



## **P**SYCHOLOGICAL EFFECTS OF BEHAVIOUR THERAPY ON CONTROLLING TRUANCY AMONG STUDENTS OF GOVERNMENT DAY JUNIOR SECONDARY SCHOOLS IN POTISKUM, YOBE STATE – NIGERIA

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### **ABSTRACT**

*The study investigated the psychological effect of behaviour therapy on controlling truancy among Junior Day Secondary Schools Students in Potiskum Yobe State. The frequency of truancy among students in Government Day Junior secondary schools in Potiskum, Yobe State have assumed alarming trend more than any time in the past. It is one of the phenomenon that disturbing the progress of education and it requires a prompt remedy. Truancy behaviour occurs at all gender and age*

### **Introduction**

**E**ducation is a major cardinal determinant to societal development in any nation and Nigeria cannot be exceptional. The relevance of educating the youth in Nigeria has received serious attention by successive regimes both civilian and military (Sara, Adam & Jabir, 2018). According to Kuchi and Muhammad (2018) the dream of any family is to educate the child to acquire appropriate skills so as to contribute his quarter to the development of his society when employed,

Evidently, Yobe State is experiencing an increase in school enrolment over the years because of the importance attached to education by the Government. Independence newspaper (2018) in an interview with the Yobe State Universal Basic Education Chairman stated that the programme! in the state with respect to comprehensive renovation of our primary and junior secondary school system which include among others infrastructural upgrading, capacity building as well as attitudes change in our schools. But with all this seriousness attached to education there is one problem that has been negating this effort, that is student's truancy which is one of the delinquencies committed by youth in Nigerian today (Mangal, 2008). It is so serious as rightly observed by Egbochukwu (2008), that it often leads to the other unwanted behaviour such as maladjustment, poor academic performance, school dropout, teenage pregnancy, petty theft, shoplifting, stealing, academic



*and across all class levels. In view of the personal experienced by the researcher, the researcher observed that truant behaviour among the students is high. The idea is to use behaviour therapy that will help in addressing the thorny problem of truancy among students. Four (4) objectives, four (4) research questions and four (4) hypotheses were developed in the course of this study. Quasi experimental design involving pre-test, post-test was used in the study and purposive technique was also used in selecting the participants, Data collected was analyzed using descriptive and inferential statistics. The research questions and the hypotheses which sought to find out the effect of behaviour therapy on controlling truancy among students exposed to behaviour therapy based on gender and class level were answered and tested at 0.05 level of significance. Findings made from the study show that there is significant effect of behaviour therapy in controlling of truancy among students ( $F = 50.686, P < .001$ ), that the effect of behaviour therapy does not significantly vary according to gender ( $F = 0.668, P = 0.816$ ), that the effect of behaviour therapy does not significantly vary according to age ( $F = 1.538, P = 0.195$ ), that the effect of behaviour therapy does not significantly vary according to class level ( $F = 0.980, P = 0.532$ ). Based on the findings of the study, it was recommended that Government through Ministry of Education and other stakeholder-in education to provide all necessary support for the proper implementation of counselling unit in public schools. And also principals, school counsellors and teachers should be exposed to training on behaviour therapy technique. And training of counsellors should be organized through seminar, conference, workshop with more emphasis on behaviour behaviour therapy to deal with truancy and other maladaptive behaviour. And parents and guardians are recommended to observe their children's punctuality in school by checking their books regularly.*

**KEY WORDS:** *Effectiveness, Behaviour therapy, Behaviour counselling, truancy, truants, dropout, maladjustment.*

underachievement, substance abuse and even civil disturbances and social unrest. To Adana, Alhassan and Carol in Sara et al (2018), truancy simply means keeping away from school without permission. It is unjustified absence from home/school on a student's own initiative without the permission of parents or the school. Petegam in Okwakpam and Qkwakpam (2012), truancy has been conceptualized as unjustified intentional absence from school. Adeyemo (1998) sees a truant as a child who often stays away from school without any good reason. Okwakpam and Okwakpam (2012), opined that truancy is an act of or practice of deliberately staying away from school without any acceptable reason, whether or not the parent or the guardians know and approve for it. Halilu (2001) believed that truancy is act of keeping away from the school for no good reason, neglecting school duties, ^and wandering around the town during school hours. Lannap (2012) viewed



truancy -as the inconsistency in the class attendance by the school children, Titilayo (2014) explained that it has caused serious problems to the smooth running of school system, the progress of the student and the overall education program.

