Contract

Contract means a binding agreement. Counsellor should enter into agreement with students on particular thing which he wants students to change. For example, where students usually dodge the schooling or lateness to school. Counsellor should enter into contract with such students that if any student got full attendance either on weekly, monthly or termly basis such students will be rewarded for his/her obedience. The thing to be used as award should be valuable, meaningful and recognized to the entire students, because the idea is to change them from the habit of dodging or being absent.

Mystery Motivation

Mystery motivation is one of the techniques of reinforcement where student have the opportunity to reveal a hidden space on a chart when they exhibit the desired behaviour. The hidden space may or may not indicate that the student has earned a predetermined type of reinforcement. Mystery motivation as an ideal strategic plan

that can be used when you plan to fade reinforce quickly. It is only used for a smaller group of students or even an individual (Rhode and Reavis, 1992).

Positive Reinforcement

Positive reinforcement is based on operant learning theory, which states that rewards and punishments shape behaviour. A positive reinforcement is used to rewards good behaviour with tokens that can be exchanged for something desired e.g. money for breakfast, text book, note book and it can even be a chip, coin, star, sticker, or something that can be exchanged for what the student wants to buy. Counsellors give students a token when their behaviour matches the desired behaviour. On a regular basis, the counsellor sets up a sale of items and privileges which students can purchase with the tokens. A Counsellor might also have a list of undesirable behaviours that cause a student to lose a token. For example if a student does not come to school early, a student might lose one token.

2.3.5 Other Reinforcement Techniques

Positive Reinforcement

Positive reinforcement uses favourable consequences that reinforce the desired behaviour as the correct behaviour. For example, when a student in a classroom exhibit a good behaviour (a desired one), he or she is reinforced with any kind of reinforcement either praise or material (positive reinforcement), making it more likely for the student to repeat that same behaviour that resulted in the positive reinforcement.

Negative Reinforcement

Negative reinforcement on the other hand referred to as avoidance, rewards a behaviour by removing negative or undesirable consequences, which strengthens the

probability of the behaviour being repeated. For example, if a student did well in one area (behaviour), he or she is rewarded by not being asked to make effort in more challenging areas where performance have been difficult to achieve (negative reinforcement). The student will continue to work hard in the area he or she is currently performing so that he or she is not forced to work hard in the other areas.

It is important to note at this point that reinforcement has nothing to do with 'good' or 'bad' behaviour. In fact, many people are making the mistake of confusing negative reinforcement with punishment. A person is punished in an attempt to decrease the probability of a behaviour being repeated, whereas negative reinforcement is used to increase the probability of a behaviour being repeated. Both positive and negative reinforcement have the ability to increase the likelihood of a desired behaviour being repeated.

Punishment

Punishment is the opposite of reinforcement, if the consequence which decreases the strength of the behaviour occurred, there is a tendency of the likelihood behaviour will reduce and that behaviour will continue to occur. Unfortunately, punishment does not assure the desired behaviour will occur. For example a student who is punished for talking in class may stop talking but may not attend to his works or studies for the remainder of the day, Vaughn & Bos (1998).

There are many significance arguments against the use of punishment:

- Punishment is ineffective in the long run.
- Punishment cause undesirable emotional side effect such as fear, aggression, and resentment.

- Punishment provide little information to the person as to what to do.
- The person who administers the punishment is often associated with it and also becomes aversive.
- Punishment frequently does not generalize across settings, thus it needs to be re-administered.
- Fear of punishment often leads to escape behaviour.

Finally, punishment should be used only when behaviours are harmful to the child or others, and in this case the students should be told a head of time the likely consequence for exhibiting the behaviour, while the punishment should be delivered quickly and as soon as inappropriate behaviour is initiated.

Extinction

Extinction is the removal of reinforcement following a behaviour. For example, a teacher wants to extinguish a student's behaviour of shouting out and determines that telling the student to raise his hand is reinforcing the shouting out. To extinguish shouting out, the teacher removes the reinforce 'raise your hand' and ignores the student's shouting out (Vaughn and Bos 1998). Extinction can be an effective means of decreasing undesirable behaviours, but it is often slow and can be impractical for most behaviours that occur within the classroom because the reinforcers for undesirable behaviours are often difficult for the teacher to control.

Time-Out

Time-out occurs when a student is removed from an opportunity to receive any reinforcement. Time-out is when the teacher asks a student to sit in the hall during the remainder of a lesson as punishment, when a young child is ask to leave a group,

or when a student is asked to sit in a quiet chair until he or she is ready to join the group, all these as a kind of punishment (Vaughn and Bos 1998).

Unfortunately, time-out is frequently used inappropriately. The underlying principle behind the successful use of time-out is that the environment which a student is leaving must be reinforcing and the time-out environment must be without reinforcement.

There are procedures for implementing time-out, among them are;

- The student should be told in advance which behaviours will result in time-out.
- The amount of time the student will be in time-out should be specified ahead of time.
- The amount of time the student is in time-out should be brief (between one to five minutes).
- The student should be told to go to time-out. If the student does not comply, the teacher should unemotionally place the student in time-out.
- Time-out must occur every time the undesirable behaviour occurs.
- Contingencies should be set in advance for the student who fails to comply with time-out rules.
- Do not leave the time-out area unmonitored.
- When time-out is over, the student should return to the group.
- Reinforce positive behaviours that occur after time-out.

iv. **Peer Confrontation System**

Peers as well as teacher can serve as behaviour controllers for students. In a procedure refers to as the peer confrontation system (Vaughn and Bos 1998). The

teacher and students identify behaviour problems in the group. The teacher informs the student in the group to respond to students that are having a behavioural problem in the following way:

- Teacher says, “Abdul seems to be having some difficulty. Who can tell Abdul what the problem is?”
- Selecting a student from a group, the teacher says, “Can you tell Abdul what the problem is?”
- The teacher follows with, “What does Abdul needs to do to solve the problem?”

In the Salend, Jantzen and Giek, (1992); study 12 of the 13 students indicated that they would like to continue using the peer confrontation system.

2.3.6 Positive Reinforcement and Student’s Academic Achievement

Many studies have been conducted regarding the effect of Positive Reinforcement in changing behaviour of an individual or students. It is also another way to put that positive reinforcement by adding something that will motivate the students (or individuals) to increase the likelihood, they will engage in that behaviour again. What are the findings of researches about the effects of positive reinforcement in general on students' academic achievement?

