EFFECTS OF POSITIVE REINFORCEMENT COUNSELLING TECHNIQUE ON PROCRASTINATION AMONG SECONDARY SCHOOL STUDENTS IN SHIRA LOCAL GOVERNMENT AREA OF BAUCHI STATE

BY

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DECLARATION

I declare that the work in this thesis entitled EFFECTS OF POSITIVE REINFORCEMENT COUNSELLING TECHNIQUE ON PROCRASTINATION AMONG SECONDARY SCHOOL STUDENTS IN SHIRA LOCAL GOVERNMENT AREA OF BAUCHI STATE has been carried out by me in the Department of Educational Psychology and Counselling. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at this or any other Institution.

Ahmad Adamu SHIRA ---------- ----------

Signature **Date**

CERTIFICATION

This thesis entitled EFFECTS OF POSITIVE REINFORCEMENT COUNSELLING TECHNIQUE ON PROCRASTINATION AMONG SECONDARY SCHOOL STUDENTS IN SHIRA LOCAL GOVERNMENT AREA OF BAUCHI STATE by AHMAD ADAMU SHIRA meets the regulations governing the award of the degree of master of Education (Guidance and Counselling) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to Maulana late **Sheikh Shareef Aminu Ahmad Shira** and his family, may his gentle soul rest in perfect peace ameen.

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I wish to express my sincere gratitude to Almighty Allah, the provider, the sustainer of the universe for given me the opportunity to carry out this research study. May peace and blessing of Allah be upon his noble prophet Muhammad ibn Abdullah (S.A.W.) his households and companions.

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ABSTRACT

The purpose of this study was to examine the effects of positive reinforcement counselling technique on procrastination among secondary school students in Shira local government area of Bauchi state. A quasi experimental design involving pre-test post test was used in the study. Simple random sampling technique was used in selecting two intact classes with thirty students each out of the population of five senior secondary schools. Secondary Students Procrastination Inventory (SSPI) was used in collecting the data from the respondents. The treatment group was exposed to the treatment programme for the six weeks while the control group received no treatment. Data collected for the study were analyzed using t-test statistics. Three research questions and hypotheses which seek to find out the differences in procrastination of treatment and control groups based on gender and age were raised and tested at 0.05 level of significance. Findings showed that, significant difference existed between secondary school students exposed to positive reinforcement counselling technique and the control group ($t = 3.149$, $p = .004$); gender difference does not make any significant effect on procrastination among secondary school students in Shira local government area of Bauchi state ($t = 1.208$, $p = .237$); age differences did not make any significant effect in exhibiting procrastination among secondary school students in the treatment group ($t = 1.948$, $p = .062$). Based on the findings of this study, the following recommendations were made: Positive Reinforcement Counselling Technique has been found effective in addressing procrastination of secondary school students, and therefore should be applied to all students irrespective of gender and age. All schools should have counselling centres adequately manned by qualified counsellors or paracounsellors that will help in reducing or minimizing procrastination among students.

ABBREVIATIONS

SS 11	Senior Secondary two
GDSS	Government Day Secondary School
GGSS	Government Girls' Secondary School
GSS	Government Secondary School
ISHIS	Isalulkhairi School for Higher Islamic Studies
SSPI	Secondary Students Procrastination Inventory

Operational Definition of Terms

The following are the operational definition of terms used by the researcher in the study:

- **Positive Reinforcement:** Is the rewarding of desirable behaviours with the intention of that behaviour being repeated in the future constantly in the attitudes and characters of the recipients, such as submitting assignment, homework and class work on a right time.
- **Procrastination:** Is the unnecessarily delay in doing what must be done by a student academically.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Secondary school as an important level of education serves as one of the determinants for individuals to procede to a higher level of study, in colleges of Education, polytechnics, universities within the country and abroad, for them to study various courses in accordance with interest and ability. Those that have graduated from science based schools are expected to study science courses in advanced level, while those from Arts, Education, Vocation, Social Sciences and other humanities are expected to offer related courses. Students at secondary school level are mostly adolescents facing a lot of behaviour problems; among which are; truancy, absenteeism, lateness, exam-malpractice and procrastination to mention but few. Among these problems, one of the crucial one constituting a stumbling block to students performance is procrastination.

Procrastination is the act of replacing high priority actions with task of lower priority, or doing something from which one derives enjoyment, and thus putting off important tasks to a later time. It can be referred to as unnecessary delay in doing what one must have to do. For example; Delaying to read for a test or examination until the later time, delaying in gathering data for writing assignment until a day or hours to submitting time, delaying in submitting assignment, homework. Thus, delay things that students ought to do unnecessarily. Psychyl (2012) asserted that procrastination refers to the act of replacing high-priority actions with tasks of lower priority, or doing something from which one drives enjoyment or pleasure and thus putting off important task to a

later time. Some of the causes of this behaviour problem are; lack of confidence, anxiety, fear of failure, and fear of success, perfectionism to mention but few.

For most of the time, the behaviour problem of procrastination leads secondary school students to anxiety, lack of confidence, fear of failure and perfectionism, which make some students to delay their academic activities, despite the term extension as well as afternoon and evening prep seriously practice in schools. This behaviour has reached the highest peak in the schooling system, and hence leads students to massive failure in terminal, promotional and final examinations, which is a serious problem to the society. The problem also leads students to loose an opportunity that they are due for, socially and educationally.

Another serious problem that may likely occur as a result of procrastination behaviour is the mass failure in Senior Secondary Certificate Examination (SSCE) examinations, which becomes a great controversial issue in the country. Dayo (2012) confirmed that, it is sad to note that for five consecutive years, candidates who have written the National Examination Council (NECO) Exams have recorded mass failures. Apparently, the scenario is becoming worrisome to education stake-holders. This is a serious problem that has to be traced and tackled from the day that a student is admitted in secondary school. This may equally be attributed to procrastination behaviour among secondary school students.

There are different types of techniques and interventions that can be used in addressing the problem of procrastination. One of such techniques is positive reinforcement: which is the presentation of rewards for behaviour with the intention of increasing the chance of that behaviour being repeated in the future. According to Huitt

and Hummel (1987, p.41) positive reinforcement "is one of the types of reinforcement, which concerns with offering of desirable effects or consequence 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, like encouragement, praising and rewarding with token gifts".

Lay and Schouwenburg (1993), conducted a study on; "Trait procrastination, time management, and academic behaviour" they examined the relation of time management to trait procrastination and behaviour where time management was conceptualized in terms of setting goals and priorities, the use of mechanics, and the perceived control of time. Higher scores on the setting of goal and priorities subscale were associated with a greater self-reported percent of planned academic work actually accomplished. Trait procrastination was also related to each of these measures of dilatory behaviour. None of the subscale of time management medicated the link between trait procrastination and dilatory behaviour.

Another related study conducted by Wolters (2003) on "understanding procrastination from a self-regulated learning perspective". shows that; Academic procrastination includes failing to perform an activity within the desired time frame or postponing until the last minute activities one ultimately intends to complete. Results indicate that procrastination was related to college students' self-efficacy and work-avoidant goal orientation and to a lesser extent, their use of met cognitive strategies. Findings are discussed with regard to prior research on self-regulated learning and procrastination and to future research.

Despite such studies conducted by the above mentioned scholars and the like, procrastination behaviour problem is still in existence, more especially among secondary school students. In this study the researcher intends to find out the effects of positive reinforcement counselling technique on procrastination among secondary school students in Shira Local Government Area in Bauchi State.

Therefore after the intervention, secondary school students in Shira Local Government Area are expected to develop the habit of seriousness, hardworking and dedication to their studies.

1.2 Statement of the Problem

Under normal circumstances, both male and female secondary school students are expected to be punctual in their classes; attending lessons, gathering information for assignment, writing and submitting assignments and home works on time, reading for test and examinations on a right time. But very often some students at this level are in the habit of procrastination which most of the time constitute a stumbling block towards realisation of school success and achievement.

The consequence of such behaviour may often than not lead to laziness which is a gateway to procrastination. Laziness is disinclination to activity or exertion despite having the ability to do so, it is unwilling to work. This problem could lead to lack of concentration which is one of the factors leading to study behaviour problems. Carelessness is also another problem facing secondary school students that lead them to procrastinate too. This problem causes students to intentionally mishandle what they must have to do. Another serious problem is failing to perform an activity (academic) within the desired time frame. Some secondary school students intentionally refuse to do what

they must have to do it, on a right time. In this regard, Wolters (2003) explain that Academic procrastination to includes failing to perform an activity within the desired time frame or postponing, until the last minute of activities one ultimately intends to complete. Procrastination is a spoiler of morality as it leads people to delay what is beneficial for them, in a time that the delay is not needed. Procrastination; is willingly deferring something even though the delay may make one worse off.

In this study, the researcher examined the effects of positive reinforcement counselling technique on procrastination among secondary school students in Shira local government area of Bauchi State.

1.3 Objectives of the Study

The Objectives of the Study are:

1. To find out the effect of positive reinforcement counselling technique on procrastination among secondary school students.
2. To determine difference in the procrastination of male and female secondary school students in the treatment group.
3. To determine effect of positive reinforcement counselling technique on procrastination of secondary school students on the basis of their ages.

1.4 Research Questions

The study is guided by the following research questions:

1. What is the effect of positive reinforcement counselling technique on procrastination among secondary school students?

2. What is the effect of positive reinforcement counselling technique on procrastination of male and female secondary school students in the treatment group?
3. What is the effect of positive reinforcement counselling technique on procrastination of secondary school students of difference age brackets?

1.5 Research Hypotheses

The following hypotheses guided the Study.

1. There is no significant difference in the procrastination of secondary school students exposed to positive reinforcement counselling technique and the control group.
2. There is no significant difference between procrastination of male and female secondary school students exposed to positive reinforcement counselling technique.
3. There is no significant difference in the procrastination of secondary school students of different ages exposed to positive reinforcement counselling technique.

1.6 Significance of the Study

This study is significant because it will benefit the parents, teachers, educational planners and the students. Parents: would benefit from this study, because they are responsible for bringing the children to school as well as choosing a school for their children. And when a child performed better in the school it is the pride of the parent, in

which this will eliminate or reduce regret from the side of the parent for their child being admitted in a school, as a result of doing what a child is expected to do in the school.

Teachers: would benefit from this study, because they are responsible for implementing and interpreting the school curriculum and it is their responsibility to see what they taught is well understood. So by overcoming procrastination behaviour, both teaching and learning would be successful.

Educational planners: would benefit from this study because, whatever they plan is for the benefit and progress of the entire society. So that, they are expected to use the findings of this research, in which through this many problems or many educational problems would be eroded, to be producing secondary school leavers with good focus and bright future, as they develop the habit of seriousness in their academic activities.

Students: would benefit from this study because, they are the leaders of tomorrow, they are expected to occupy various positions in public and private organizations, and when they become successful in the school, they are expected to perform better too, in those positions. Education is the government investment, whatever amount of money that government spends in education; there would not be regret from the side of government, as a result of producing hardworking students from secondary schools.

1.7 Basic Assumptions

The basic assumptions of this study are as follow:

1. That positive reinforcement counselling technique could create behavioural change in students' procrastination.

2. That, male and female students may differ in procrastination.
3. That procrastination of students if different ages may differ.