The causes of truancy in Yobe State secondary schools in general and Government Day Junior Secondary School in particular could be associated to socio-economic, gender, age, school location, class level, as well as the effect of peer group on the student. Sara et al (2018) enumerated such factors like drug addiction, stealing, prostitution and delinquency. It causes negative impact of economic of both the government and parents who spend large amount of money without realizing the objective of spending such money.

Despite the efforts of teachers, counsellors: and parents in finding lasting solution to the problem of truancy among students in secondary schools, some studies concentrated on the factors and the cause of the truancy in the southern and northern part of Nigeria. This study intended to discover the efficiency of counselling intervention in form of behaviour modification therapy on reducing truancy level among students of Government Day Junior Secondary schools in Potiskum, Yobe State, Nigeria.

### **Statement of the Problem**

The frequency of Truancy among students in Government Day Junior Schools in Potiskum, Yobe State have assumed alarming trend more than any time in the past. It is one of the phenomenon that disturbs the progress of education and it requires a prompt remedy. Truancy behaviour occurs at all gender, age and across all class levels.

In view of the personal experienced of the researcher who has put in many years as a teacher at the secondary school level, and the fact that he has taught in different arms in secondary school, the researcher observed that truant behaviour among the students is high. The researcher have come up with the study that examined the effectiveness of behaviour therapy on truancy among students of Government Day Junior Secondary Schools in Potiskum, Yobe State Nigeria, so as to ascertained if it could reduce level of the truancy among students.

### **Objective of the Study**

The objectives of this study are to:

- 1) determine the effectiveness of behaviour therapy on • truancy among students of Government Day Junior Secondary School.
- 2) determine whether the effectiveness of behaviour therapy on students of Government Day Junior Secondary School Potiskum vary according to gender.
- 3) determine whether the effectiveness of behaviour therapy on students of Government Day Junior Secondary Sch6ol Potiskum vary according to age
- 4) determine whether the effectiveness of behaviour therapy on truancy of Government Day Junior Secondary School student vary according class level.



### **Research Question**

The following research questions were formulated to guide the study:

1. What is the effect of behaviour therapy on truancy among students of Government Day Junior Secondary school Potiskum?
2. Does behaviour therapy on truancy of Government Day Junior Secondary School students vary according to gender?
3. Does behaviour therapy on truancy of Government Day Junior Secondary School vary according to age?
4. Does behaviour therapy on truancy of Government Day Junior Secondary School vary according to class level?

### **Hypotheses**

The following null hypotheses were tested:

- Ho<sub>1</sub>:** There is no significant effect of behaviour therapy on truancy among Government Day Junior Secondary School Potiskum Yobe State.
- Ho<sub>2</sub>:** The effect of behaviour therapy on truancy among students of Government Day Junior Secondary School, Potiskum does not significantly vary according to gender.
- Ho<sub>3</sub>:** The effect of behaviour therapy on truancy among students of Government Day Junior Secondary School, Potiskum does not significantly vary according to age.
- Ho<sub>4</sub>:** The effect of behaviour therapy on truancy among students of Government Day Secondary School Potiskum does not significantly vary according class level.

### **Significance of the Study**

The research work is very important because it may provide information on the effectiveness of behaviour therapy on controlling truancy of students in Government Day Junior Secondary Schools. The information would be useful to the Government, counsellors/teachers and parents to develop effective way of controlling truancy among the secondary school students,

The findings of this study would be beneficial to the Ministry of Education as a government agency. Results obtained gives information related to the efficacy of Behaviour Therapy as one of the counselling techniques can be adopted by the Ministry of education in controlling truancy and other maladaptive in public schools. ;

Finally it is hoped that the findings of this study would add knowledge to the existing body of knowledge in the field of Guidance and Counselling. It would also serve as reference materials to students and other researchers,

### **Concept of Behaviour Therapy**

Behaviour modification is a behavioural science technique which involves the application of principles derived from research in experimental psychology to alleviate human suffering and increase human functioning (Chinelo, 2012). Skinner in Chinelo (2012)



defines behaviour modification as the application of the techniques of operant conditioning techniques to modify behaviour. Behaviour modification, behaviour therapy and behaviour counselling are often used interchangeably in the counselling profession Aldnade and Adepide in; (Chinelo, 2012). Ekennia in Onyeachu (nd), defines behaviour modification as the systematic application of learning principles to alter human behaviour so as to alleviate suffering and enhance functioning. Uba in Chileno (2012), agrees that behaviour modification refers to the application of behaviour principles of human situation, including child rearing. Okwuayanga and Enwurzor in Chinelo (2012), explained that behaviour modification is a practical application of the principles of psychology, especially learning. Chinelo (2012), has an opinion that it is a systematic and scientific way of changing of an undesirable behaviour to a desirable one.