Contingent reinforcement is positively related to achievement. Non-contingent reinforcement is unrelated to achievement in most cases; however, there is evidence that low-ability and younger (primary) children receive some academic benefit from non-contingent, socially motivated praise. Acknowledging correct responses as such is positively related to achievement. Reinforcements are most effective when clearly

linked to students' progress toward goals. Achievement benefits accrue at the same rate whether students only receive rewards for positive behaviours. Instructional reinforcement alone produces achievement benefits equal to those produced by a combination of instructional and behavioural reinforcement.

In the first instance, a productive behaviour faded away for lack of encouragement. In the second situation, unproductive behaviour was unwittingly rewarded. Feedback and rewards need to be handled more precisely. Fortunately, the field of behavioural psychology can help. However, Positive reinforcement can be motivating to students of all ages and its practice aimed at increasing the likelihood that behaviour will continue. The reinforcement takes place after the behaviour change and can include both material and non-material rewards includes: prizes, extra computer time, praise and recognition. Positive reinforcement has the potential to be more effective than punishment for managing behaviour in school settings, parents, teachers and counsellors can necessary consult any bodies whose are responsible for guidance in order to have a successful academic achievement of students. Like in America a board certified behaviour analyst (BCBA), can provide hands-on training and support to help parents and teachers learn how to use positive reinforcement effectively as well as a variety of other effective school administration and teaching strategies.

Positive reinforcement reinforces what the student is doing, and changing from wrong or bad to right or good rather than concentrating on a single behaviour. It increases the likelihood that the behaviour will be repeated. It supports student positive deeds and qualities through enthusiasm, descriptive encouragement, and natural, logical rewards. In some cases, a student may become dependent on the positive reinforcement. This can be true especially when positive reinforcement is a

technique to be used and a material good, such as a something to eat or prize like money or material. Classroom teachers can avoid this circumstance by using intermittent reinforcement that only happens every few times that the behaviour is shown. Additionally, teachers and administrators can try to encourage intrinsic reinforcement by helping a student realize the good feelings that he gets when the behaviour is displayed.

2.4 Theory of Positive Reinforcement

Theories have played a vital role in Educational research and Counselling therapy, it serves as a tools to tackle all challenges of educational and counselling problems that come across. Babbie (2003), defined theory as a “Systematic explanation for the observations that relate to a particular aspect of life”. Therefore, educational and counselling theories for tackling behavioural problems are very numerous. Six of such that are related to this research are reviewed, the first and second are behavioural theories which is operant conditioning and law of effect theory by B. F. Skinner and E. L. Thorndike respectively, and the third one is psychodynamic (psychoanalysis) theory by Sigmund Freud, while the last one is theory of learning by Jean Piaget.

2.4.1 Operant Conditioning Theory

Skinner (1938) is regarded as the father of Operant Conditioning, but his work was based on Thorndike’s law of effect. Skinner introduced a new term into the Law of Effect - Reinforcement. Behaviour which is reinforced tends to be repeated (i.e. strengthened); behaviour which is not reinforced tends to die out-or be extinguished (i.e. weakened). Skinner (1948) studied operant conditioning by conducting experiments using animals which he placed in a '*Skinner Box*' which was similar to Thorndike’s puzzle box.

B.F. Skinner was a high profile researcher that articulated many of the theoretical constructs of reinforcement and behaviourism. Skinner defined reinforcers according to the change in response strength rather than to more subjective criteria, such as what is pleasurable or valuable to someone. Accordingly, activities, foods or items considered pleasant or enjoyable may not necessarily be reinforcing (because they produce no increase in the response preceding them). Stimuli, settings, and activities only fit the definition of reinforcers if the behaviour that immediately precedes the potential reinforcer increases in similar situations in the future, for example, a child who receives a cookie when he or she asks for one. If the frequency of "cookie-requesting behaviour" increases, the cookie can be seen as reinforcing "cookie-requesting behaviour". If however, "cookie-requesting behaviour" does not increase the cookie cannot be considered reinforcing.

The sole criterion that determines if an item, activity, or food is reinforcing is the change in probability of behaviour after administration of that potential reinforcer. Other theories may focus on additional factors such as whether the person expected the strategy to work at some point, but in the behavioural theory, reinforcement is descriptive of an increased probability of a response. The study of reinforcement has produced an enormous body of reproducible experimental results. Reinforcement is the central concept and procedure in special education, applied behaviour analysis, and the experimental analysis of behaviour.

The theory of B.F. Skinner is based upon the idea that learning is a function of change in overt behaviour. Changes in behaviour are the result of an individual's response to events (stimuli) that occur in the environment. A response produces a consequence such as defining a word, hitting a ball, or solving a math problem. When

a particular Stimulus-Response (S-R) pattern is reinforced (rewarded), the individual is conditioned to respond. The distinctive characteristic of operant conditioning relative to previous forms of behaviourism (e.g. connectionism, drive reduction) is that the organism can emit responses instead of only eliciting response due to an external stimulus.

Reinforcement is the key element in Skinner's S-R theory. A reinforcer is anything that strengthens the desired response. It could be verbal praise, a good grade or a feeling of increased accomplishment or satisfaction. The theory also covers negative reinforcers any stimulus that results in the increased frequency of a response when it is withdrawn (different from aversive stimuli -- punishment -- which result in reduced responses). A great deal of attention was given to schedules of reinforcement (e.g. interval versus ratio) and their effects on establishing and maintaining behaviour.

One of the distinctive aspects of Skinner's theory is that it attempted to provide behavioural explanations for a broad range of cognitive phenomena. For example, Skinner explained drive (motivation) in terms of deprivation and reinforcement schedules. Skinner (1957) tried to account for verbal learning and language within the operant conditioning paradigm, although this effort was strongly rejected by linguists and psycholinguists. Skinner (1971) deals with the issue of free will and social control.

Based on this research, Behaviour modification often referred to as b-mod is the therapy technique based on Skinner's work. It is very straight-forward: Extinguish an undesirable behaviour (by removing the reinforcer) and replace it with a desirable behaviour by reinforcement. It has been used on all sorts of psychological

problems, addictions, neuroses, shyness, autism, procrastination, inattentiveness, even schizophrenia and works particularly well with children and adolescents ages

2.4.2 Thorndike Reinforcement Theory

Edward Lee Thorndike (1874-1949) was an American psychologist who in 1911 developed the law of effect, a principle of learning that states behavioural responses to stimuli that are followed by a satisfactory response will be strengthened, but responses that are followed by discomfort will be weakened. Essentially, behaviours that are rewarded are often repeated, and those behaviours that are not rewarded are less likely to occur in the future. This law of effect was later translated into a theory of employee motivation known as reinforcement theory, which Jessica clarifies as a theory that looks at the relationship between behaviour and its consequences. The defining factor of reinforcement theory is, of course, reinforcement, which can be either positive or negative, punishment or extinction as explained above.