1.8 Scope and Delimitation

The study investigated the effects of positive reinforcement counselling technique on procrastination among secondary school students in shira local government area of Bauchi state. Among the types of reinforcement, positive reinforcement was selected for this study because, it is very powerful in addressing behaviour problem as it deals with praising, encouragement and rewarding with token gifts. The study considered only male and female students in public senior secondary schools (SS 11) in Shira local government; therefore, junior secondary school students were excluded from study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents review of related literature in relation to the topic of study. The review is presented under the following subheadings; conceptual framework, which is made up: concept of reinforcement, types of reinforcement, reinforcement techniques, concept of procrastination, causes of procrastination, effect of positive reinforcement technique. Others include theoretical framework in which two (2) theories; operant conditioning theory of B.F Skinner and Psychoanalytic theory of Sigmund Freud were discussed, as well as review of previous researches and summary.

2.2 Conceptual Framework

2.2.1 Concept of Reinforcement

Reinforcement can be defined as an event, a circumstance, or a condition that increases the likelihood that a given response will recur in a situation like that in which the reinforcing condition originally occurred. (The American Heritage Dictionary, 2009).

The term reinforce means to strengthen, and is used in psychology to refer to anything stimulus which strengthens or increases the probability of specific response. For example, if you want your dog to sit on command, you may give him a treat every time it sits for you. The dog will eventually come to understand that sitting when told to, will result in a treat. This treat is reinforcing because he likes it and will result in him sitting when instructed to do so.

Reinforcement describes a relationship between learner behaviour and a consequence that follows the behaviour. This relationship is only considered reinforcement when the consequence increases the probability that behaviour will occur

in the future, or at least be maintained. For example, children learn to ask for something politely if they want to receive it in turn. The ultimate goal of reinforcement is to help learners with autism disorder (ASD) learn new skills and maintain their use over time in a variety of settings with many different individuals. As such, teachers, and other practitioners must identify the appropriate reinforces that motivate individual learners with ASD.

In this regard, reinforcement in this research can be explained as presentation of a reward so as to motivate the learner repeat the taught skill or behaviour. Therefore, a simple definition of reinforcement is something that happens after a behaviour that makes the behaviour more likely to occur again. Reinforces can take many forms, including tangible items such as stickers or small prizes, and intangible motivators, such as social activities, sensory activities or special privileges. Every class is different and several types of reinforcers may be used to motivate different students (Cihak & Gama, 2008).

Reinforcement is a strengthening of a specific behaviour due to its association with a stimulus. A reinforce is the stimulus that strengthens the behaviour, in contrast to punishment that weakens the behaviour (Winkielman, Berridge & Wilbarger 2005).

Therefore, 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 (Mondadori, Waser, & Huston 2005).

Flora (2004) explained that, reinforcement means that a stimulus is added following behaviour, and negative reinforcement means that a stimulus is removed following behaviour (example of each below). Here positive and negative have

mathematical meanings (addition/ subtraction) rather than emotional (good/bad). These stimuli, however, can be both positive and negative depending on the environment, positive and negative reinforcement can be used in schools, workplaces, homes, and communities as mechanisms for shaping behaviour in both humans and animals.

Reinforcement is a term used in operant conditioning to refer to any thing that increases the likelihood that a response will occur. Note that reinforcement is defined by the effect that it has on behaviour, it increases or strengthens the behaviour (Skinner, 1974).

2.2.2 Types of Reinforcement

According to Jolivette, Stichter, Nelson, Scott & Liaupsin, (2000) there are five types of reinforcements;

1. **Natural Reinforcement**: this type of reinforcement occurs naturally from the appropriate behaviour. For example, a student who works cooperatively with a group in a class activity is likely to receive more invitations to join such activities in the future. For most students, the attention that the student receives for helping other students and cooperating is positively reinforcing. The goal should always be to move the student towards natural and intrinsic reinforcement (i.e. the reinforcement comes from within the child such as positive thoughts or feelings).
2. **Social Reinforces**: These are reinforces that are socially medicated by teachers, parents, other adults, and peers. They express approval and praise for appropriate behaviour. Comments (excellent work," "like the way you are working with your group"). Written approval ("way to go!"), and nonverbal expressions of approval (smiling, clapping, and nods of approval).

3. **Activity Reinforces:** Activity reinforces are very effective and positive for students. Allowing students to participate in preferred activities (such as games, computer time etc) is a very powerful strategy.
4. **Tangible Reinforces:** This category includes edibles (food) and non-edibles such as toys, balloons, stickers and awards. These should be used with caution.
5. **Token Reinforcement:** Token reinforcement involves awarding point or takes for appropriate behaviour. These rewards have little value in themselves but can be exchanged for something of value.

According to Skinner (1974) Reinforcement can include any thing that strengthens or increases behaviour, including stimuli, events and situations. In classroom setting, for example, types of reinforcement might include praise, getting out of unwanted works, candy, extra playtime and fun activities.

There are two major categories of reinforcement:

1. Primary reinforcement, sometimes referred to as unconditional reinforcement, occurs naturally and does not require learning in order to work. Primary reinforcers often have an evolutionary basis in that they aid in the survival of the species. Example of primary reinforcers includes food, air, sleep, water and sex. Genetics and experience may also play a role in how reinforcing such things are. For example, while one person might find a certain type of food very rewarding, another person may not like the food at all.
2. Secondary reinforcement, also known as conditioned reinforcement, involves stimuli that have become rewarding by being paired with another reinforcing stimulus. For example, when training a dog, praise and treats might be used as primary reinforcers.

The sound of a clicker can be associated with the praise and treats until the sound of the clicker itself begins to work as a secondary reinforcer.

There are also other two (2) types of reinforcement:

A. Positive: The application of something positive that increases behaviour (i.e. attention, tokens, activities).
B. Negative: The removal of something negative that increases behaviour (i.e. no home work, no chorus).

Therefore, Ferster and Skinner (1954) stated that, once behaviour has been acquired, it is often a good idea to switch to a partial reinforcement schedule. The four main types of partial reinforcement are:

(i) Fixed-ratio schedules:

Reinforcing behaviour after a specific number of responses has occurred.

(ii) Fixed-interval schedules:

Reinforcing behaviour after a specific period of time has elapsed.

(iii) Variable-ratio schedules:

Reinforcing behaviour after an unpredictable number of responses;

(iv) Variable-interval schedules:

Reinforcement behaviour after an unpredictable period of time has elapsed.

According to Poling & Normand, (1999) reinforcement is divided in to four categories. Thus:

1. Positive reinforcement (Reinforcement): Occurs when a behaviour (responses) is followed by a stimulus that is appetitive or rewarding, increasing the frequency of that behaviour.

2. Negative reinforcement (escape): occurs when behaviour (response) is followed by the removal of an aversive stimulus, thereby increasing that behaviours frequency.
3. Positive punishment (punishment) (also called punishment by contingent stimulus), such as introducing a shock or loud noise, resulting in a decrease in that behaviour.
4. Negative punishment (penalty) (also called "punishment by contingent withdrawal"). Occurs when a behaviour (response) is followed by removal of a stimulus, such as taking away a child's toy by following an undesired behaviour, resulting in a decrease in that behaviour.

2.2.3 Reinforcement Technique

Before beginning any reinforcement system, it is a good idea to survey students to find out what they find motivating. Think carefully what types of things you will be able to offer as reinforcement and list those items or activities on a survey for your students, but allow for suggestion, they may come up with great ideas too.

Once you know what you will use to reinforce your students, you can begin to plan for how you will use these motivators. Think about what behaviour you are trying to change. Naturally, you will have some students who are already consistently performing any desired behaviour; you do not need to wait until the entire class needs to change behaviour before using a reinforcer (Cihak & Gama, 2008; Smith, 2009).

There are many ways to incorporate reinforcement into your classroom and three (3) examples will be discussed here – contracts, mystery motivators and a token economy.

i. **Class contracts**: A contract is a written statement of what is expected to the students and what is expected of the teacher of course, there is more to making class contract successful than a simple statement of expectations you may want

to include the students in drafting the contract and even have everyone sign the contract itself.

A contract should be a binding agreement; therefore, you should think carefully about how to phrase the expectations. Consider also how to set up the contract so that students are likely to earn reinforce at the end of the contract. For example, if your behaviour of concern is students arriving late to class, you may write a contract stating that if all students arrive to class on time three days in a week, the students may listen to music in class on Friday. Another way to phrase the class expectation would be to state that reinforce may be earned when a certain percentage of the students arrive on time.

ii. **Mystery Motivators:** Mystery motivators are a type of variable reinforcement (Rhode, & Reavis, 1992). The basic idea is that students have an 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 class has earned a predetermined type of reinforcement.

When setting up your chart, think about how often you want to allow students to uncover squares and how many marked squares you want to include in your chart. For example, if you are teaching students a new behaviour or trying to reinforce a behaviour that you have not seen at all in your class, you would probably want a high ratio of marked squares to unmarked squares so that most of the time students would earn a reinforce. However, if you are using the Mystery Motivator to keep students on track with a behaviour you have already taught, you may want to offer fewer

opportunities for reinforces. This is an ideal strategy to use when you plan to fade reinforce quickly. Mystery Motivators can also be used for individual students or altered for smaller groups of students as needed.

iii. **Token economy**: A token economy is a system in which students earn some type of a token that can be exchanged later for a specific reinforce. If you choose to use token economy, you will need to carefully plan the logistics of the system. Token economy can be very complex, but a few rules of thumb will help to make the system manageable. Always pair tokens with specific praise; make sure students know why they have earned a token so that you will increase the likelihood that the desired behaviour will continue.

- Student should only earn one token at a time. Try to avoid thinking of the tokens as currency.
- Plan for regular times when students can exchange tokens for reinforces and stick to your schedule
- Never take away tokens a students has earned once a student earns something, it belongs to him or her.
- Make sure to give out your tokens consistently. Kind ways to remind yourself to catch all students being good (Rhode & Reavis, 1992).

Reinforcement in behaviour literature tends to be described as an increase in responding following the delivery of some stimulus, (Samsa, 2010). But according to the researcher this increases in response as a result of Stimulus has to produce an effect in the behaviour of responder.

Therefore, according to Montana and Charnou (2008) Reinforcement is the process in which the reinforced behaviour will be repeated, and behaviour that is not reinforced is not likely to be repeated. But according to the researcher, this reinforced behaviour has to be beneficial to a particular person or group and to the entire society.

Also according to Buskist and Davis (2008) reinforcement refers to responses that produce satisfaction which is more likely to reoccur and thus be strengthened. Reinforcement is a term used in operant conditioning to refer to anything that increases the likelihood that a response will occur again (Ferster & Skinner, 1957).

Therefore, reinforcement can include anything that strengthens or increases a behaviour, including Stimuli, events and situations, in a classroom setting, like, praise, getting out of unwanted work, token rewards candy extra play time and fun activities. (Skinners, 1974) But according to the researcher these stimulants would seriously motivate the learners to work hard.

Reinforcement is only said to have occurred if the delivery of the Stimulus is directly caused by the responses made, although in many cases in human behaviour a reinforcing Stimulus is something which is "valued" by the individual or which the individual "likes" (e.g. money received from a slot machine, the good taste of an apple, the positive effects of a drug). (Montana *et al* 2008).

According to Huitt and Hummel (1997) There are four types of reinforcement; thus; positive reinforcement, negative reinforcement, positive punishment and negative punishment.