However, behaviour modification or behaviour therapy has become to refer to mainly the techniques for increasing adaptive behaviour through reinforcements and reducing maladaptive behaviour through punishment. Behaviour therapy takes the view that all behaviour, whether helpful or harmful, normal or abnormal, is learned through classical or operant conditioning (Curwen and Ruddell, 2000).

Chinelo (2012) has explained that habits are behaviour patterns that we display regularly as they become part and parcel of our everyday life. He added that these are traits we learn, internalize and practice regularly as part of our way of behaviour or living. And behaviour of an individual is highly influenced by prevailing circumstances in the home. Mahoney in Chinelo (2012), also looked at behaviour modification as any techniques which involve the use of a broadly defined set of clinical procedures whose description and rationale often rely on experimental findings of psychological research.

Chauhan (2010) explained that behaviour therapy is a term which describes a number of psychotherapeutic methods which have been developed in recent years. He added that the dynamic and humanistic therapist described above were involved from the clinical efforts of the therapist seeking to help the client, but behaviour therapy evolved from basic, nonclinical research often done on animals, •

Brimo (2002), states that behaviour therapy is based on the assumption that mental and emotional problems often consist of learned maladaptive responses Kazcjin and Wilson in Corey (2009), explained that behaviour therapy practitioners focus on observable behaviour current determinants of behaviour, learning experience that promote change tailoring treatment strategies to individual clients and rigorous assessment and evaluation. Behaviourists view behaviour as a set of learned responses to events, experiences, or stimuli in the individuals providing appropriate learning conditions and experiences (Oladele, 1987). Behaviour therapy comprises several kinds which included systematic desensitization and behaviour modifications among others.

The behaviourists are interested in general, nonspecific or what I have called "ultimate" goals Patterson in Lannap (2012). Other counsellors or therapists are of course concerned about specific behaviour of their clients, (Counselling Psychologist, 2000). It has been noted that in passing that there is no single method of behaviour therapy in fact,



behaviour therapy has appropriated or incorporated every conceivable method or technique in addition, to those method generally associated with it.

### **Techniques of Behaviour Therapy**

In this approach, Counsellors use a wide variety of techniques to help clients change their conditions. It combines techniques from diversity of psychotherapies. Strength of the behavioral approaches in the development of specific therapeutic procedures that must be shown to be effective through objective means (Corey, 2009).He explain that the result of behavioural intervention become clear because therapists receive direct feedback from the clients. A hallmark of the behavioural approach is that the therapeutic techniques are empirically supported and evidence based practice is highly valued. To it is credit, the effectiveness of behaviour therapy (and cognitive behaviour therapy) has been researched with different population and wide array of disorders (Corey, 2009). :

According to Arnold Lazarus in Corey (2009), a pioneer in the contemporary clinical behaviour therapy, behavioural practitioners can incorporate in to their treatment plans any techniques that can be demonstrated to effectively change behaviour, Lazarus advocates the uses of diverse techniques, regardless of their theoretical origin. It is clear that behaviour therapists do not have to restrict themselves only to methods derived from learning theory, likewise behavioural techniques can be incorporated in to other approaches. The therapeutic procedures used by behaviour therapists are specifically designed for a particular client rather than being randomly selected from a "bag of techniques ". Therapists are often quite creative in their interventions. Although techniques used in behaviour therapy which are available to the practitioners; applied behaviour analysis, relaxation training systematic desensitization, exposure therapies, eye: movement desensitization and reprocessing, social skills training, self-modification programs and self-directed behaviour, nulti model therapy, and mindfulness and acceptance- based approaches (Corey, 2009). These techniques do not encompass full spectrum of behavioural procedures, but they do represent sample of the approaches used in contemporary behaviour therapy. According to Curwen and Ruddell (2000) behaviour therapy covers a range of approaches.