It is important to note that reinforcement has nothing to do with 'good' or 'bad' behaviour. In fact, many people make the mistake of confusing negative reinforcement with punishment. A person is punished in an attempt to decrease the probability of a behaviour being repeated, whereas negative reinforcement is used to increase the probability of a behaviour being repeated. Both positive and negative reinforcement have the ability to increase the likelihood of a desired behaviour being repeated. Because positive and negative reinforcement do not always work, there are two other reinforcement strategies that can be used, which include punishment and extinction. To better help you understand how all four of these reinforcement

strategies are used to influence behaviour through consequences, let's continue along with Ryan and Jessica on their tour.

Positive reinforcement is used to reward desired behaviour with the intent of increasing the likelihood that the pleasing behaviour will be repeated. Examples of positive reinforcement include praises, bonuses, promotions, awards, recognition, and in this case, student can break record. In the classroom, class masters can use positive reinforcement to increase students' participation and improve their performance toward academic achievement.

Therefore; Based on this research, Thorndike created his famous law of effect. If a particular behaviour is followed by a desirable consequence or a reward, that behaviour is more likely to happen again in the future. Thorndike said that the behaviour had been reinforced. This was what happened with the cats when they escaped the box, as examples given in the discussion, the behaviour of becoming punctual would be reinforced if student get any kind of reward as a result. Therefore, he or she would more likely to continue with that positive behaviour in the future.

2.4.3 Psychoanalysis Theory

Sigmund Freud is said to be the founder of psychoanalytic theory. Psychoanalytic theory is a method of investigating and treating personality disorders and is used in psychotherapy. Included in this theory is the idea that things that happen to people during childhood can contribute to the way they later function as adults. Freud believed that the mind is made of two parts - the conscious mind and the unconscious mind – and that the unconscious mind often prompts people to make certain decisions even if they don't recognize it on a conscious level. Sigmund Freud's psychoanalytic theory of personality also argued that human behaviour was the result

of the interaction of three component parts of the mind: *the id, ego, and superego*. His structural theory placed great importance on the role of unconscious psychological conflicts in shaping behaviour and personality. Dynamic interactions among these basic parts of the mind were thought to carry human beings through five psychosexual stages of development: *oral, anal, phallic, latency, and genital*. Each stage required mastery for a human to develop properly and move on to the next stage successfully. Freud's ideas have since been met with criticism, mostly because of his singular focus on sexuality as the main driver of human personality development.

Freud, the human personality was structured into three separate parts: *the id, ego, and superego*.

The *id* was the most primitive structure, functioned unconsciously, operated on the pleasure principle, and sought instant gratification.

- The *ego* was less primitive, functioned in partial consciousness, operated with reason on the reality principle, and regulated the *id* by satisfying urges only when appropriate.
- The *superego* was the most modern structure, functioned consciously, operated on the moral principle, and regulated the *id* based on social learning and issues of morality. Freud believed that these three basic structures were in constant conflict. The results of these internal struggles throughout childhood were thought to influence the development of adult personality and behaviour.

2.4.4 Jean Piaget's theory

The Swiss psychologist Jean Piaget (1896 – 1980) took the intellectual functioning of adults as the central phenomenon to be explained and wanted to know how an adult acquired the ability to think logically and to draw valid conclusions about the world from evidence. Piaget's theory rests on the fundamental notion that the child develops through stages until he arrives at a stage of thinking that resembles that of an adult. The four stages given by Piaget are:

- The sensorimotor stage from birth to 2 years.
- The preoperational stage from 2 to 7 years.
- The concrete-operational stage from 7 to 12 years, and
- The stage of formal operations that characterizes the adolescent and the adult.

One of Piaget's fundamental assumptions is that early intellectual growth arises primarily out of the child's interactions with objects in the environment. For example, Piaget believed that as a two-year-old child repeatedly builds and knocks down a tower of blocks, he is learning that the arrangement of objects in the world can be reversed. Piaget, children organize and adapt their experiences with objects into increasingly sophisticated cognitive models that enable them to deal with future situations in more effective ways. The older child, for instance, who has learned the concept of reversibility, will be able to execute an intelligent and logical search for a missing object, retracing his steps, for example, in order to determine where he may have dropped a set of keys. As children pass through successive stages of cognitive development, their knowledge of the world assumes different forms, with each stage building on the models and concepts acquired in the preceding stage. Adolescents in

the final developmental stage that of formal operations, are able to think in a rational and systematic manner about hypothetical problems that are not necessarily in accord with their experience. Piaget's theory is treated in greater detail below in the sections on cognitive development in infancy and childhood.

A more distinctively American theoretical view focuses primarily on the child's actions, rather than on his emotions or thinking. This point of view, called learning theory, is concerned with identifying those mechanisms that can be offered to explain differences in behaviour, motives, and values among children. Its major principles stress the effects of reward and punishment (administered by parents, teachers, and peers) on the child's tendency to adopt the behaviour and values of others. Learning theory is thus directed to the overt actions of the child, rather than to inner psychological states or mechanisms.

Learning is any relatively permanent change in behaviour that results from past experience. There are two generally recognized learning processes: classical and instrumental conditioning, both of which use associations, or learned relations between events or stimuli, to create or shape behavioural responses. In classical conditioning, a close temporal relation is maintained between pairs of stimuli in order to create an association between the two. If, for example, an infant hears a tone and one second later receives some sweetened water in his mouth, the infant will make sucking movements to the sweet taste. After a dozen repetitions of this sequence of the tone followed by the sweet water, the infant associates the sounding of the tone with the receipt of the sweetened water and will, on subsequent repetitions, make sucking movements to the tone even though no sugar water is delivered.

Instrumental, or operant, conditioning involves creating a relationship between a response and a stimulus. If the experiment described above is changed so that after the tone is heard, the infant is required to turn his head to the right in order to receive the sweetened water, the infant will learn to turn his head when the tone sounds. The infant learns a relation between the response of turning his head and the subsequent receipt of the sweet taste. This set of relations is referred to as instrumental conditioning because the child must do something in order to receive the reward; the latter, in turn, makes the infant's head-turning response more likely in future occurrences of the situation. Rewards, such as praise and approval from parents, act as positive reinforcers of specific learned behaviours, while punishments decrease the likelihood of repeating such behaviours. Scientists who believe in the importance of these principles use them to explain the changing behaviour of children over the course of development.