1. Positive reinforcement is, “the offering of desirable effects or consequences for behaviour with the intention of increasing the chance of that behaviour being repeated in the future, where it uses the reward system”.
2. Negative reinforcement: Negative reinforcement is a “psychological reinforcement by the removal of an unpleasant Stimulus when desired response occurs”
3. Positive punishment: the type of punishment most people are familiar with is positive punishment positive punishment is easier for people to identify because it is common in society. It is usually called “punishment” or “punishment by application”

   (Hockenburg & Hockenbury 2010). Positive punishment occurs when a Stimulus is presented following an undesirable behaviour and subsequent occurrences of the undesirable behaviour are reduced or eliminated (Cheney & Pierce, 2004).
4. **Negative Punishment**: it involves removing a pleasing stimulus other than the one maintaining the behaviour in order to decrease the frequency of the behaviour normally, the behaviour decreases immediately (Sundel, & Sundel, 2005). An example of the negative punishment might be an office worker who disrupts his co-works by constantly chatting about non work related subjects. His co-workers usually respond to him that, if he remains disruptive, he will not receive his yearly pay raise.

   According to Ferster and Skinner, (1957) reinforcement is divided into two (2) categories which are: Primary reinforcement and secondary reinforcement:

1. **Primary Reinforcement**: referred to as unconditional reinforcement, occurs naturally and does not require learning in order to work primary reinforces often have an evolutionary basis in that they are in the survival of the species e.g. Food, air, sleep, water and sex.
2. **Secondary Reinforcement**: Also known as conditioned reinforcement involves stimuli that have become rewarding by being paired with another reinforcing stimulus. For example, when training a dog, praise and treats might be used as primary reinforces. The sound of a clicker can be associated with the praise and treat until the sound of the clicker itself begins to work as a secondary reinforce.

   Therefore, according to Skinner, (1974) Reinforcement is of two types, namely continuous reinforcement and partial reinforcement.

1. **Continuous Reinforcement:** in continuous reinforcement, the desired behaviour is reinforced every single time it occurs. Generally this schedule is best used during the initial stages of learning in order to create a strong association between the behaviour and the response.
2. **Partial Reinforcement**: in partial reinforcement, the response is reinforced only part of the time. Learned behaviour is acquired more slowly with partial reinforcement, but the responses are more resistant to extinction.

   Therefore, according to Skinner, (1974) Reinforcement is divided into four (4), namely; positive reinforcement, Avoidance, extinction and punishment.

1. **Positive Reinforcement:** is a reward of other desirable consequence that follows behaviour. A compliment from the boss after completing a difficult job and salary increase following a period of high performance.

2. **Avoidance**: Also knows as negative reinforcement. It is another means of increasing the frequency of desirable behaviour; the person is given the opportunity to avoid an unpleasant consequence.
3. **Extinction**: positive reinforcement and avoidance increase the frequency of desirable behaviour, extinction tends to decreases the frequency of undesirable behaviour e.g. frequent visit of the subordinate by manager.
4. **Punishment**: Like extinction; also tends to decrease the frequency of undesirable. In the work place e.g. verbal or written reprimands, pay cuts, loss of privileges, lay off, and termination as a result of committing an offence.

Reinforcement techniques are praise suggests (conroy et tal, 2009). Praise for good behaviour can influence your child to increase such behaviour in the future, you can provide praise in the form of kind words, a smile, or a hug or through written communication for a job well-done, another type of reinforcement is the use of rewards. The reward can be anything that your child enjoys, whether is an extra hour of time, playing video games, going out to eat with friends or using a sticker chart, always keep rewards based on what your child likes (Alia, 2010). But according to the researcher this technique has to provide a lasting behaviour modification.

According to Alia (2010) correct timing and consistency are essential for reinforcement to be successful in changing behaviour. Also note that; reinforcement has to be delivered directly after the desired behaviour has occurred and on a consistent basis. The idea is that by pairing something your child likes with behaviour, they will increase that behaviour because they will want to get more of what they like.

Bonus is also another technique of reinforcement as it is stated in. If an employee receives a bonus for achieving a monthly production quota, the employee will strive to achieve those standards the following month so he or she receives the bonus again. The employee behaviour has been positively reinforced. Their supervisor approaches them to discuss their substandard performance. To avoid this confrontation again the employee will try to achieve standard, for the next month. This is negative reinforcement, because the unpleasant stimulus is removed when the employee reaches the desired performance.

According to New Jersey Education Association (2010) "all of the successful teachers surveyed and interviewed referred to the necessity of enforcing their expectations and rules with rewards and punishments. Frequent use of verbal approval is the common reward mentioned. A surprising number of successful teachers also mentioned their regular use of concrete reinforcements and privileges to motivate student's effort. All of the teachers, however, stress the need to respond immediately to unsafe or disruptive student's behaviour with unpleasant negative consequences.

Furthermore Skinner Foundation (2005) stated that; what would happen if you rewarded on-time behaviour and ignored late arrivals instead of punishing them? Reinforcement theory as proposed by Skinner, suggests that on-time arrivals would significantly increase and late arrival would become very vase. According to this theory, environmental consequences are powerful tools that managers can use to shape behaviour. Skinner observed that either positive or negative behaviours can be targeted, but in a business setting, focusing on rewarding desired behaviour helps employees develop positive habits and is less likely to foster resentment than a more punitive approach.

Reinforcement might involve presenting praise (the reinforcer) immediately after a child puts away her toys (the response). By reinforcing the desired behaviour with praise, the girl will be more likely to perform the same actions again (Skinner, 1974).

Applying positive reinforcement within the classroom; teachers often focus on undesired behaviour rather than reducing /stopping the misbehaviour and this is a further disruption in the classroom, however consequences shape behaviours and enable students to work effectively (Mather & Goldstein, 2001). Mather and Goldstein outline a process for teachers to manage pupils' behaviour using consequences.

1. Define the problem (by count or description).
2. Develop behaviour management plan to change the behaviour.
3. Identify an effective reinforcement.
4. Consistently apply the reinforcement to change the behaviour.

Positive reinforcement or punishment should be immediately applied after behaviour. Positive reinforcement and punishment can be used to decrease unacceptable behaviour in the classroom; however positive reinforcement is more effective in teaching alternative and appropriate behaviours and social skills to communicate needs (Mather & Goldstein, 2001).

Applying praise within the classroom: Praise is a form of positive reinforcement used by teachers to increase the likelihood of positive academic behaviours occurring again. Praise is a reciprocal process, therefore can increase positive interactions between student and teacher (Conroy et al, 2009).

There are many important principles of praise:

1. Initiated by teacher.

2. Contingent upon the desired behaviour.
3. Focus on effort or improvement.
4. Delivered in natural voice and age appropriate.
5. Students prefer to be praised privately (away from peers) to avoid being singled out (Infantilo & Little, 2005).

The barriers teachers face when applying positive reinforcement; implementing positive reinforcement within the classroom is not always easy and teachers are faced with four main barriers (Briesch and Chafouleas,2009);

1. Lack of resources/time.
2. Having an entire class to manage making it hard to reinforce all desired behaviour.
3. The risk that the teacher may become the unconditioned stimuli for the behaviour (student only acts in desired way in front of specific teacher).
4. Locus of control taken away from pupils which can result in lack of intrinsic motivation. Training and supporting teachers in positive reinforcement techniques can improve the outcome for students by successfully changing undesired behaviours (Reinke et al,2008).

2.2.4 Concept of Procrastination

According to the American Heritage Dictionary (2009), procrastination refers to putting off doing something, especially out of habitual carelessness or laziness. And also, Procrastination is the avoidance of doing a task which needs to be done – postponing until tomorrow what can be done today.

Psychyl (2012) described procrastination as the act of replacing high-priority actions with tasks of lower priority, or doing something from which one drives enjoyment or pleasure and thus putting off important task to a later time. But according to the researcher procrastination can be refer to as an unnecessary delay in doing what one must have to do. Fiore (2006) stated that, "some psychologists cite such behaviour as a mechanism for coping with the anxiety associated with starting or completing any task or decision.

Wolters (2003) Explained that; Academic procrastination includes failing to perform an activity within the desired time frame or postponing until the last minute of activities one ultimately intends to complete. But also according to the researcher procrastination is a spoiler of morality as it leads people to delay what is beneficial for them. Procrastination; Piers and Steel define it as willingly deferring something even though you expect the delay to make you worse off. Although it seems to involve avoiding unpleasant task, indulging in it generally doesn't make people happy (Snyder & Lopez, 2007).

Similarly, Steel (2007) reviews all previous attempts to define procrastination, indicating it is "to voluntarily delay an intended cause of action despite expecting to be worse off for the delay". Therefore, according to the researcher, this delay could result in loosing what an individual deserves to get socially and academically.

In this regard, Kajuru (2009) says "senior secondary school students in Zaria educational zone who sat for SSCE Examination for the years 1994, 1995 and 1996. In which 900 students were randomly selected. Their results in mathematics based on their disciplines were used for the purpose of gotten admission in to 100 levels in the

university, but could not due to their deficiencies in mathematics". So this research could be one of the ways of solving these problems, for procrastination is one of the major causes of this failure.

Therefore, according to Psychyl (2012) procrastination refers to the act of replacing more urgent actions with tasks less urgent, or doing something from which one drives enjoyment, and thus putting off important tasks to a later time.

But, Schraw, Wadkins, & Olafson (2007, p.12) have proposed three criteria for a behaviour to be classified as procrastination; it must be counterproductive, needless, and delaying.

Procrastination may result in stress, a sense of guilt and crisis, severe loss of personal productivity, as well as social disapproval for not meeting responsibilities or commitments. These feelings combined may promote further procrastination. While it is regarded as normal for people to procrastinate to some degree, it becomes a problem when it impedes normal functioning. Chronic procrastination may be a sign of an underlying psychological disorder. Such procrastinators may have difficulty seeking support due to social stigma and the belief the task – aversion is caused by laziness, low willpower or low ambition (Steel, 2007).

2.2.5 Causes of Procrastination

According to Steel, (2007) causes of procrastination are divided into six (6) categories, thus;

i. Rebellion: I don't want to do it! I don't have to do it! You can't make me do it! I won't do it!

ii. Fear of failure: No matter how much I study I still won't do very well, so I'm going to study enough to get by.

iii. Fear of success: if I do well this class, they will expect me to do well all the time. That's too much pressure.

iv. Perfectionism. What if I try and I don't get an "A"

v. Lack of enjoyment: I don't like this class, this book, these problems, this paper, so I turn to more enjoyable, immediate activities, i.e. T.V. the paper, cleaning my desk talking on the plane.

vi. Being too tired: After going to school, working, planning or participating in extracurricular events, I'm just too tired to study. I'll get up real early tomorrow, or I have all day Saturday, or I'll study tomorrow night, I'll be fresher then.

According to Parker and Adkin, (1994) there are seven (7) common causes of procrastination.

1. **Fear of the outcome:** Sometime we're afraid we'll fail. Sometime we're subconsciously afraid we'll succeed and then we'd have to deal with all the disruption (growth and change that follows success). And other time's it's our fear of rejection or simply our fear of looking like a fool.
2. **Helplessness in the face intensely un-resourceful**: It may remind us of something we had to do when we were younger before we had the skills to conquer it (even though that's no longer the case). Or it may actually be a daunting task at our current skill level. Either way, the task seems far too complex, so we try to avoid it.