According to Anwana (2005), there are three Approaches to behaviour therapy:

- 1) Operant conditioning techniques- this involves the modifications of behaviour through the use of reinforcements. Counsellor must be sure that the reinforcement he is using is strong enough to motivate the counsellee to performed the desired the client behaviour.
- 2) Imitative learning - this involves the presentation of a model or models to the counsellee which demonstrates the desired<sup>1</sup> outcome and with which the counsellee can easily identify.



- 3) Cognitive learning- what is involves in this techniques is a contract between the client and counsellor. Having agreed upon the desired behaviour the client agrees to try what the counsellor suggests for a certain period of time.

### **Concept of Truancy among Students**

Truancy among students has become a growing problem. It is the act of deliberately absconding school by students. Truancy is any intentional unauthorized or illegal absence from compulsory schooling. It may also refer to students who attend school but do not go to class (Okwalcpam & Qkwakpam, 2012). Problems affecting students' academic performance in Nigeria include absenteeism and truancy. These are behaviours that student exhibited that deviate from social norms of the school. It has caused serious problems to the smooth running of the school system, the progress of the students and also the overall education programme (Titilayo, 2014).

The incidence of truancy in our public secondary school is increasingly becoming sources of worry to teachers, parents, school authority and the society at large, This is so because truancy is a major problem that is facing educational standard globally, (Eremie & Ann, 2018). :

Teachers, parents and school authority has the intention of providing compulsory education to the every child, but this good intention had met a great obstacle that hindered them from achieving this intention which was created by truancy among students. Truancy is any unauthorized or illegal absence from compulsory education by students of their free will without permission from the school authority or any type of excuse related to sickness or loss of a family member,(Adam, Usman & Msheliza, 2017). ' Truancy starts from simple problem of lateness to school and progressed in to more serious problem such as truancy, some students cannot bear to remain in the corrective atmosphere at home or school, rather explore other places to relax and satisfy their curiosity (Eremie& Ann, 2018). Saad, Sabo and Dabuwa (2015), explained that truancy is defined as being absent from school for no legislative reason. Absence which is unacceptable by teacher and education authorities, but still recognized and practiced, by such students, who are persist truant.

Sambo in Adam et.al (2017), defined truancy as absence that has not been authorized by the school and where leave has not been given or approved. And added that when students are absent from school without their parent's knowledge or permission, sometimes it is called "wagging" or "skipping" school, students who are truant tend to hide it from their parents or do it against their parent's wish or consents.

### **Contributory Factors for Truancy among Students**

Truancy was influenced by different factors from which each has its own complexity Baker et al in (Dohlio, 2015). Many factors are responsible for truancy, among these factors are family socio-economic status, school location, and student's interest in schooling, teacher and related factors. • Family Socioeconomic Status



Socioeconomic conditions are considered to be among dominant factors that contribute to truancy positively for many students in various schools. Taylor in Dohho (2015), agrees that broken homes contribute much on absenteeism of learners which lead to student dropout. He added that broken homes are caused by divorce, death of parent (one or both) or separation. This children belongs to the broken home(s) may suffer or not economically. This depends on the types of other family kindness around him/her, but still the situation of losing parent(s) had some psychological effects on the child. Michingabi in Dohho (2015), revealed that socio-economic factors were among the dominant factors that contribute to pupils' truancy in various schools. Reid in Obiunu and Racheal (2018), opined that truancy come from unsatisfactory situation, families on relief, broken home.

The family economic well-being may or may; not enable to meet the cost of sending and maintaining the students to stay at the school. The poor family income makes student unable to pay school fees and their school needs such as books, pens, uniform. The causes of truancy among secondary school adolescents have been attributed to lack writing materials such as pen, pencil, exercise book, recommended textbooks, school uniform and middle meal Obe in ('Obiunu & Racheal 2018). Child labor was associated with poor family income. As a result pupils were becoming absent and dropping out from schools in order to work to fulfill their basic needs. Such pupils were working in different occupations such as mining, animals herding, domestic activities, farming to supplement family income as well as to acquire their school and other basic needs

### **Effectiveness of Behaviour Therapy and Truancy of Student**

Behaviour therapy, behaviour modification, and behaviour counselling are interchangeable. According to Sara et al (2018), has stressed that behaviour counselling is a process in which the counsellor adopts a variety of learning techniques to help clients learn the behaviour necessary to solve their problems. Deviant behaviour noticed among learners in our society has generated worries and nonconductive learning environment (Onyeachu, 2010).