2.4.5 Abraham Maslow and Anne Roe theory of needs

Abraham Maslow (1954) in his theory of human needs stated that “for man to maintain optimum physical, emotional and social wellbeing, particular order or hierarchy of needs must be basically satisfied”. According to Maslow, as one set of need is gratified, the next to it in the hierarchy emerges and becomes a strong motivator in the individual and urges for its accomplishment.

Anne Roe (1972) in her theory of needs states that “if someone lacks satisfaction of any of the physiological requirements that which is lacking, motivates the individual and derives him to seek a way of meeting that particular need. For example, if food is lacking, hunger is become a motivator for the person to engage in activities that can lead to procurement of food.

It is very important to note that positive reinforcement occurs when something valuable in satisfying one's need is presented to that individual immediately after an acceptable behaviour or response with the view to motivate the individual to repeat the desired behaviour or response. It is also worthy of notice that an organism always strives fulfilling its basic needs continuously until when such a need is fully satisfied. In this process, the organism always positively responds to any reinforcement technique that involve the ways of satisfaction of its needs.

2.5 Overview of Reinforcement Theory

Behaviourist B.F. Skinner derived the Reinforcement Theory, one of the oldest theories of motivation as a way to explain behaviour and why we do what we do. The theory may also be known as Behaviourism or Operant Conditioning (which is still commonly taught in psychology today). The theory states that "an individual's behaviour is a function of its consequences." (Management Study Guide: 2013). Operant conditioning can be used to explain a wide variety of behaviour, from the process of learning, to addiction and [language acquisition](#). It also has practical application (such as positive reinforcement) which can be applied in classroom.

Behaviourism evolved out of frustration with the introspective techniques of humanism and psychoanalysis; some researchers were dissatisfied with the lack of directly observable phenomena that could be measured and experimented with. In their opinion, it would make the discipline of Psychology more "scientific" and on par with the core sciences. These researchers turned to exploring only the behaviours that could be observed and measured, and away from the mysterious workings of the mind (Funder, 2010).

The science of psychology that is often associated with current era may be considered inadmissible to those that follow Skinner's beliefs. As psychology has frequently been associated with the human mind and the evolution of cognitive awareness, Skinner looked to move in a different direction. By applying his thoughts on adjusting motivation through various stimuli, industries such as business, government, education, prisons, and mental institutions can gain a broader understanding of human behaviour. "In understanding why any organism behaves the way it does, Skinner saw no place for dwelling on a person's intentions or goals". (Banaji, 2011). For him, it was outward behaviour and its environment that mattered. His most important contribution to psychological science was the concept of reinforcement, formalized in his principles of operant conditioning (in contrast to Ivan Pavlov's principles of classical conditioning, which along with J.B. Watson's extreme environmentalism strongly influenced his own thinking).

Reinforcement theory has been used in many areas of study including animal training, raising children, and motivating employees in the workplace. Reinforcement theories focus on observable behaviour rather than personal states, like needs theories do. Reinforcement theory focuses on the environmental factors that contribute to shaping behaviour. Simply put, reinforcement theory claims that stimuli are used to shape behaviours. Reinforcement theory, which is a form of operant conditioning, includes several components. By analysing its steps, the Law of Effect and the possible approaches to achieve desired results ensure that we understand the value of the theory through its application within the school.

2.6 Empirical Studies

The current study is aimed at ascertaining the effect of positive reinforcement counselling technique on absenteeism among secondary school students. It is observed that many studies and researches have been done in Nigeria and outside Nigeria on absenteeism. Chima and Nnodum (2005) have proven the positive reinforcement counselling technique as effective in the management of different unwanted behaviours among individuals. Those that are related to this study are reviewed and presented.

A study conducted by Ahmed (2013), on the effects of positive reinforcement on the levels of absenteeism among senior secondary school students in Daurazonal inspectorate of education of Katsina state. The research design is quasi experimental, which involved pre-test, post-test, control group design. The population of the study was 3090 which comes from 20 secondary school including males and females students. 40 students including both sex are drawn as the sample size from 405 of total absentees of the senior secondary school II. The finding of the research showed that positive reinforcement technique can be effectively used to reduce absenteeism among secondary school students from 34.40 of 57.1% to 14.00 of 23% level of absenteeism.

Shira (2014) conducted a study on effect of positive reinforcement counselling technique on procrastination behaviour among secondary school students in Shira local government Bauchi State. 2 secondary schools were sampled with a number of 60 respondents from a population of 3415 students. The research was quasi experimental and the result showed that the positive reinforcement counselling technique was effective in overcoming procrastination behaviour problem among students both male and female in Shira local government, Bauchi state.

Simon (2012) conducted a study on the effects of positive reinforcement therapy instruction on the performance of junior secondary school students with visual perceptual deficits in the Yola metropolis. The research was quasi experimental where the total population was 120 students with a sample size of 30 students from junior secondary school Yola. The study discovered that positive reinforcement therapy instruction has significant on the performance of students with visual discrimination deficits.

Pimentel and Quijada (2011), conducted a study on effects of the famous social networking site to UP Cebu student's punctuality and academic performance, where experimental research have conducted with a sample population 60 students, 30 among them exposed to the treatment package. The results was quite similar to that Oghuvbu (2008).

Adebayo (2010) carried out a study on efficacy of group counselling (Reinforcement and Self Control) techniques in reducing truancy among school-going adolescent in Ilorin, Nigeria. The sample of the study was 30 (15 males and 15 females) from the total population which comprised 1000 students in the school located in Ilorin metropolis, which was noted with high rate truancy. The pre-test, post-test treatment and control group design was adopted. The results indicated a clear significant main effect of the treatment strategies, where the major findings was that the strategies used (PR and SC) were effective in reducing truancy tendencies in the participants.

Luka (2009) also carried out a research which is similar to Adebayo on effectiveness of reinforcement and Premark techniques in truancy reduction among secondary schools students in Giwa educational zone of Kaduna state. The researcher used quasi experimental research. The sample size was 36 students which were

randomly selected from a total population of 3524 students. The result was shown that in the T-Test, the calculated t-value was 4.83, while t-critical was 2.07 with diff. of 22 in truancy reduction rate in the control and experimental groups. This is an indication that the techniques can be used to reduce truancy among male and female students after treatment of with the two techniques.

2.7 Summary

The Literature review in this chapter have observed number of researches and efforts contributed by different scholars and authors as well as theorists towards understanding the meaning of positive reinforcement and absenteeism among secondary school students; This research has demonstrated the effect of positive reinforcement and its efficient in changing behaviour of an individual as well as student. However, related suggestions and guidelines have been observed by different professionals on how to reduce absenteeism among students, especially secondary school ones.