3. **Rebellion and laziness:** we resent the task in front of us. We feel imposed upon. "I have to do this", we think to ourselves. "But I don't have to do it now". Rebellion is about control. We assert our control by choosing when (or whether) to do the task.
4. **Lack of Motivation:** I procrastinate doing my tax return. It's an administrative task and I don't like it. But it helps when I think about it this way: "I'm due a refund this year". When I concentrate on the amount of money I get back versus the time it takes to do my taxes, it's an excellent hourly rate. And it motivates me to focus on getting it done.
5. **Lack of focus and fatigue**: Distractions are everywhere. You must learn to ignore them, minimize distraction by secluding yourself. Disconnect the internet and power off your cell phone if you have to. Check email and voicemail at set intervals instead of randomly every few minute. Find a quiet space where you can concentrate on the task at hand. And only take breaks as a reward for accomplishing smaller subtask.
6. **Not knowing when or how to start**: or may be the task just looms in front of you as a big block, like a building with no doors. You walk around its perimeter and you don't immediately see a way in. How do you get in? Where do you begin? You can't figure it out, so you set the task aside. Well, few reasons why people procrastinate (the starting point). I thought about reasons why you'd want to stop (the end point or goal).

7. **Perfectionism**: Is the act to strain compulsively and unceasingly toward unobtainable goals, and measuring self-worth with productivity and accomplishment (Parker & Adkins, 1994).

According to Steel (2010), the psychological causes of procrastination are in debate. Drawing in clinical work, there appears to be a connection with issues of anxiety, low sense of self-work, and a self-defeating mentality. On the other hand, drawing on meta-analytical correlation work, anxiety and perfectionism have no – or at best an extremely weak – connection with procrastination. Instead, procrastination is strongly connected with lack of self confidence (e.g. boredom and apathy) the strongest connection to procrastination, however, is impulsiveness.

Lee, Kelly and Edwards (2006), indicated that neuroticism has no direct links to procrastination and that any relationship is fully mediated by conscientiousness, where as anxiety and irrational belief (such as perfectionism) trait that have to do with procrastination.

According to Pelusi (2011) for most of human evolution, laziness and short-term but fast thinking (impulsiveness) were overall adaptive. Laziness was adaptive because energy and time were much more limited than today in more-developed countries for most people. But according to the researcher, laziness does not only lead to delay in what one has to do, it also leads to a serious regretting in one's life.

Likewise, Evans (2007) reported that research on the psychological roots of procrastination mostly surrounds the role of the prefrontal cortex. Strub (1989) opined that consistent with the notion that procrastination is strongly related to impulsiveness. This area of the brain is responsible for executive brain functions such as planning,

impulse control, attentions and acts as a filter by decreasing distracting stimuli from other brain region. Damage or low activation in this area can reduce an individual's ability to filter out distracting stimuli ultimately resulting in poorer organization, a loss of attention and increased procrastination. This is similar to the prefrontal lobes role in attention deficit hyperactivity disorder where under activation is common.

But according to Robert (nd) traditionally, procrastination has been associated with perfectionism a tendency to negatively evaluate outcomes and one's own performance, intense fear and avoidance of evaluation of one's abilities by others, heightened social self-consciousness and anxiety recurrent low mood, and "Work holism."

But McGarvey (1996) in his statement indicates that "adaptive perfectionists (where perfectionism is egosyntonic were less likely to procrastinate then non perfectionist (people who saw their perfectionism as a problem; i.e. when perfectionism is egodystonic) had high levels of procrastination (and also anxiety).

According to Ariely and Wertenbroch (2002) one source of procrastination is the planning fallacy where we underestimate the time required to analyse research. Many students devote weeks to gathering research for a term papers, but are unable to finish writing it because they have left insufficient time for subsequent stages of the assignment.

Similarly, students know well than anyone whether or not an assignment or task is feasible. Many students believe in the common method of cramming when studying for an exam or writing up a research paper in one sitting rather than spacing everything out.

Despite the stress, lack of sleep, and inefficiency involved, students become trapped in to a perpetual mode of procrastination.

Furthermore, Ariely and Wertenbroach, (2002) stated that, "student syndrome" refers to the phenomenon where by students will only begin to fully apply themselves to a task immediately before a deadline. This negates the usefulness of any butters built in to individual task duration estimate students also have difficulties when self-imposing deadlines.

Therefore, other reasons cited on why students procrastinate include fear of failure and success, perfectionist expectations, and legitimate activities that may take precedence over school work (like a job).

2.2.6 Effects of Positive Reinforcement Technique

The effect of positive reinforcement on time estimate in children was measured. Researchers such as Ivan Pavlov discovered that he could condition a dog to salivate to a bell when that bell was followed by the stimulus of food. The dog was found to still salivate to the bell even though the food was not given afterward. The dog was determined to have been conditioned to respond this way through a process known as classical conditioning (Butcher et al, 2004).

Skinner is very well known for his work with operant conditioning, and the basic idea of this theory is that the results of certain behaviours will in turn affect the behaviour itself (Cloninger, 2004). He was more concerned with a response that is intended rather that a response that is a result to stimulus such as the Pavlov experiment of the dog's salivation to a bell. Skinner studied lower animals such as rats or pigeon because their lives could be highly controlled (Cloninger, 2004). He placed them in a controlled

environment such as the Skinner box so he could measure responses that were intentionally performed by the animal. Skinner believed that reinforcement would increase the frequency of a response from the animal. He determined there were positive reinforces and negative reinforce which would increase the rate of response. He also determined that punishment would reduce the rate of responding in his work he found significant evidence to support his theory since he was able to train certain animals to increase their rate of response in order to receive a reward.

Another researcher who studied classical conditioning was Watson as cited in Butcher, et al, (2004) – Watson had stated that "through conditioning, he could train any healthy child to become whatever sort of adult one wished. He went to study the changes that could be through about in a person simply by changing the stimulus conditions a person had become accustomed to. Watson believed that the social environment played a very large part in conditioning both normal and abnormal personality development (Butcher, et al, 2004).

Many studies have been conducted regarding positive reinforcement. In a study performed by Watling & Schwartz (2004) the focus was on using positive reinforcement as a means of intervention in children with disabilities. The article discussed the strategies involved with Applied Behaviour Analysis as a way of shaping behaviour. The article stated that "while ABA has been a mainstay of early intervention I special education for decades. Occupational therapists typically do not receive training in ABA or the instructional strategies associated with this discipline" the authors are under the impression that occupational therapist could provide much better services if they were trained in the area necessary to provided the proper reinforcement for children with

disabilities. They state, “When used appropriately, positive reinforcement can be extremely effective and developmentally appropriate for people of all ages and at all levels of development” (Watling & Schwartz, 2004).

Another example of the use of positive reinforcement is the implementation of token economies in mental hospitals. This is based upon the fact that hospitalized patients regarded some activities as more enjoyable than others and almost considered these activities as a reward. The patients were required to have a number of tokens to participate in the activities he or she found enjoyable. These tokens were earned by performing tasks that were required of all patients such as making a bed or doing hospital jobs (Butcher et al, 2004). These token economies are also helpful in simulating the outside world since the patients are being “paid” for jobs they are performing, and they use that payment to buy what they want.

Therefore, another article in regards solely to positive reinforcement is one that was a rebuttal to an article written by Alfie (2001) titled “Five reasons to stop saying, “Good job”. The authors of the rebuttal felt that Kohn’s assertions and ideas were incorrect at best. They suggest that his position “is harmful to children, families, and the professionals who serve them” (Strain & Joseph, 2004). The authors argued that positive reinforcement is a useful tool, when implemented properly, to teach children appropriate social skills and many other things that they will need in life. They concluded by saying that each child is entitled to receive the teaching strategies work best.

According to Winkielman, Berridge and Wilbarger (2005) the effect of reinforcement may be measured as an increase in the frequency of its expression (e.g. pulling a lever more frequently), duration (e.g. pulling a lever for a longer period of

time), magnitude (e.g. pulling a lever with greater force), or decrease in latency (e.g. pulling a lever more quickly following the onset of an environmental event).

If a father gives candy to his daughter when she picks up her toys, if the frequency of picking up the toys increases or stays the same, the candy is a positive reinforcer (to reinforce the behaviour of cleaning up) (Flora, 2004).

According to Rainbow Academic Child Care (2011), it is important for teachers to use a variety of teaching techniques to provide students with a successful learning environment. One important teaching technique that will be discussed is using positive reinforcement in the classroom with students. It is beneficial to incorporate a positive atmosphere because students feel safe and confident with others in an academic setting. A teacher that uses positive reinforcement increases positive behaviour from the students, which results in a successful learning environment. Educators from preschool and up can incorporate positive reinforcement through verbal cues.

One ways a teacher can verbally use positive reinforcement is to notice something positive about a child's behaviour. For example, if a child says the words please or thank you to another child, a teacher can say to the child, "Wow, I like the way you are using your manners and saying thank you to your friend". By reinforcing the positive behaviour the child was exhibiting, a child is more likely to repeat the behaviour. Also, children around that child will hear the teacher give the child praise for the specific action and will know the teacher is happy to hear these kind words. In turn, the child will be more likely to behave in that positive manner. Children like to get attention and it is important to provide students with positive attention rather than negative. If a child knows they will receive attention from the teacher for certain behaviour, a child is more likely to repeat it

whether it is good or bad. Therefore, it is important for a teacher to provide as many opportunities as possible for catching children doing really good things in the classroom and making positive comments to reinforce the behaviour. The following is an example of how a teacher uses positive reinforcement with his her students in the classroom (Rainbow Academic Child Care, 2011).

In addition it is important for teachers to verbally redirect students positively by stating the behaviours that is expected. For example, if a teacher sees a student running in the classroom instead of saying, "stop running" a teacher should say, "Please use walking feet in the classroom". This relates to child psychology because when a person says for some one not to do something, it creates an image in the person's mind of that action and may be more likely to do that action. However, when a teacher states what he/she should do. Therefore, a child will have a picture in his/her mind to use walking feet instead of running feet. This is another example of positive reinforcement because a teacher is positively speaking to a child to repeat behaviour.

As an educator, it is important to remember how much of an impact on each student we have. It is important to make the influence we have a positive one. By using positive reinforcement as one of the many techniques incorporated in the classroom, we will create a successful academic setting where students feel safe and confident while learning (Rainbow Academic Child Care, 2011).

Motivating students with positive reinforcement: The positive reinforcement (including praise) in education increases student's intrinsic motivation (Willingham, 2005), in that they are more likely to engage in a behaviour for personal enjoyment such as reading a book (Lepper, Corpus & Iyengar, 2005). Praising students for appropriate

behaviours has been found to decrease inappropriate behaviours (Wheatley et al, 2009). This research also demonstrated that praise effectively enhances intrinsic motivation to improve student behaviours in a wide variety of school settings (classroom, playground and canteen).

Positive reinforcement and the effect on learning; Research has demonstrated that positive reinforcement has beneficial effects on learning and positive reinforcement has consistently improves student's classroom behaviour (Wheatley et al, 2009). Using praise within the classroom has been shown to decrease inappropriate behaviour (such as distracting peers and disrupting the teacher) in students and increase desired behaviours. As there were fewer distractions, students were able to have more opportunities to respond correctly to academic demands presented by the teacher.