Sambo (2008), explained that the behaviourally oriented counsellor stress the need for modification of behaviour, He continued adding example as removal of undesirable behaviour of action or reduction of irritating symptom such that the individual attains satisfaction and effectiveness. Corey (2013), stressed that behaviour therapy practioners focus on directly observable current determinant of behaviour, learning experiences that promote change, tailoring treatment strategies to individual clients and rigorous assessment and evaluation. He added that behaviour therapy has been used to treat a wide range of psychological disorder with different client populations.

The objective of secondary school education in Nigeria are to provide students with academic and vocational skills as well as moral ethics, but it is quite unfortunate that the objective has not been fully achieve due to the high level of involvement in truant behaviours Osarenren in (Obiuna & Racheal,;2018), Report from various part of the world upheld that may be associated with adverse social and health ill out come later in life





(Okwakpam & Okwakpam, 2018). Fogelman and Habbett in Okwakpam and Okwalcpam (2018), has opined that any absence from school without an acceptable reason is truancy. According to Igbinewaka, Osa-Edoh and Isale (2018), REBT has been experimentally proven to be effective for changing irrational beliefs and associated behaviours, changing wrong values and curbing examination malpractice behaviour. Students can make to think rationally using counselling therapies; they are likely to act against the society's distorted beliefs of making its citizens to adopt illicit behaviour of "arriving" by all means Ojogbabe in Igbinewaka et al (2018). Eremie and Ann (2018) States that counselling has effect on truancy among male and female students, the obtained by them show there is no different in the effect of counselling from both male and female students. '

### **Research Design**

This research was adopted the quasi-experimental design. Creswell (2012), argued that quasi-experimental in education, many (experimental situations occur in which researchers need to use intact groups. Awotunde and Ugodulunwa (2004), opined that quasi-experiment design is utilized where it is not possible to carry out a random assignment of subject group.

### **Population**

The population for this study was truant students of four Government Day Junior Secondary Schools within Potiskum viz:

#### **Distributions of the Population for the Study**

S/N	Name of School	Population	Male	Female
1	G.D.J.S.S Chadi	20	10	10
2	G.D.J.S.S Garbawa	20	10	10
3	G.D.J.S.S Mamudo	20	10	10
4	G.D.J.S.S Damboa	20	10	10
	Total	80	40	40

The sample comprising of all truant students from Junior Secondary Schools, purposive sampling techniques was used to select a sample of eighty (80) truant students proportionately, However, the sampled participant was divided into two groups, forty (40) for behaviour therapy group and forty (40) formed the control group, and each group was of equal sex.

### **Research Instrument and Data Collection Procedure**

The research instruments used in the study were class register of attendance and proforma developed by the researcher. An instrument title Proforma on Truancy among Junior Secondary School Students (PTAJSSS) was used for the study. Similarly, attendance register was used by the researcher to get the students absences before and



after the treatment, The data for this study collected constituted the student's absences before and after treatment and was transferred to the PTAJSSS for the research.

The procedure for data collection was carried but in three phase

Phase I: Pre-test

Phase II: Treatment .

Phase III: Post-test

The researcher acquired truant students two groups, control group and experimental group.

The researcher addressed the students on the purpose of meeting in a simple language (English), the importance and benefit they would derived from the counselling sessions. The researcher encouraged the students by given them assurance for making the relationship confidential. The researcher was informed the students that the seven sessions are to be conducted for both control group and treatment group.

The researcher and students (clients) arrangement was made on the time, venue, and the days for counselling sessions, which was not interfere with their normal classes. These sessions were also involved placement of the students in to experimental group and control group. The experimental group was received behaviour therapy treatment while the control group received placebo treatment. Treatment phase II: this treatment was conducted in sessions, counselling was done once in a week for seven (7) consecutive weeks.

## Results and Discussion

**Research Question 1:** What is the effect of behaviour therapy on truancy among students of Government Day Junior Secondary school Potiskum?

**Table 1: The mean and standard deviation on the effect of behaviour therapy on truancy among students**

Therapy	No.	Pre-test		Post-test		
		Mean	SD	Mean	SD	Mean Diff
Experimental	40	14.355	9.1762	8.725	7.0637	-5.6
Control	40	17.700	10.2719	14.150	10.406	-3.5

Table 1 gives the result of data analysis on the effectiveness of behaviour therapy on truancy exhibit by students of Government Day Junior Secondary Schools in Potiskum. The result showed that mean and standard deviation of those before and after exposed to therapy was 14.355, 9.1762 and 8.725, 7,0637 with mean difference of 5.6 for the therapy group. And the control group means 'difference of -3.5. This indicated that behaviour therapy is effective in the controlling of truancy among students.