In theoretical framework of this research, about 5 to 6 theories were discussed. Thus; operant conditioning theory by B.F. Skinner claimed that positive reinforcement results in lasting behavioural modification (long-term) whereas punishment changes behaviour only temporarily (short-term) and has many detrimental side-effects. Skinner further defined reinforcement as creating situations that a person likes or removing a situation he doesn't like, and punishment as removing a situation a person likes or setting up one he doesn't like. Thus, the distinction was based mainly on the pleasant or aversive (unpleasant) nature of the stimulus.

Thorndike was a great psychologist who developed law of effect, which states that behavioural responses to stimuli that are followed by a satisfactory response will be strengthened, but responses that are followed by discomfort will be weakened. Essentially, behaviours that are rewarded are often repeated, and those behaviours that are not rewarded are less likely to occur in the future.

The psychoanalytic theory of Sigmund Freud beliefs that every individual's future determine from the childhood, and there are of two main category of human's mind, the conscious and the unconscious mind – and that the unconscious mind often prompts people to make certain decisions even if they don't recognize it on a conscious level. Sigmund Freud's psychoanalytic theory of personality also argued that human behaviour was the result of the interaction of three component parts of the mind: *the id, ego, and superego*.

Piaget also believed that we go through four stages in understanding the world, each of the stages is age-related and consists of distinct ways of thinking. It is the different way of understanding the world that makes one stage more advanced than another; knowing more information does not make the child's thinking more advanced. This is what Piaget meant when he said the child's cognition is qualitatively different in one stage than in another.

Finally, based on his reason and contributions were reviewed, particularly on positive reinforcement and abstaining from school by students. Many researches have been done in and outside Nigeria, like USA, UK, Malaysia, etc. Therefore, based on the researches reviewed, a researcher developed interest to conduct a study on effect of positive reinforcement counselling technique on absenteeism among secondary school students in Bakori local government, Katsina state.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the research design, population, sample and sampling technique, instrumentation, procedures for data collection as well as procedure for data analysis.

3.2 Research Design

The design adopted for this study was quasi experimental involving pre-test, post-test. Haruna (2013), states that Quasi-Experimental Research is a type of research which is common in social sciences. Unlike true experiment, manipulation of variable is restricted. Therefore total or complete experiment is not possible in this case. Quasi experimental design shares almost all the features of true experimental design except that they involve non randomised assignment of subjects to experimental condition.

Below is the graphical representation of the design:

$$EG = O_1 X O_2$$

Key:

O_1 refer to the observation before the commencement of the treatment (Pre-test).

X = refers to the treatment administered.

O_2 refer to an observation after the treatment (Post-test).

3.3 The Population of the Study

The population of the study comprised of all students in classes I and II of Public junior and senior secondary schools in Bakori Local Government Area of Katsina State Nigeria with a total number of (5986) students. Where (3561) students are male and (2425) are female students as shown in table 3.1 below:

Table 3.1 Distribution of the population by school and gender

S/N	School	JSSI	JSSII	SSSI	SSSII	M/ABS	F/ABS	ML	FML	Total
1.	G.D.J.S.S Bkr	1428	1232	--	--	145	71	1605	1055	2660
2.	G.D.S.S.S Bkr	--	--	1815	1511	112	97	1956	1370	3326
2	2142812321815	1511257168	3561	2425	5986					

Source: Ministry of Education, Zonal Directorate Office, Zone III Funtua Local Government, Katsina State 2014/2015 Enrolment.

3.4 Sample and Sampling Technique

The sample of this study was made up of fifteen students (**15**) comprises of habitual and terminal absenteeism from a total number of (**425**) students with absenteeism behaviour in one Secondary School in Bakori Local Government Katsina State as indicated in table 3.2 below:

Table 3.2 Distribution of habitual and Terminal Absentists by schools

SN	SCHOOL	MALE	FEMALE	TOTAL	HBT	TRMN	M/ABS	F/ABS	TOTAL
1	G.D.S.S. Bakori	3,561	2,425	5,986	3	12	257	168	425
Grand Total =		3,561	2,425	5,986	3	12	257	168	425

Source: Class Attendance Daily Register of 2014/2015.

Government Day Secondary School Bakori was selected among others because of its high number of students' absenteeism compared with other Secondary Schools in Bakori Local Government Area, Katsina State. The researcher used purposive sampling technique to select fifteen (**15**) students from the population of (**425**) students identified with absenteeism, fifteen (**15**) students. Egbochukwu (2008), Gravetter and Forzano (2009) were strongly uphold that researchers have not yet come to agreement with any appropriate assigned number of subjects desirable for

group counselling. The researcher had selected these number for easy control and management.

3.5 Instrumentation

The instrument used for data collection was the class attendance daily register. This is because of its relevance for providing information on student's record of absenteeism. It was also used to detect whether the absenteeism of students is habitual or terminal before and after exposed to treatment, and is reducing or increasing. The student's absenteeism status were classified into either habitual or terminal. The habitual absenteeism is determined if the percentage of attendance is below 50%. And on the other hand the terminal absenteeism is determined if the percentage of attendance is above 50% and below 75% which is the minimum percentage guided and approved by the National Policy of Education before any student is entitled to write the examinations.

3.6 Procedure for Data Collection

The procedure commenced when the researcher collected an introductory letter from the Department of Educational Psychology and Counselling and submitted to the principal of the selected secondary school in-order to gain access to the form masters as well as their class attendance daily registers. The researcher was assisted by form masters to secure class attendance daily registers used for identification of the total number of absentees.

In order to find out the effect of positive reinforcement counselling technique on absenteeism, the treatment group consist of habitual and terminal absenteeism students was exposed to the technique for the period of six weeks with twelve different sessions. Thirty minutes were assigned to each session. The treatment was conducted as follows:

Week One

Session One: Establishing Relationship:

- After selection of the subjects, the researcher introduced himself to the subjects in a very good manner, being the first time for meeting, called for their attention and emphasized for their maximum co-operation and participation throughout the sessions.
- The objectives of the meeting were stated clearly to this group (treatment).
- Confidentiality was assured to subjects throughout the treatment sessions.
- Time, date and venue were also agreed upon.

Session Two:

- The researcher introduced himself to the subjects of the control group, being the first meeting, and relationship was established.

Closing remarks:

The researcher continued to maintain a rapport and showed his appreciation to the subjects for attending and kept reminding them the forthcoming meeting, venue, time, and seeks for their further cooperation.