Research has also shown that when a teacher takes part in training on how to include positive reinforcement within the classroom students on task behaviour increases by 35% and inappropriate behaviour (disruption/distraction) decrease by 25%. Furthermore, a lack of disruptive behaviour enabled teachers to cover more content and subsequently allowed students to learn more (Lannie & McCurdy, 2007).

An important side note of the effectiveness of positive reinforcement on learning is that, the introduction of positive reinforcement produced gains in terms of classroom behaviour (more desired behaviour; less undesired behaviour) but also students working behaviour (i.e. they spent more time on task). This is likely to be extremely beneficial to teachers, classroom management which will subsequently increase academic success in students.

2.3 Theoretical Framework

Theories play an important role in Educational research, which serve as or one of the useful tools utilized by Educators in their course to tackle challenges of Educational problems. Susan, (2004) defined theory as a systematic explanation for the observations that relate to a particular aspect of life. Theories and models direct and interpret research.

Educational theories applicable to Guidance and counselling in tackling behaviour problems are numerous; two of those related to this study will be reviewed. One from behavioural theory, which is operant conditioning theory of Skinner and the second one in psychodynamic theory which is, psychoanalysis theory of Sigmund Freud.

i. Operant conditioning theory (or instrumental conditioning) is a form of learning in which an individual's behaviour is modified by its consequences; the behaviour may change in form, frequency, or strength. Operant conditioning is a term that was coined Skinner in 1937.

Burrhus Frederic Skinner, Popularly known as Skinner (1904-1990) an American psychologist was the founder of operant conditioning theory. Operant condition is a theory that deals with the medication of "voluntary behaviour" or operant behaviour. Operant behaviour operates on the environment and is maintained by its consequences, (Damjan, 2003). In this regard the researcher is in the view that one of the voluntary behaviour as indicated in operant conditioning theory found among secondary school students is procrastination, which can be modified.

Reinforcement, Punishment, and Extinction

Reinforcement and punishment the core tools of operant conditioning, are either positive (delivered following a response), or negative (withdraw following a responses). This creates a total of four basic consequences, with the addition of a fifth procedure known as extinction (i.e. no change in consequences following a response).

It is important to note that actors are not spoken of as being reinforced, punished, or extinguished, it is the actions that are reinforced, punishment, and extinction are not terms whose use is restricted to the laboratory. Naturally occurring consequences can also be said to reinforce, punish or extinguish behaviour and are not always delivered by people.

- Reinforcement: is a consequence that causes behaviour to occur with greater frequency.
- Punishment: is a consequence that causes behaviour to occur with less frequency.
- Extinction: is caused by the lack of any consequence following behaviour.

Four contexts of operant conditioning:

Here the terms positive and negative are not used in their popular sense, but rather. Positive refers to addition, and negative refers to subtraction.

What is added or subtracted my be either reinforcement or punishment. Hence positive punishment is sometimes a confusing term, as it denotes the "addition" of a stimulus or increase in the intensity of a stimulus that is over site (such as spanking or an electric shock).

The four procedures are:

1. Positive reinforcement (Reinforcement): Occurs when a behaviour (responses) is followed by a stimulus that is appetitive or rewarding, increasing the frequency of that behaviour.
2. Negative reinforcement (escape): occurs when behaviour (response) is followed by the removal of an aversive stimulus, thereby increasing that behaviours frequency.
3. Positive punishment (punishment) (also called punishment by contingent stimulus, such as introducing a shock or loud noise, resulting in a decrease in that behaviour.
4. Negative punishment (penalty (also called "punishment by contingent withdrawal"). Occurs when a behaviour (response) is followed by removal of a stimulus, such as taking away a child's by following an undesired behaviour, resulting in a decrease in that behaviour (poling & Normand, 1999).

Steps in operant conditioning to change human behaviour:

1. State Goal (aims for the study)
2. Monitor Behaviour (log conditions)
3. Reinforce desired behaviour (give reward for proper behaviour)

According to the researcher these steps can be followed to overcome the problem of procrastination that affects the performance of our secondary school students negatively.

ii. Psychoanalysis theory:

Psychoanalytic theory originated with the work of Sigmund Freud. Through his clinical works with patients suffering from mental illness. Freud (1856-1939). An Austrian Neurologist and Psychotherapist, known for psychoanalysis, the theory came to full prominence as a critical force in the last third of the twentieth as part of the flow of critical discourse after the 1960s (Basingstoke, 2008).

Freud ceased his analysis of the brain and his physiological studies in order to turn his focus to the study of the mind and the related psychological attributes making up the mind. His study then included recognizing childhood events that could potentially lead to the mental functioning of adults. He examined the genetic and then the development aspects that made the psychoanalytic theory become what it was (Tyson, 2002).

Basic Ideas:

The psychoanalytic theory consists of the ideas of based around personality, such as the division of the psyche into the id, ego, and superego, repression, transference, dream-interpretation, and the Oedipus complex, just to name a few. (Tyson, 2002).

The psychoanalytic theory points out that; the mind of a man is divided into three components; the id, ego and superego. These three elements of personality work together, to create complex human behaviours. The id is the only component of personality that is present from birth. This aspect of personality is entirely unconscious. The id is the human basic, instinctual drives. The id contains the libido, which is the primary source of instinctual force that is unresponsive to the demands of reality. (Carison, 1999-2000).

In the id, contrary impulse exist side by side, without cancelling each other out… there is nothing in the id that could be compared with negation… nothing in the id which corresponds to the idea of time. It needs immediate satisfaction, and it acts according to the "pleasure principle", seeking to avoid pain or displeasure aroused by increases in instinctual tension (Rycroft, 1968).

In accordance with Freud, the pleasure principle may be responsible for procrastination; humans do no prefer negative emotions, and hanging off a stressful task

until a further date is enjoyable, the concept that humans work best under pressure provides additional enjoyment and motivation to postponing a task (Pychyl, 2012).

Therefore, id, ego and superego are the three parts of the psychic apparatus defined in Sigmund Freud's structural model of the psyche; they are the three theoretical constructs in terms of whose activity and interaction mental life is described. According to this model of the psyche, the id is the set of uncoordinated instinctual trends; the ego is the organized, realistic part; and the super-ego plays the critical and moralizing role (Snowden, 2006).

Pychyl (2012) stated that; "in accordance with Freud, the pleasure principle may be responsible for procrastination, human do not prefer negative emotions, and hanging off a stressful task until a further date is enjoyable". The concept that human works best under pressure provides additional enjoyment and motivation to postponing a task. But according to the researchers this pleasure principle is the one that produces selfish interest which leads to this problem of procrastination.

According to the researcher, in relation to this theory; the id is the genesis of procrastination behaviour as it acts based on pleasure principle, and it has nothing that corresponds to the idea of time. As it struggle to satisfy its needs even if it would be harmful to others without considering time and place.

2.4 Empirical Studies

A good number of researches have been conducted on procrastination behaviour and positive reinforcement counselling technique. Those related to this study were hereby reviewed and presented.

Lay and Schouwenburg (1993) conducted a study on; Trait procrastination, time management, and academic behaviour" in this study, they examined the relation of time management to trait procrastination and behaviour where time management was conceptualized in terms of setting goals and priorities, the use of mechanics, and the perceived control of time. 50 university students (aged 18 – 47 years) completed a self-report questionnaire referring to the extent to which they engaged in optional non-study behaviours when they had other wise intended to study. The subscales of time management were inversely related to dilatory behaviour. Higher scores on the setting of goal and priorities subscale were associated with a greater self-reported percent of planned academic work actually accomplished. Trait procrastination was also related to each of these measures of dilatory behaviour.

Another related study conducted by Wolters (2003) on understanding procrastination from a self-regulated learning perspective. This shows that,

Academic procrastination includes failing to perform an activity within the desired time frame or postponing until the last minute activities one ultimately intends to complete. As such, high levels of procrastination appear inconsistent with the behaviour, typically attributed to self-regulated learners, however, research exploring the relation between these 2 constructs is lacking. Two studies (N = 168 and N = 152) examining procrastination and its relation to several key components of self-regulated learning using self-report surveys are reported here. Results indicate that procrastination was related to college students' self-efficacy and work-avoidant goal orientation and to a lesser extent, their use of met cognitive strategies. Findings are discussed with regard to prior research on self-regulated learning and procrastination and to future research.

Lynnette, Richard, and Michelle (2004) conducted a study on; the effect of peer-mediated positive behaviour of socially appropriate classroom behaviour. The student positive behaviour support (PBS) plans included such practices as self-monitoring, teacher-peer mediated support, and positive reinforcement through such means as a token economy. The experiment was concerned with the PBS plans for 2 third grade students, males who were at risk of failure both academically and socially. The results showed that the students showed marked and immediate improvement in their behaviour which maintained even as reinforcement was lessened.

In a study performed by Philip (2004) A 5 year old girl with separation Anxiety Disorder. The parent and the teacher used an approach that involved shaping, positive reinforcement and extinction, the results showed that by the end of the fifth week of treatment, the girl was attending school full-time and no longer met the criteria for a diagnosis of separation Anxiety Disorder. Furthermore, the results were maintained when four and twelve month follow-ups were completed.

William, Daniel, Megan & Elaine (2004) Examine positive psychology in relation to externalizing students. They determined typical externalizing behaviour to be, but not limited to, such things as aggression, inattention, arguing, and rule breaking. They also determined that for an activity to flow it must be considered enjoyable by the person who is performing the task, and this is important for a sense of mastery over a task. Motivation is also necessary for success according to these researchers, and student who tend to exhibit externalizing behaviours very rarely have a sense of optimism. The authors of the article noted that teachers who claim to be positive in nature do not appear so during naturalistic observation. The teachers were observed to praise students for positive

behaviour much less frequently than they reprimanded the students for negative behaviour. The authors determined that there must be a balance between positive and negative in order to help a student achieve success, especially those with externalizing behaviours.

Summary

The literature revealed that a number of efforts have been put up by researchers and scholars to give a concise meaning of the concept of reinforcement technique and procrastination behaviour. Positive reinforcement and the effect on learning; Research has demonstrated that positive reinforcement has beneficial effects on learning and has consistently improves student's classroom behaviour. Using praise within the classroom has been shown to decrease inappropriate behaviour (such as distracting peers and disrupting the teacher) in students and increase desired behaviours.

Most of the researches conducted using reinforcement focused on a different behaviour problem such as truancy, lateness and the like. None is directed at procrastination behaviour. The few researchers on procrastination behaviour used entirely a different treatment technique different from reinforcement. Most importantly, none has examined the use of reinforcement in treating procrastination behaviour in the area of Bauchi State talk less of Shira local government. The present study also intent to focus on finding the effects of reinforcement on procrastination behaviour of secondary school students on the basis of age and gender a new approach which has not been addressed in the literature reviewed during the course of this work.

In theoretical framework two theories were discussed. Thus; operant conditioning theory: that is a form of learning in which an individual's behaviour is modified by its

consequences; the behaviour may change in form, frequency, or strength. The psychoanalytic theory points out that; the mind of a man is divided into three components; the id, ego and superego. These three elements of personality work together, to create complex human behaviours. The id is the only component of personality that is present from birth. This aspect of personality is entirely unconscious.