**Research Question 2:** Do behaviour therapy on truancy of government Day Secondary School students vary according to gender?



**Table 2: The mean and standard deviation of effect! of behaviour therapy on gender**

Therapy	No.	Pre-test		Post-test		
		Mean	SD	Mean	SD	Mean Diff
Male	20	15.200	9.047	9.800	7.424	-5.6
Female	20	13.900	9.419	7.650	6.698	-6.3

Table 2 above showed that effectiveness of behaviour therapy varies according to gender. The result indicated that mean and standard deviation of male before exposed to therapy was 15.200 and 9.047, after exposed mean and standard deviation was 9.8000 and 7.4240, the mean different was -5.6. Similarly for female the mean and standard deviation before and after was 13.900, 9.4198 and 7.6500, 6.698. While mean difference was for female was -6.3, thus effectiveness of the therapy vary with marginal between male and female

**Research Question 3:** Does behaviour therapy on truancy of Government Day Junior Secondary School vary according to age?

**Table 3: The mean and standard deviation of effect j of behaviour therapy on age**

Therapy	No.	Pre-test		Post-test		
		Mean	SD	Mean	SD	Mean Diff
13-15 years	20	13.933	9/369	8.266	7.535	-5.6
16 and above	20	16.400	8.771	10.100	5.526	-6.3

The data presented on table 3 indicated the effect of behaviour therapy on truancy behaviour of age group before and after treatment Students between the ages of 13-15 years had the mean and standard deviation of 13.933 and 9.395 in the pre-test. And the post-test mean of 8,266 and standard; deviation of 7.5335. Similarly, between the ages of 16-above years mean of 16.400and standard deviation of 8.7711 in the before and 10.100 and 5,5267 as a mean and standard deviation in the after exposed to therapy. The mean different of truancy behaviour among students between the ages of 13-15 years was -5.6 and between 16-above years was -6.3.

**Research Question 4:** Does behaviour therapy on truancy of Government Day Junior Secondary School vary according to class level?

**Table 4: The mean and standard deviation of effect of behaviour therapy on class level**

Therapy	No.	Pre-test		Post-test		
		Mean	SD	Mean	SD	Mean Diff
JSS 1	4	7.000	5.228	2.500	2.380	4.5
JSS 2	13	15.923	10.193	9.693	7.587	8.5
JSS 3	23	15.087	8.779	9.261	6.955	7.1



Table 4 above showed that effectiveness of behaviour therapy varies according to class level. The result indicated that mean and standard deviation of both before and therapy with mean difference of 4.50 for JSS1. JSS2 and JSS 3 with mean difference of 8.54 and 7.09 respectively.

### Testing Research Hypotheses

Ho<sub>1</sub>: There is no significant effect of behaviour therapy on truancy among Government Day Junior Secondary School Potiskum, Yobe State.

**Table 5: ANOVA on the effect of behaviour therapy on controlling of truancy ANOVA revealed that there is significant effect of behaviour therapy on controlling of truancy F= 50.686, P< .001**

#### Pretest

Group	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3243.900	24	135.162	50.686	.000
Within Groups	40.000	15	2.667		
Total	3283	39			

Result in the table 5 above presented the ANOVA on the effectiveness of behaviour therapy on controlling of truancy. The result] revealed that there is significant effect of behaviour therapy on truancy F is 50.686, df is 39 and P< .001.

Therefore the Hoi is rejected which stated that there is no significant effect of behaviour therapy on truancy among students of Government Day Junior Secondary Schools in Potiskum .And the alternative hypothesis is accepted.

Ho<sub>2</sub>: The effect of behaviour therapy on truancy among students of Government Day Secondary School Potiskum does not significantly vary according gender

**Table 6: ANOVA revealed that effect of behaviour therapy is not significantly varies according to gender.**

#### Gender

Group	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	5.167	24	.215	.668	.816
Within Groups	4.833	15	.322		
Total	10.000	39			

The findings from table 6 revealed that the effect of behaviour on truancy among students of Government Day Junior Secondary School<sup>^</sup> in Potiskum does not significantly vary according to gender. The P is 0.816 values with degree of freedom 39, computed at level of significance of 0.5. And this indicated that effect of behaviour therapy on truancy does not significantly vary according to gender. Thus, the null hypothesis is retained and accepted.