Week Two

Session Three:

- The researcher welcomed the subjects, defined the meaning of absenteeism in detail, and also discussed the disadvantages of abstaining from school.

Session Four:

- During this meeting, the researcher clearly defined the meaning of positive reinforcement technique (praise and token), and how it will be used in the programme.

Use of reinforcement technique:

- The researcher praises and tokens as a part of reinforcement techniques throughout the treatment.

Closing Remark;

The researcher shows his appreciation for their co-operation and tolerance for completing the sessions.

Week Three**Session Five:**

- In this session, the researcher made a welcome remarks to subjects for attending and stated the objectives of the meeting, which is to make the subjects understand the causes of absenteeism.

Session Six:

- At this session, researcher discussed why and how abstaining from school affects their educational progress and achievement.

Use of reinforcement technique:

The subjects who cooperated positively against absenteeism were praised and gave more encouragement at the end of the sessions.

Closing Remark;

As usual, the researcher thanked the subjects for their usual co-operation.

Week Four**Session Seven:**

- After welcoming the subjects by the researcher in this session, the researcher demonstrated to the subjects, the importance of punctuality to school and its effects or rewards toward educational achievement.

Session Eight:

- The researcher at this session tried to explore some negative effects of absenteeism as follows:
 - a. In-ability to cope with what it has been taught in the classroom when student is absent.
 - b. Disturbing the class mates by asking them previous note and many others.
 - c. Distracting the teaching process as well as students' progress during class lessons.
 - d. Making a poor performance and in-progress.
 - e. Examination failure at the end of the term, session or programme.
 - f. In ability to succeed in students' academic undertakings. etc.

All of the above issues were discussed with students extensively, in order to make them know the academic consequence of absenteeism.

Use of Reinforcement technique:

The researcher in this stage, tried to encourage the subjects to avoid absenteeism, reappraised those who maintained punctuality, tokens words of encouragement were used on the subjects.

Closing Remark;

The researcher at the end of this sessions expressed his appreciation to subjects for their usual co-operations. The next session, day, venue, time, and topic was informed to the subjects as usual.

Week Five**Session Nine:**

- The researcher welcomed the subjects for the new session, and examined the effect of previous sessions with students how it was achieved through observing some changes from them.
- The researcher asked the subjects from their point of view, what are the causes and implications of absenteeism?

Session Ten:

- During this session the researcher emphasized more on the need of punctuality and sustainability, as its only way to develop learning activities and educational progress among students in secondary schools.

Use of Reinforcement technique:

The researcher at this session expressed a special praises and tokens to the regular subjects who are usually attending without abstaining from school and also abiding by the instructions.

Closing Remark;

The researcher expressed his appreciation for their maximum co-operation toward the achievement of this session, and arranged for the next one as usual.

Week Six

Session Eleven:

- The researcher welcomed the subjects who attended and participated in the session with the sacrifices they have endowed, and hoped that they have derived advantages which will be benefited toward achievement of their academic undertakings.

- At this session the review of all what have been treated during the previous sessions with the subjects have been done, and in line with this process of review, researcher have assurances that the subjects became very clear with all points discussed during the past sessions.

Session Twelve:

- The researcher prepared award certificates for the whole students who were exposed to treatment, and each student's certificate indicated the percentage he/she attained during the sessions based on the record of the register, with clear differences of designed and coloured. This was because to motivate them for exhibiting, improving and maintaining their positive behaviours.

iv. Closing Remarks:

The following things were made by the researcher as the final session with the subjects:

- The researcher expressed his appreciation with the work done.
- The researcher hoped for students to put into practice what they have learnt.
- The researcher thanked them once again, and collected record of class attendance register which was done during and after the treatment sessions for a period of six weeks each, and continued to examine their attendance register in order to observe their changes or not, as well as data to be analysed.
- Finally, the researcher terminated the session and said good bye to the subjects.

3.7 Procedure for Data Analysis

The data obtained were analysed using the statistical package for social sciences (SPSS) through the assistance of an expert in the field of data analysis. Descriptive statistics such as mean and standard deviation were used in answering the research questions while paired t-test were used in testing the hypotheses. To form the level of retention or rejection of hypotheses, the alpha value of 0.05 was adopted.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the demographic data, answers to the research questions and hypotheses tested. Other sub-headings presented include summary of findings and discussion of findings.

4.2 Results

4.2.1 Demographic Data of Respondents

Table 4.1 Distribution of Subjects in Treatment Group by Absenteeism Status

Groups	Frequency	Percentage (%)
Habitual	3	20.0
Terminal	12	80.0
Total	15	100.0

There are 3 habitual absentists students representing 20.0% while the rest of 12 representing 80.0% are terminally absentists students in the treatment group.

4.3 Answers to Research Question

Question One: What is the Effect of Praise on Habitual Absenteeism Among Secondary School Students in Bakori Local Government, Katsina State?

Table 4.2: Mean and Standard Deviation on Effect of Praise on Habitual Absenteeism Among Secondary School Students in Bakori Local Government, Katsina State.

Tests	N	Mean	Std.dev
Pre test	5	20.8000	2.86356
Post test	5	33.6000	3.1300

The result in table 4.2 above showed that the attendance of the subjects in the pre-test treatment group were 20.8000 and 2.86356 respectively. While in the post-test were 33.6000 and 3.1300 respectively. The treatment's post-test attendance scores of 33.6000 compared with the pre-test attendance scores of 20.800. This shows that the post-test had the highest mean score. This shows that the attendance has increased after exposure to praise.

Question Two: What is the Effect of Token on Terminal Absenteeism Among Secondary School Students in Bakori Local Government, Katsina State?

Table 4.3: Mean and Standard Deviation on the Effect of Token on Habitual Absenteeism Among Secondary School Students in Bakori Local Government, Katsina State.

Tests	N	Mean	Std.dev
Pre test	5	20.6000	3.20936
Post test	5	32.4000	3.5777

The result in table 4.3 above showed that the mean score in the pre-test was 20.6000 and standard deviation was 3.20936 while in the post-test the mean and standard deviation were 32.4000 and 3.5777 respectively. This shows that the attendance has increased after exposure to token.

Question Three: What is the effect of praise on terminal absenteeism among secondary school students in Bakori Local Government, Katsina State?

Table 4.4: Mean and Standard Deviation on the Effect of Praise on Terminal Absenteeism Among Secondary School Students in Bakori Local Government, Katsina State.