Some previous researches were reviewed on positive reinforcement technique and procrastination behaviour. But all the researches were conducted outside Nigeria. It is on this basis that the researcher intended to conduct this study on effects of positive reinforcement counselling technique on procrastination behaviour among secondary school students in Shira Local Government Area of Bauchi State.

CHAPTER THREE

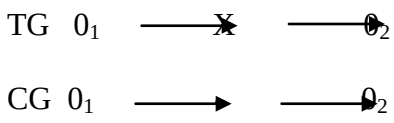
METHODOLOGY

3.1 Introduction

This chapter is a presentation of the methodology used by the researcher in carrying out the study on effects of positive reinforcement counselling technique on procrastination behaviour among secondary school students in Shira local government area of Bauchi state. Specifically the chapter presents the design of the study, the population of the study, sample and sampling technique, instrumentation, validity, Reliability, Procedure for data collection and procedure for data analysis.

3.2 The Design of the Study

The study employs quasi experimental design. The design involves pre-test post test control group design. The design was used because it lacks full laboratory control and laboratory isolation, as it has taken place outside the laboratory setting. The diagram of the design is as follows:



Key: TG: Treatment Group.

CG: Control Group.

0_1: Pre-test.

X: Treatment.

0_2: Post-test. (Asika, 2010)

3.3 The Population of the Study

The population of the study consists of senior secondary school students in Shira local government area of Bauchi state. The total population is 3415 (katagum Zonal Education, 2012) male and female students. They are mainly adolescent between the ages of 16-19 years. The breakdown of the population as per school and gender is as follows:

Table 3.3.1 senior secondary school students:

S/NO	SCHOOL	MALE	FEMALE	TOTAL
1	GDSS Shir	439	122	561
2	GDSS Yana	265	66	331
3	GGSS Yana	-	1362	1362
4	GSS Disina	895	-	895
5	ISHIS Yana	215	51	266
	Grand Total	1814	1601	3415

3.4 Sample and Sampling Technique

Simple Random Sampling Technique was employed in this study. Two schools were randomly selected using balloting method, in which Government Day Secondary School (GDSS) Shira and Isalul-khairi School for Higher Islamic Studies (ISHIS) Yana emerged. The same method was used in selecting two intact-classes for the study.

An intact-class sampling technique has been adopted for this study, because of the following reasons; a number of Educational Studies are conducted using school classrooms the way they are found in the school. This is largely due to the fact that, the school authorities might be unwilling to allow a researcher disrupts their normal schedule

by making random selection and rearrangement of classrooms (Sambo, 2008). For these reasons SS II A (30 Students) of GDSS Shira were selected to be treatment group, while SS II B (30 Students) of ISHIS Yana were selected to serve as control group of the study.

3.4 Instrument for Data Collection

The instrument for data collection was the researcher designed Secondary Students Procrastination Behaviour Inventory (SSPBI). The instrument is divided in to two sections A and B. Section A-elicits for information on the Bio data of the respondents such as class, gender and age. Section B consists of positive and negative declarative statement (items) concerning attribute to be measured. Each statement was accompanied by four (4) response categories (options). These response categories are "strongly agree", "agree", "disagree" and "strongly disagree". This was to eliminate bias in selection of responses. Respondents were to select one response category for each scale item. The numerical values corresponding to the responds categories selected were sum up to represent his or her attitude toward the construct or variable under study. The items in the Questionnaire were organized to reflect the objectives of the study as well as the research questions and hypotheses. There are twenty two items in the section.

3.5.1 Scoring of the Instrument:

s/n	Items	**SA**	**A**	**D**	**SD**
1	Positive declarative statement	**4**	**3**	**2**	**1**
2	Negative declarative statement	**1**	**2**	**3**	**4**

The item scores were based on four (4) points modified likert scale, Positive and negative declarative statement. The relative mean for each of the item were calculated with 4 as the highest and 1 as the lowest score. Thus the criterion of acceptance mean of 2.5 was used in making decisions. If the relative means of an item is equal to or greater than 2.5, it is considered that the respondents are in agreement with the suggested item, while any mean less than 2.5 imply disagreement. The demographic variables were presented in frequencies and percentages while other responses were presented by their mean score and standard deviation as expressed by the respondents.

Total Highest scores: 88.

Total Lowest scores: 22.

Scoring: 55 and above is agreement, while 54 downward is disagreement.

3.6 Validity of the Instrument

Content and face Validity was established for the instrument. The instrument was given to experts in Measurement and Evaluation as well as Guidance and Counselling from the faculty of Education Ahmadu Bello University, Zaria. Their task was to ascertain the appropriateness and the ability of the instrument to measure what is design

to measure. The Questionnaire together with the objectives of the study, research questions and hypotheses were made available to them. They were required to check for the appropriateness of each item in terms of language used as well as the suitability of the items for inclusion in the instrument, and make corrections as they deemed fit. The major corrections that had been incorporated into the instrument were sub scaling of procrastination behaviours items as well as the arrangement of content of each subscale. This is expected to provide a valid instrument for the study. The corrections were incorporated into the instrument for the purpose of providing a valid Questionnaire.

3.7 Reliability of the Instrument

The reliability of the instrument was determined through test-retest method of determining the stability of the instrument. The tests were administered for the first time and readministered. The results for the two administered test were collected. A trial testing was carried in GSS Disina the school which is within the population area of the research to avoid contamination of the instrument and that was bound to affect the validity of the study. This was also done in order to guide against the possibility of misinterpretation of the instrument by the respondents.

The computations were done using Pearson correlation coefficient; the value obtained +0.76 was high enough to give the confidence about reliability of the instrument. According to Jibril and Nwanmuo (2010) "A researcher who obtained a reliability coefficient of +0.98 or little below that (say +0.70) after test retest can go ahead and used his or her test for data collection". And the tests were carried out in GSS Disina.

3.8 Procedure for Data Collection

The procedure commenced with the researcher collecting introductory letter from the Department which was submitted to the principal of the sample schools. Thereafter the pre-test instrument was administered to both treatment and control groups with the help of research assistant, followed by introducing experimental programme to the treatment group so as to find out the effects of the counselling technique on procrastination behaviour problem. The researcher divided the experimental schedule in to units for effectiveness of the research. The control group was not given any treatment. The two groups were later given post-test after a period of six weeks. In the process of this research, the followings were the units of the scheduled programme; thus:

Treatment programme;

WEEK ONE

The counsellor introduced himself to students (treatment group members) and called for cooperation and active participation of all sessions.

Confidentiality

The students were assured of strict confidentiality of whatever was discussed during the sessions.

Time of Meeting

A mutual suitable time and days of the week has been agreed upon between the counsellor and the students to be meeting for discussion on the target behaviour problem (procrastination).

Pre-test

Pre-test was administered to participants. This was carried out with the help of research assistant that was; the form master of the students, so as to determine the entry level of the students.

Reinforcement;

The counsellor started the session by explaining the concept of procrastination fully for the students and started praising those that shown their interest instantly for avoiding this negative behaviour, like; well-done, good and very good.

Home work

In your own words explain the term procrastination behaviour.

Closing Remarks

The counsellor thanks the subjects for attending, and reminds them of timing, venue, and solicits for further cooperation.

WEEK TWO

The counsellor welcomes the participants to the new session and solicits for their normal cooperation, and then gave them detail explanation on various forms of procrastination behaviour like; delaying reading on a right time for test and examinations, delaying in gathering information for home work and assignment on a right time, and other academic activities.

Reinforcement;

The counsellor collected the last home work and praised those that submitted on a right time for their willing to avoid procrastination behaviour like; well-done, good and very good.

Question for discussion

(i) Explain the kinds of procrastination behaviour that you know.

Home work

Write down four different forms of procrastination behaviour that you do.

Closing Remarks

- Thanks the students for their cooperation.
- Remind the students on the importance of their study in their life.

WEEK THREE

Opening remarks

Welcome the students for the new session and collected the last assignment given.

- Discussion on the causes of procrastination behaviour exhibit by students at this level, like rebellion, fear of failure and fear of success.
- Discussion on lack of motivation, lack of enjoyment, being too tired and not knowing when and how to start.

Objectives: to throw the light on how the students should identify the causes of procrastination with the intention of avoiding them.

The counsellor encouraged the students on avoidance of procrastination behaviour in most of its forms as well as they can. Like delaying reading for tests and examinations, delaying in providing reading and writing materials as well as delaying in writing and submitting assignments and home work.

Reinforcement;

The students were encouraged by the counsellor for the good behaviours they exhibited in their learning processes. Those students that have submitted the home work on time were encouraged by nod for approval and saying well-done and good attempt. And they were also encouraged to maintain this good behaviour for the success of their studies.

Questions

(i) What are the things that make you to procrastinate?

(ii) Do you want to avoid those things for the betterment of your academic activities?

Home work

Explain some possible ways that you can follow, to avoid those things that make you to procrastinate in your academic activities.

Closing Remark

Thanks the students for their usual cooperation.

WEEK FOUR

Topic: Negative consequences causes by procrastination behaviour.

Objective: to inculcate the zeal in the students' mind, to avoid procrastination behaviour as well as they can, in order to be successful socially and academically.

Opening Remarks

- Welcome the students for this session.
- Collect the last week assignment and return the last one.
- Review and reappraise the last one.
- Start on the new (above) topic.
    - Discussion on the negative consequences causes by procrastination behaviour on the academic performance of secondary school students, in terminal and promotional examinations.
    - Discussion this consequences on final examination, like mass failure.
    - Discussion this consequences on a student after graduation from secondary school. (e.g. loosing of opportunities that a student is due for socially and academically).

Reinforcement;

The students were encouraged by the counsellor for the good behaviours they exhibited in their learning processes. Those students that have submitted their home work as early as possible were encouraged by nod for approval and saying well-done good attempt. And they were also encouraged to maintain this good behaviour for the success of their studies.

Questions

(i) Which position do you want to be maintaining in your class, after each terminal and promotional examinations?

(ii) Which course do you want to study in the higher institution after you have graduated?

Assignment

- Write down three ways that you think, you can maintain good position in terminal and promotional examinations.
- Which course do you want to study in the higher institution after you have graduated?

Closing Remark

- Thanks the students for their cooperation.
- Remind them on the next meeting, venue, time and topic for next discussion.

WEEK FIVE

Objective: to make the students to minimize the rate of procrastination behaviour in their academic activities.

Opening Remark

Welcome the students for the new session and solicit for their usual cooperation, and then collect the last session assignment.

Showing the importance of avoiding procrastination behaviour to the students, by telling them the negative consequences causes by procrastination behaviour like; failure in terminal, promotional and final examination, which include massive failure in SSCE, NECO, NABTEB and JAMB examination..

Reinforcement;

In this stage, students who exhibited good behaviour in their learning activities were rewarded with token gifts which attached with praising. Behaviours like; answering questions immediately in the class, writing and submitting assignment, in which the counsellor was engaged in giving sweets followed by praising.

Assignment

In your own words explain what you think as the causes of mass failure in SSCE, WAEC, NECO and JAMB examinations.

Closing Remark

- Expressing further appreciation for the cooperation and support so far given by the students.
- Inform them of the next meeting.

WEEK SIX

Topic: review

Objective: To intimates the students with the vital issue of review and enumerate the elements of proper review.