H<sub>03</sub>: The effect of behaviour therapy on truancy among students of Government Bay Secondary School Potiskum does not significantly vary according age,

**Table 7: ANOVA revealed that behaviour therapy is not significantly vary according to Age**

Group	Sum of Squares	Df	Mean Square	F	Sig.
<b>Between Groups</b>	5.333	24	.222	1.538	.195
<b>Within Groups</b>	2.167	15	.144		
<b>Total</b>	7.5000	39			

Result in table 7 above presented the ANOVA on the effect of behaviour therapy on truancy among students of Government Day Junior Secondary Schools in Potiskum; F value is 1.538 with degree of freedom 39, computed at level of significance of 0.05. This indicated that effect of behaviour therapy on truancy does not significantly vary according to age. Thus, null hypothesis is retained and accepted.

H<sub>04</sub>: The effect of behaviour therapy on truancy among students of Government Day Junior Secondary School, Potiskum does not significantly vary according to class level.

**Table 8: ANOVA revealed that behaviour therapy is not significantly vary according to class level F= 0.980, P= 0.532**

Group	Sum of Squares	Df	Mean Square	F	Sig.
<b>Between Groups</b>	10.975	24	.457	.980	.532
<b>Within Groups</b>	7.000	15	.467		
<b>Total</b>	17.975	39			

Result in table 8 above presented the ANOVA on the effect of behaviour therapy on truancy among students of Government Day Junior Secondary Schools in Potiskum; F value is 0.980 with degree of freedom 39, computed at level of significance of 0.05. This indicated that effect of behaviour therapy on truancy does not significantly vary according to class levels. Thus, null hypothesis is retained and accepted.

### **Discussion**

The study investigated the effectiveness of behaviour therapy in controlling truancy among students of Government Day Junior Secondary in Potiskum. It is evident that the



findings of the study revealed that, there is a problem of truancy among students of secondary schools in Potiskum, Yobe State. The result indicated that student exhibit high level of truancy

The findings of the research indicated that behaviour therapy is one of the counselling techniques that has significantly in the reducing truancy exhibit by students, as the result showed the mean and the standard deviation of control group (placebo) is higher than the mean and the standard deviation} of experimental group (behaviour therapy). This findings agree with the findings of Sara, Adam and Jabir (2018), Eremie and Ann (2019) who found that behaviour therapy has positive effect on truancy. The findings of the study revealed that effect of behaviour therapy is vary according to gender, showed by the result, that the treatment (behaviour therapy) indicated that there is significant effect of the behaviour therapy on the responds irrespective of difference in gender. The findings of the study revealed that effect of behaviour therapy is vary according to gender, showed by the result, that the treatment (behaviour therapy) indicated that there is significant effect of the behaviour therapy on the responds irrespective of difference in ages The findings of the study revealed that effect of behaviour therapy on truancy vary according to class level as the result indicated in the table of mean and standard deviation.

### **Conclusion**

This study investigated the effectiveness of behaviour therapy on truancy among students of junior day secondary schools in Potiskum Yobe State. From the findings the research, the researcher concluded that behaviour therapy has significant effect in reducing truancy among students as tested' which lead to rejected the null hypothesis and accepted the alternative hypothesis ( $.001 < p < 0.05$ ). The effect of behaviour therapy on truancy does not significantly vary according to gender ( $.636 > 0.05$ ) Thus, the null hypothesis is retained and the alternative hypothesis is therefore rejected. And the effect on class level Indicated that the effect of behaviour therapy on truancy does not significantly vary according to class level ( $.725 > 0.05$ ) Thus, the null hypothesis is retained and the alternative hypothesis is therefore rejected.

### **Recommendations**

From the findings of this study the following recommendations are made

- 1) Government through Ministry of Education and other stakeholder in education to provide all necessary support for the proper implementation of counselling unit in public schools,
- 2) The principals, school counsellors and teachers should be exposes to training on behaviour therapy techniques.
- 3) Training of counsellors should be organized through seminar, conference, workshop with more emphasis on behaviour therapy to deal with truancy and other maladaptive behaviour.



- 4) Parents and guardians are recommended to observe their children's punctuality in school, by checking their books regularly.

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