Tests	N	Mean	Std.dev
Pre test	10	28.7000	4.13790
Post test	10	45.3000	5.61842

The result in table 4.4 above showed that the mean and standard deviation in the pre-test were 28.7000 and 4.13790 while that of post-test were 45.3000 and 5.61842 respectively. This shows that the attendance has increased after exposure to praise.

Question Four: What is the effect of token on terminal absenteeism among secondary school students in Bakori Local Government, Katsina State?

Table 4.5: Mean and Standard Deviation on the Effect of Token on Terminal Absenteeism Among Secondary School Students in Bakori Local Government, Katsina State.

Tests	N	Mean	Std.dev
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Pre test	10	30.7000	4.2222
Post test	10	40.30000	5.3333

The result in table 4.4 above showed that the mean and standard deviation in pre-test were 30.7000 and 4.2222 while in the post-test were 40.3000 and 5.3333 respectively. The result shows that the level of attendance has increased after exposure to token.

4.4 Hypotheses Testing

Hypothesis One: There is no Significant Effect of Praise on Habitual Absenteeism Among Secondary School Students in Bakori Local Government, Katsina State.

Table 4.6: Paired t-test on the Effect of Praise on Habitual Absenteeism Among Secondary School Students in Bakori Local Government, Katsina State.

Tests	N	Mean	Std.dev	df	t	p
Pre test	5	20.8000	2.86356			
				4	6.619	0.003
Post test	5	33.6000	3.1300			

Significant at $p = 0.003$

Table 4.6 above showed that the calculated p value of 0.003 is lower than 0.05 alpha level of significance and the computed t value of 6.619 is higher than 1.96 t critical value at df 4. This shows that praise can be effectively used to reduce habitual absenteeism among Secondary School Students. Therefore the null hypothesis which states that there is no significant effect of praise on habitual absenteeism among Secondary School Students in Bakori Local Government, Katsina State, is rejected.

Hypothesis Two: There is no Significant Effect of Token on Habitual Absenteeism Among Secondary School Students in Bakori Local Government, Katsina State.

Table 4.7: Paired t-test on Effect of Token on Habitual Absenteeism Among Secondary School Students in Bakori Local Government, Katsina State.

Tests	N	Mean	Std.dev	df	T	p
Pre test	5	20.6000	3.20936			
				4	5.759	0.005
Post test	5	32.4000	3.5777			

Significant at p = 0.005

Table 4.7 above showed that the calculated p value of 0.005 is lower than 0.05 alpha level of significance, while the computed t-value of 5.759 is higher than 1.96 t critical value at df 4. This shows that the treatment of token can be effectively used to reduce habitual absenteeism among Secondary School Students. Therefore the null hypothesis which states that there is no significant effect of token on habitual absenteeism among Secondary School Students in Bakori Local Government, Katsina State, is rejected.

Hypothesis Three: There is no Significant Effect of Praise on Terminal Absenteeism Among Secondary School Students in Bakori Local Government, Katsina State.

Table 4.8: Paired t-test on Effect of Praise on Terminal Absenteeism Among Secondary School Students in Bakori Local Government, Katsina State.

Tests	N	Mean	Std.dev	df	T	P
Pre test	10	28.7000	4.13790			
				9	8.621	0.001
Post test	10	45.3000	5.61842			

Significant at p = 0.001

Table 4.8 above showed that the calculated p value of 0.001 is lower than the 0.05 alpha level of significance, while the computed t-value of 8.621 is higher than 1.96 t

critical value at df 9. Therefore the null hypothesis which states that there is no significant effect of praise on terminal absenteeism among Secondary School Students in Bakori Local Government, Katsina State, is rejected.

Hypothesis Four: There is no Significant Effect of Token on Terminal Absenteeism Among Secondary School Students in Bakori Local Government, Katsina State.

Table 4.9: Paired t-test on Effect of Token on Terminal Absenteeism Among Secondary School Students in Bakori Local Government, Katsina State.

Tests	N	Mean	Std.dev	df	T	p
Pre test	10	30.7000	4.2222			
				9	4.621	0.011
Post test	10	40.30000	5.3333			

Significant at p = 0.011

Table 4.9 above showed that the calculated p value of 0.011 is lower than the 0.05 alpha level of significance, while the computed t-value of 4.621 is higher than 1.96 t critical value at df 9. Therefore the null hypothesis which states that there is no significant effect of token on terminal absenteeism among Secondary School Students in Bakori Local Government, Katsina State, is rejected.

4.5 Summary of Findings

The following are the summary of findings:

1. That praise had significant effect in reducing habitual absenteeism among secondary school students (**t= 6.619, p =0.003**).
2. That token had significant effect in reducing habitual absenteeism among secondary school students (**t = 5.759, p = 0.005**).
3. That praise had significant effect in reducing terminal absenteeism among secondary school students (**t= 8.621, p = 0.001**).

4. That token had significant effect in reducing terminal absenteeism among secondary school students ($t= 4.621, p = 0.011$).

4.6 Discussion of Results

The findings of this study revealed that there was a significant effect of positive reinforcement on absenteeism among secondary school students. This finding corroborates with Chima and Nnodum (2005) which has proven the effectiveness of positive reinforcement counselling technique in the management of different unwanted behaviours among individuals. The study also corroborates with the findings of Ahmed (2013) in the study titled the effect of positive reinforcement on the levels of absenteeism among senior secondary school students in Daurazonal inspectorate of education of Katsina state. The study employed quasi experimental research design involving pre-test, post-test, control group. The population of the study was 3090 which comes from 20 secondary schools including males and females students. 40 students including both sex are drawn as the sample size from 405 of total absentees of the senior secondary school II. The finding of the research showed that positive reinforcement technique can be effectively used to reduce absenteeism among secondary school students from 34.40 of 57.1% to 14.00 of 23% level of absenteeism.

It corroborates with the study of Simon (2012) who conducted a study on the effects of positive reinforcement therapy instruction on the performance of junior secondary school students with visual perceptual deficits in the Yola metropolis. The research was quasi experimental where the total population was 120 students with a sample size of 30 students from junior secondary schools. The study discovered that positive reinforcement therapy instruction was significant on the performance of

students with visual discrimination deficits. This study also corroborates with Adebayo (2010) who carried out a study on efficacy of group counselling (Reinforcement and Self Control) techniques in reducing truancy among school-going adolescent in Ilorin, Nigeria. The sample of the study was 30 (15 males and 15 females) from the total population which comprised 1000 students in the school located in Ilorin metropolis, which was noted with high rate truancy. The pre-test, post-test treatment and control group design was adopted. The results indicated a clear significant effect of the treatment strategies, where the major finding was that the strategies used (PR and SC) were effective in reducing truancy tendencies in the participants.