Opening Remark

- Welcome all the subjects express further appreciation for their participation and sacrifice and pray that they have benefitted from the discussion sessions.
- Brief them that, this is the last session and that the previous discussion would be review.

The subjects should be guided on how to quickly run through the four preceding steps again. This is to review the whole sessions so far, and what is expected from them in their academic activities, for them to be successful during and after their school life.

Reinforcement;

In this stage, students who exhibited good behaviour in their learning activities were rewarded with token gifts (biscuits) which attached with praise. Behaviours like; answering questions immediately in the class, writing and submitting last session assignment on a right time.

- Express gratitude for the work done.
- Pray that what was learnt would be put in to use.
- Thank them once more.
- Filling the procrastination behaviour Scale (SSPBI).
- Distribution of sweets/biscuits connected with praising for the job well-done.
- Then termination and say good bye.

3.9 Procedure for Data Analysis

In answering the research questions mean standard deviation and percentage were used which in testing of the hypotheses presented for the study, the data collected from the respondents were analyzed using t-test statistic, in reaching any decision on the significance compared against the t-table value at 0.05 level of significant.

The researcher used t-test statistic in analyzing the data because; two independent variables have been used, which were treatment and control groups. (Jibril & Nwanmuo, 2010) The t-test statistic for testing hypothesis about the difference between two independent means is given. And the demographic analysis of the respondents was done using simple percentage. But statistical tools of mean and standard deviation were used in answering research questions.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The purpose of this study was to investigate the effects of positive reinforcement counselling technique on procrastination behaviour among secondary school students in Shira Local Government Area of Bauchi state. To achieve this, the data collected were statistically analyzed, using a t-test statistical technique to test the hypotheses at 0.05 level of significant. The results of the analyzed data are presented in tabular form.

4.2 Results:

The Demographic analysis is presented as follows:

Table 4.1

Distribution of respondents by Gender

S/N	VARIABLE	FREQUENCY	PERCENTAGE
	GENDER		
1	(a) Male	20	66.7%
2	(b) Female	10	33.3%
	Total	30	100

TABLE 4.1 above shows that 20(66.7%) of the respondents were males, and 10(33.3%) were females. This shows that the males are more than the females in number.

Table 4.2 Distribution of respondents by age

S/N	VARIABLE	FREQUENCY	PERCENTAGE
	Age (in years)		
1	(a) 16-17	12	40%
2	(b) 18-19	18	60%
	Total	30	100

Table 4.2 above shows that 12(40%) of the respondents were between the age bracket of 16-17years, while 18(60%) were between that of 18-19 years. The number of respondents in age bracket of 18-19 years is more than those in 16-17 years age bracket.

4.3 Answering the Research Questions

Research question one:

What is the effect of positive reinforcement counselling technique on procrastination among secondary school students?

Table 4.3 Mean scores of the respondents in the treatment and control groups

Status group	N	Mean	Std. Deviation
Experimental group	30	32.684	4.618
Control group	30	36.577	4.019

Table 4.3 shows that, treatment group had mean scores 32.684 and the control group had mean score 36.577, while the treatment group had the standard deviation of 4.019 and the control group had the standard deviation of 4.618. This table shows that; students who were exposed to the treatment had lower mean scores (32.68) while those who were not exposed to it had higher mean scores (36.57) indicating that; students exposed to positive reinforcement counselling technique had their procrastination behaviour reduced than

those not exposed to the treatment.

Research question two:

What is the effect of positive reinforcement counselling technique on procrastination of male and female secondary school students in the experimental group?

Table 4.4 mean scores and standard deviation of the males and females students in the treatment group

Gender	N	Mean	Std. Deviation
Male	20	37.200	3.915
Female	10	35.333	4.137

Table 4.4 reveals that, male students had mean scores 37.200 and the standard deviation 3.915, while female students had the mean scores of 35.333 and standard deviation of 4.137. The mean scores of the males and females involved in the experiment are presented on the table along with their correspondence standard deviation and standard errors. The difference is not significant meaning that; male and female both gain equally in the treatment.

Research question three:

What is the effect of positive reinforcement counselling technique on procrastination of secondary school students of different age brackets?

Table 4.5 mean scores of students in the basis of their ages.

Age group	N	Mean	Std. Deviation
16-17 years	12	34.905	4.041
18-19 years	18	37.692	3.702

Table 4.5 shows that, students of 16-17 years age bracket had the mean scores of 34.905 and standard deviation of 4.041, while those of 18-19 years age bracket had the mean scores of 37.692 and standard deviation 3.702. On this table students of 16-17 years in the treatment group had lower scores (34.90) after the treatment. While students of higher years had higher scores (37.692) after the experiment, which indicated both the age categories gained equally in the treatment.

4.4 Test of Hypotheses

Hypothesis 1

There is no significant difference in the procrastination between Secondary School Students exposed to positive reinforcement counselling technique and the control group.

Table 4.6

t-test analysis on differences between treatment and control group.

Variable	Group	N	Mean	Standard Deviation	t-calculated	Df	P
Procrastination behaviour	Treatment group	30	32.684	4.618	3.149	58	.004
	Control group	30	36.577	4.019			

$P < 0.05$, $t > 1.96$

A look at table 4.6 above shows that the treatment group has a mean score of 32.684, while the control group has a mean score of 36.577, the standard deviation of the treatment group is 4.618, while that of the control group is 4.019, the calculated t-value is 3.149, and the calculated p-value is .004. The result of this table shows that, significant difference exist between treatment group and control group in their level of procrastination behaviour (t = 3.14, p = .004). This is because; calculated P-value of .004 is less than 0.05 alpha level of significance, while calculated t-value is 3.149 at df 58.

Their mean procrastination levels were 32.68 and 36.57 by treatment and control group respectively. Implying that, treatment group has lower level of procrastination behaviour as a result of the exposure to positive reinforcement counselling technique treatment. Therefore, the null hypothesis which states that; There is no significant difference in the procrastination between Secondary School Students exposed to positive reinforcement counselling technique and the control group. is hereby rejected.

Hypothesis 2

1. There is no significant difference between procrastination of male and female secondary school students exposed to positive reinforcement counselling technique.

Table 4.7

t-test analysis on differences between male and female Secondary School Students.

Variable	Sex	N	Mean	Standard Deviation	t-calculated	D f	P
Procrastination behaviour	Male	20	37.200	3.915	1.208	28	.237
	Female	10	35.333	4.137			

P>0.05 t-calculated <1.96

The results of t-test analysis as indicated in table 4.7 above shows that, the mean score of male students in the treatment group is 37.200, while female students have the mean score of 35.333. The standard deviation of male students is 3.915, while the standard deviation of female students is 4.137, the observed t-calculated value is .964, and the calculated p-value is .237. The Outcome of this table shows that, there is no gender difference in the effect of positive reinforcement counselling technique in their procrastination. This is because; the calculated p-value of 0.237 is higher than 0.05 alpha level of significance, while calculated t-value is 1.208 at df

28. Their calculated mean procrastination of those exposed to the treatment was 37.20 and 35.33 by male and female respectively. The difference according to result of the independent t-statistics was not significant (t = 1.208, p = .237). Hence the null hypothesis which states that, There is no significant difference between procrastination of male and female secondary school students exposed to positive reinforcement counselling technique. Is hereby accepted and retained.

Hypothesis 3

There is no significant difference in the procrastination behaviour between secondary School Students of different age brackets exposed to positive reinforcement counselling technique.

Table 4.8

t-test analysis on difference between Secondary School Students of different age brackets exposed to positive reinforcement counselling technique.

Variable	Age	N	Mean	Standard Deviation	t-calculated	D f	P
Procrastination behaviour	Age (in years)	12	34.905	4.041	1.948	28	.062
	16-17 18-19	18	37.692	3.702			

P>0.05 t-calculated < 1.96

Results in table 4.8 above indicated that, the mean score of the age group 16-17 years in the treatment group is 34.905, while the mean score of the age group 18-19 years is 37.692. And the standard deviation of the age group 16-17 years is 4.041, while the standard deviation of the age group 18-19 years is 3.702. And the observed t-calculated value is .699 at df 28, and the calculated p-value is .062. The above table is an independent t-test statistics which revealed that, there is no significant difference in the procrastination behaviour between secondary School Students exposed to the positive reinforcement counselling technique on the basis of their age groups of 16-17 years and 18-19 years. This is due to the fact that, the calculated p-value of 0.062 is higher than the 0.05 alpha value level of significance as the t-calculated value is 1.94 at df 28, ($t = 1.948$, $p = .062$). Hence the null hypothesis which states that, there is no significant difference in the procrastination behaviour between secondary School Students of different age brackets exposed to positive reinforcement counselling technique, is accepted and retained.

4.5 Summary of the Major Findings

The major findings from the data analysis and tests of the hypotheses are as follows:

1. Significant difference exist in the procrastination between secondary school students exposed to positive reinforcement counselling technique and the control group ($t = 3.149$, $p = .004$). Which means positive reinforcement counselling technique is effective in overcoming procrastination behaviour among secondary school students.
2. No significant difference between procrastination of male and female secondary school students exposed to positive reinforcement counselling technique. ($t = 1.208$, $p = .237$). Which refers to, both male and female secondary school students had almost the same level of procrastination behaviour after exposure to positive reinforcement counselling technique.
3. No significant difference in the procrastination between secondary school students of different ages exposed to positive reinforcement counselling technique ($t = 1.948$, $p = .062$). Both ages 16-17 and 18-

19 had almost the same level of procrastination behaviour after exposure to the positive reinforcement counselling technique.

4.6 Discussion of the findings

This research study was set to determine the effects of positive reinforcement counselling technique on procrastination among secondary school students in Shira local government area of Bauchi state. The result of tested hypotheses from this study revealed that a statistical significance difference was found between secondary school students exposed to positive reinforcement counselling technique (treatment group) and those that were not exposed (control group) in overcoming procrastination behaviour.

Hypothesis one states that, there is no significant difference in the procrastination behaviour between Secondary School Students exposed to positive reinforcement counselling technique and the control group. The null hypothesis is therefore rejected. The result showed that, there is significance difference in the behaviour of the treatment group. This implied that subjects who were exposed to experimental treatments of positive reinforcement counselling technique had their procrastination reduced, than those who were not exposed to it.

The observation from this finding is that, students who were exposed to the treatment programmes of the positive reinforcement counselling technique have reduced their procrastination behaviour than those who were not exposed to the treatment. This is evident from table 4.6. This finding meant that procrastination reduced as a result of counselling treatment package exposed to students on positive reinforcement counselling technique. A reduction on Procrastination could be attributed to the treatment programme

on the positive reinforcement counselling technique which enabled the students to drop these negative attitudes and dedicated to their academic activities.

This finding is in line with Rhode and Reavis (1992) that, a positive reinforcement technique of praise, encouragement and a token economy in which students earn some type of a token that can be exchanged for a specific negative behaviour. If you choose to use token economy, you will need to carefully plan the logistics of the system. Token economy can be very complex, but a few rules of thumb will help to make the system manageable. Always pair tokens with specific praise; make sure students know why they have earned a token so that you will increase the likelihood that the desired behaviour will continue. This was also supported by the findings of Rainbow Academic Child Care (2011). In addition, it is important for teachers to use a variety of teaching techniques to provide students with a successful learning environment. One important teaching technique that will be discussed is using positive reinforcement in the classroom with students. It is beneficial to incorporate a positive atmosphere because students feel safe and confident with others in an academic setting. A teacher that uses positive reinforcement increases positive behaviour from the students, which results in a successful learning environment. Educators from preschool and up can incorporate positive reinforcement through verbal cues.

The second hypothesis states that, there is no significant difference in the procrastination between male and female Secondary School Students exposed to positive reinforcement counselling technique. The null hypothesis was therefore accepted. The result showed that significance difference does not exist in the procrastination between male and female secondary school students exposed to positive reinforcement counselling

technique. This finding showed that significance difference does not exist between male and female secondary school students who were exposed to treatment programme on procrastination. This could be observed from table 4.7. This implied that the treatment programme was effective to both male and female secondary school students, as they both learned how to reduce procrastination which was not helpful to their studies.

This finding agreed with the view of Strain and Joseph (2004). Who reported that "Positive reinforcement is a useful tool, when implemented properly, to teach students appropriate social skills and many other things that they will need in life. They concluded by saying that each child is entitled to receive the teaching strategies that work best".

The third hypothesis states that, there is no significant difference in the procrastination between secondary School Students of different age brackets exposed to positive reinforcement counselling technique. The result showed that no significant difference was found between students exposed to treatment in the basis of their age. The null hypothesis was therefore retained. This result implied that significant difference does not exist between the age brackets of 16-17 years and 18-19 years. This also is in agreement with the saying of Watling and Schwartz (2004). That when used appropriately, positive reinforcement can be extremely effective and developmentally appropriate for people of all ages and at all levels of development. The procedure for treatment and the improvement observed in the procrastination showed that counselling treatment programme package on positive reinforcement counselling technique could easily be used on secondary school students. This implies that secondary school students could be

committed to their academic activities by developing positive behaviour during their school days.

Implication for Counselling Practice

1. Counsellors should apply positive reinforcement counselling technique during counselling sessions to redress procrastination.
2. Positive reinforcement counselling technique should be applied to both male and female students or irrespective of gender to redress procrastination.
3. Positive reinforcement counselling technique should be applied to students irrespective of age difference to redress procrastination.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusion, recommendations, suggestion for further studies and limitations of this study.

5.2 Summary

The study was carried out to investigate the effects of positive reinforcement counselling technique on procrastination among secondary school students in shira Local government Area of Bauchi State. In order to achieve the purpose of the study, three specific objectives were stated, three research questions were raised and three null hypotheses were formulated. The literature revealed that a number of efforts have been put up by researchers and scholars to give a concise meaning of the concept of reinforcement technique and procrastination. Positive reinforcement and the effect on learning; Research has demonstrated that procrastination behaviour is the unnecessarily delay in doing what must be done by a student academically. But positive reinforcement is the rewarding of desirable behaviours with the intention of that behaviour being repeated in the future constantly in the attitudes and characters of the recipients

Most of the researches conducted using reinforcement focused on a different problem such as truancy, lateness and the like. None is directed at procrastination. The few researchers on procrastination used entirely a different treatment technique different from reinforcement. Most importantly, none has examined the use of reinforcement in treating procrastination behaviour in the area of Bauchi State talk less of Shira local

government. The present study also intent to focus on finding the effects of reinforcement on procrastination of secondary school students on the basis of age and gender a new approach which has not been addressed in the literature reviewed during the course of this work.

In theoretical framework two theories were discussed. Thus; operant conditioning theory: that is a form of learning in which an individual's behaviour is modified by its consequences; the behaviour may change in form, frequency, or strength. The psychoanalytic theory points out that; the mind of a man is divided into three components; the id, ego and superego. These three elements of personality work together, to create complex human behaviours. The id is the only component of personality that is present from birth. This aspect of personality is entirely unconscious.

A Quasi experimental research involving pre-test post test control group design was adopted for this study. Simple random sampling technique was used in selecting two intact-classes with thirty (30) students each for the study from the two schools that were selected out of the population of five secondary schools in Shira local government area of Bauchi State.

Data collected on demographic characteristics of the respondents were presented in tables and analyzed using t-test statistical tool, to verify the hypotheses at 0.05 level of significant. From the above, the following major findings were drawn:

1- Significant difference exist between secondary school students exposed to positive reinforcement counselling technique and the control group in overcoming procrastination behaviour *($t = 3.149, p = .004$)*.

2- Gender difference does not make any significant effect on procrastination behaviour, among secondary school students in the treatment group *(t = 1.208, p = .237).*

3- Age differences did not mark any significant effect in exhibiting procrastination among secondary school students in the treatment group *(t = 1.948, p = .062).*

5.3 Conclusion

Based on the findings of this study, the following conclusions were drawn:

Positive reinforcement counselling technique plays an important role in overcoming procrastination among secondary school students; this implied that respondents who were exposed to experimental treatments of positive reinforcement counselling technique had their procrastination behaviour reduced, than those who were not exposed to it. Procrastination is one of the behaviour problems facing both male and female secondary school students, this finding showed that significance difference does not exist between male and female secondary school students who were exposed to treatment programme on procrastination behaviour. This implied that the treatment programme was effective to both male and female secondary school students, as they both learned how to reduce procrastination which was not helpful to their studies. Secondary school students in shira local government area engage in procrastination during their learning activities, despite the categories of their age, this result implied that significant difference does not exist between the age brackets of 16-17 years and 18-19 years.

5.4 Recommendations:

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

1. Positive Reinforcement Counselling Technique should be used in addressing procrastination of secondary school students, irrespective of gender and age differences.
2. School counsellors, educational psychologist should be train on positive reinforcement counselling technique to address procrastination.
3. Seminars, workshops and conferences should be organised to students of the use of positive reinforcement counselling technique to reduce procrastination.

5.6 Suggestion for further studies

Further researches should be carried out on positive reinforcement counselling technique and procrastination in other part of the country. Similar studies should be conducted in tertiary institutions for the benefit of students and the entire society.

5.7 Limitations of the study

- The study is limited to Shira Local Government Area only not the whole Bauchi State, in which other researchers can conduct similar study in various part of the state.
- The study is also limited on positive reinforcement counselling technique on procrastination among secondary school students, in which studies on other behaviours like lateness, absenteeism should be conducted in the area using various counselling techniques.

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Appendix A

Department of Educational
Psychology and Counselling,
Ahmadu Bello University,
Zaria.
Date----------

Dear Respondent,

I am a Master Degree student of Ahmad Bello University, Zaria. I am currently carrying out a research on effect of positive reinforcement counselling technique on procrastination behaviour among secondary school students in Shira Local Government Area of Bauchi State.

You are therefore requested to give your honest responses to the questions below. The information you will give will not be used for any other purpose except the one stated above, and also be treated confidentially.

Thanks for your cooperation.

Yours sincerely,

AHMAD ADAMU SHIRA

Secondary Students Procrastination Inventory (SSPI).

Instruction:

Indicate by a tick (√) in the boxes provided below against the opinions as they best apply to you.

SECTION A: BIO-DATA.

Class: ----------

1. Gender: Male ( ) female ( )
2. Age: 16-17years ( ) 18-19 years ( )

SECTION B: Procrastination Behaviour Items.

Read each of the following statements carefully and tick a response (√) against the options that suits you.

- **SA** = Strongly Agree.
- **A** = Agree.
- **D** = Disagree.
- **SD** = Strongly Disagree.

S/No	Statements	SA	A	D	SD
1.	I understand better when I delay my reading until few days to exams.				
2.	I do not understand better when I delay my reading until few days to exams.				
3.	I enjoy rea**d**ing for exams only when the timetable is out.				
4.	I do not enjoy reading for exams when the time table is out.				

5.	I delay gathering information for my assignment until a day to submission date.				
6.	I do not delay gathering information for my assignment until a day to submission date.				
7.	I write most of my assignment on submission day.				
8.	I write my assignment before submission day.				
9.	I summit home works/ assignment after the announced time and date.				
10.	I do not summit homework/ assignment after the announced time and date.				
11.	I always read for my test few minutes before the starting time.				
12.	I do not read for my test few minutes before the starting time.				
13.	I always provide my learning materials at the beginning of the term.				
14.	I provide my learning materials only when the need arises.				
15.	I always read my note after lessons.				
16.	I do not read my note after lessons.				

17	I prefer chatting instead of reading when there is no teacher in the class.				
18	I do not prefer chatting instead of reading when there is no teacher in the class.				
19	I prefer playing with my friends instead of reading my notebook after school hours.				
20	I do not prefer playing with my friends instead of reading my notebook after school hours.				
21	I prefer borrowing writing materials in the class room then coming to school with it.				
22.	I do not prefer borrowing writing materials in the classroom then coming to school with it.				

APPENDIX B

```
T-TEST GROUPS=GEN (1 2)
  /MISSING=ANALYSIS
  /VARIABLES=PEPOSTT PEPRET
  /CRITERIA=CI(.9500).
```

T-Test

Group Statistics

GEN		N	MEAN	STD. DEVIATION	STD. ERROR MEAN
PEPOSTT	M	20	37.2000	3.91584	.87561
	F	10	35.3333	4.13751	1.30840
PEPRET	M	20	28.4600	2.65664	.59404
	F	10	28.5867	4.10478	1.29804

Independent Samples Test

	Levene's test for equality of variance		t-test for equality of means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% confidence interval of the difference	
								lower	Upper
PEPOSITT Equal variance assumed	.002	.964	1.208	28	.237	1.86667	1.54471	-1.29754	5.03087
Equal variance not assumed			1.186	17.230	.252	1.86667	1.57435	-1.45156	5.18489
PEPRET Equal variance assumed	1.367	.252	-.102	28	.919	-.12667	1.23723	-2.66103	2.40769
Equal variance not assumed			-.089	12.897	.931	-.12667	1.42752	-3.21314	2.95981

[DataSet1] C:\Users\IYANI\Desktop\SHIRA\SHIRA_DATA1.sav

Group Statistics

	AGE	N	Mean	Std. Deviation	Std. Error Mean
PEPOSTT	16-17	12	34.9056	4.04145	1.16667
	18-19	18	37.6926	3.70254	.87270
PEPRET	16-17	12	28.4389	4.16881	1.20343
	18-19	18	28.5444	2.35894	.55601

Independent Samples Test

	Levene's test for equality of variance		t-test for equality of means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% confidence interval of the difference	
								lower	Upper
PEPOSITT Equal variance assumed	.152	.699	1.948	28	.062		1.43081	-5.71791	.14384
Equal variance not assumed			1.913	22.247	.069	2.78704 2.78704	1.45695	-5.80663	.23255
PEPRET Equal variance assumed	2.260	.144	-.089	28	.930	-.10556	1.19058	-2.54436	2.33325
Equal variance not assumed			-.080	15.733	.938	-.10556	1.32567	-2.91972	2.70860

[DataSet1] C:\Users\IYANI\Desktop\SHIRA\SHIRA_DATA1.sav

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PCPOSTT	36.5778	30	4.01996	.73394
	PEPOSTT	32.6812	30	4.62096	.84319

Paired Samples Test

	Paired Difference					T	Df	Sig. (2 tailed)
	Mean	Std. Deviation	Std. Error Mean	95% confidence interval of the difference				
				Lower	Upper			
PAIR1 PCPOSTT-PEPOSTT	3.89333	6.77169	1.23634	-6.42192	1.36474	3.149	58	.004