The study also found no significant difference in the effect of positive reinforcement between male and female secondary school students. This corroborates with Luka (2009)'s finding who also carried out a research which is similar to Adebayo on effectiveness of reinforcement and Premark techniques in truancy reduction among secondary school students in Giwa education zone of Kaduna state. The researcher used quasi experimental research design. The sample size was 36 students which were randomly selected from a total population of 3524 students. The result was shown that in the t-test, the calculated t-value was 4.83, while t-critical was 2.07 with df of 22 in truancy reduction rate in the control and experimental groups. This is an indication that the techniques can be used to reduce truancy among male and female students after treatment with the two techniques.

It also corroborates with the study of Shira (2014) who conducted a study on effect of positive reinforcement counselling technique on procrastination behaviour among secondary school students in Shira local government, Bauchi State. 2 secondary schools were sampled with a number of 60 respondents from a population of 3415

students. The research was quasi experimental and the result showed that positive reinforcement counselling technique was effective in overcoming procrastination behaviour problem among both male and female students in Shira local government, Bauchi state.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This presents the summary of the work, contributions to knowledge, conclusions, recommendations, and suggestions for further studies.

5.2 Summary

This study was an experimental research in which the effect of Positive reinforcement counselling technique on absenteeism among secondary school students were carried out by the researcher on treatment group of students. The group were exposed to praise and token. The study investigated the effect of the said techniques on absenteeism among secondary school students in Bakori local government of Katsina state.

Class attendance registers were used to collect data of the respondents before the treatment. After an interval of six weeks of the treatment, the registers were checked again in order to see the attendance levels of the treatment group. After the treatment, data collected were analysed using mean and standard deviation in answering the research questions raised while paired t-test were used to answer the hypotheses formulated at 0.05 level of significance. As such, the following summarizes the results obtained in this research:

1. That significant effect exists on habitual absenteeism among secondary school students exposed to praise.
2. That significant effect exists on habitual absenteeism among secondary school students exposed to token.
3. That significant effect exists on terminal absenteeism among secondary school students exposed to praise.
4. That significant effect exists on terminal absenteeism among secondary school students exposed to token.

5.3 Conclusion

Based on the results of this study, it is concluded that praise and token were effective in reducing habitual and terminal absenteeism among secondary school

students. It was also revealed in the study that praise and token has significant effect on absenteeism among the treatment group because their post-test scores were greater than the pre-test. Therefore, the use of praise and token were used in helping students to reduce their habits of not going to school, or staying at school till closing time which have been successful. As such, it can be concluded that the technique was effective and useful way of helping the habitual and terminal absentees to be attending the school and staying to the closing time.

5.4 Contributions to Knowledge

Based on the findings of this study, it was established that:

1. Praise had significant effect in reducing habitual absenteeism among secondary school students in Bakori Local Government, Katsina State.
2. Token had significant effect in reducing habitual absenteeism among secondary school students in Bakori Local Government, Katsina State.
3. Praise had significant effect in reducing terminal absenteeism among secondary school students in Bakori Local Government, Katsina State.
4. Token had significant effect in reducing terminal absenteeism among secondary school students in Bakori Local Government, Katsina State.

5.5 Recommendations

Based on the findings of this study, the following recommendations were made:

1. Counsellors, psychologists, teachers and school administrators should employ positive reinforcement technique in reducing absenteeism, because the study have shown that it was effective among secondary school students.
2. Counsellors, psychologists, teachers and school administrators should employ positive reinforcement technique in reducing absenteeism irrespective of

gender because the finding of the study shows that it was found effective on both male and female secondary school students.

3. Counsellors, psychologists, teachers and school administrators should employ positive reinforcement technique in reducing habitual and terminal absenteeism of secondary school students.

5.6 Suggestions for Further Studies

Further studies in a number of areas related to the general issues of positive reinforcement will provide a rewarding research experience, for example:

1. There is the need to further investigate the effect of positive reinforcement on similar behaviour problem like school refusal behaviour, truancy, school phobia and the like among secondary school students in other neighbouring states, because this study were delimited to only Katsina state and particularly Bakori local government area.
2. There is also need to use other counselling techniques such as negative reinforcement, social reinforcement, and token economy reinforcement in order to find out their effects in reducing absenteeism among primary school pupils, as this study is only on positive reinforcement and secondary school students.
3. It is suggested further that similar study (the technique as well as the problem) can also be carried out in another local government or state in order to make comparison on the effect of positive reinforcement in reducing absenteeism among secondary school students of different locations.

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APPENDIX I

```
T-TEST PAIRS=Pretest WITH Posttest (PAIRED)
/CRITERIA=CI (.9500)
/MISSING=ANALYSIS.
```

H1 T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	20.8000	5	2.86356	1.28062
	Posttest	33.6000	5	3.13050	1.40000

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest&Posttest	5	-.039	.950

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	Pretest - Posttest	-12.8000	4.32435	1.93391	-18.16939	-7.43061	6.619	4	.003

```

USE ALL.
COMPUTE filter_$=(groupings=2 and status=2).
VARIABLE LABELS filter_$ 'groupings=2 and status=2 (FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.
T-TEST PAIRS=Pretest WITH Posttest (PAIRED)
/CRITERIA=CI(.9500)
/MISSING=ANALYSIS.
    
```

H2 T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	20.6000	5	3.20936	1.43527
	Posttest	32.4000	5	3.57771	1.60000

Paired Samples Correlations

		N	Correlation	Sig.
--	--	---	-------------	------

Pair 1	Pretest&Posttest	5	-.070	.911
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Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest- Posttest	-11.8000	4.96991	2.22261	-18.97096	-6.62904	-5.759	4	.005

```

USE ALL.
COMPUTE filter_$=(groupings=2 and status=2).
VARIABLE LABELS filter_$ 'groupings=2 and status=2 (FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.
T-TEST PAIRS=Pretest WITH Posttest (PAIRED)
  /CRITERIA=CI(.9500)
  /MISSING=ANALYSIS.

```

**Hy 3
T-Test**

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	28.7000	10	4.13790	1.30852
	Posttest	45.3000	10	5.61842	1.77670

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest&Posttest	10	.119	.743

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest- Posttest	-16.6000	6.56929	2.07739	-14.29939	-4.90061	-8.621	9	.001

**Hy 4
T-Test**

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	30.7000	10	4.2222	1.1111
	Posttest	40.3000	10	5.3333	1.2222

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest&Posttest	10	.119	.743

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-9.6000	6.56929	2.07739	-14.29939	-4.90061	-4.621	9	.011