

EFFECTS OF COGNITIVE RESTRUCTURING THERAPY ON SENIOR SECONDARY SCHOOL STUDENTS' TRUANCY BEHAVIOURS AND ACADEMIC ACHIEVEMENTS IN ALIERO, KEBBI STATE, NIGERIA

BY

**Esther Garba: Department of Educational Foundations, (Guidance and Counselling Unit),
Faculty of Education, University of Jos, Jos, Nigeria, estyg59@gmail.com**
**Prof. Grace O. Momoh: Department of Educational Foundations, (Guidance and Counselling Unit),
Faculty of Education, University of Jos, Jos, Nigeria**
**Prof. Yakubu A. Mallum: Department of Educational Foundations, (Guidance and Counselling
Unit), Faculty of Education, University of Jos, Jos, Nigeria**

Abstract

This study is on effects of cognitive restructuring therapy on senior secondary school students' truancy behaviours and academic achievements in Aliero, Kebbi State, Nigeria. The study adopted the true experimental research design. Four research questions and four hypotheses were formulated for the study. The sample was 30 students who were drawn from one Secondary Schools using simple random sampling techniques. The data for this study was collected using three instruments namely: School Register, Students Truancy Behaviours Checklist (STBC) and Academic Achievement Test in English Language (AAEL). The reliability coefficient of the instrument was 0.92 which means the instrument was good and reliable. Data obtained in this study were analysed using descriptive and inferential statistical tools namely: means and standard deviation while independent sample t-test will be used to test the null hypotheses formulated at 0.05 level of significance. Results indicated that there was a significant effect of cognitive restructuring therapy on students' disruptive behaviour, there was a significant effect of cognitive restructuring therapy on students' absenteeism from school behaviour, there was a significant effect of cognitive restructuring therapy on students' lateness to school behaviour and there was a significant effect of cognitive restructuring therapy on students' academic achievement in English Language. Hence, it can be concluded that cognitive restructuring therapy can help improve the academic achievement of students in senior secondary school in Aliero, Kebbi State. It was recommended, among other things, that parents should increase their effects to ensure that their children are prompt and regular in schools, Government should employ and deploy qualified guidance counsellors into all secondary schools in order to curb the issue of truancy behaviours among secondary school students, Guidance counsellors should use appropriate therapy or counselling techniques for the reduction of truancy behaviours among secondary school students, and secondary school students should be deliberate and self-discipline in dealing with truancy behaviours which is inimical to their academic achievements.

Keywords: *Cognitive restructuring therapy, Truancy behaviours, Academic achievement*

Introduction

Secondary school students are prone to social vices one of which is truancy behaviour. Truancy behaviour is any unauthorized or illegal absence from routine school activities. It is the refusal of students to attend school regularly without excuse from parents and school. It also includes non-school attendance and school attendance with marked refusal or irregular lesson attendance. It is a delinquent and anti-social behaviour. It is a deviant behaviour engaged in without formal permission from the school authority. Katty, (2016) describe Truancy behaviour as student's unlawful absence from school without parental knowledge or consent, which is a pointer to a much larger problem like absenteeism, tardiness, and missing of meaningful teaching and learning. Students who engage in truancy behaviours consider lessons to be too long and see some teachers are too slow in their lesson presentations. This makes them to avoid such teachers and their lessons. Students who exhibit truancy behaviour leave school before closing hours, because they consider the hours they spend in school as too long. Truants sneak out of school to catch up with their mates in order to watch football, television programmes and games.

They prefer to leave school than to miss such activities that they consider more interesting than their school activities for such days. Truancy behaviours among students include lateness to school and class, leaving school before closing time, loitering around the school and the school community, dodging lessons, disruptiveness, and absenteeism. This study will focus on disruptive behaviour, absenteeism, lateness to school, skipping of classes and academic achievements as components that constitutes truancy behaviours.

Disruptive behaviour is one of the components of truancy behaviour exhibited by secondary school students. Disruptive behaviour is the transgression of school rules, troubling learning conditions, and teaching environment by truants (Viegain Herbert, 2018). Hence, truancy behaviour has a negative effect on the student as it hampers classroom management during the teaching and learning process. It also, affect the assimilation of knowledge by the truant as well as other students in the class. Absenteeism is a high rate of absence from school by students when regular attendance is needed. Students indulge in absenteeism as a means of escaping from unpleasant situation that cause fear and run away to gain freedom. Absenteeism is highly related to eventual dropout because it often has immediate consequences for students interms of reduced academic achievement, as students have limited learning opportunities when they are absent from school. It is for this reason that Momoh (2011) opines that a child who is used to absenteeism at the primary level of education may likely continue with this habit in the junior and senior secondary schools. This may even extend to tertiary institutions and future life-styles.

Lateness to school is a situation where an individual arrives after the scheduled time for school resumption. This is a major characteristic of truancy behaviour in students. Lateness has posed a problem to school administrators and the school system, resulting in non-achievement of set educational goals. Lateness disorganizes and causes distraction to the individual and the whole system. The student who comes late to school is both a problem to himself, fellow students, teachers and others in the school system. This is because when a late coming student walks into the classroom while teaching is going on, both teachers and students get distracted. This distraction distorts the flow of the teaching/learning process (Oyebanji in Gesinde, 2020). Academic achievement is the extent to which a student, teacher or institution has achieved their set educational goals. The academic achievement of a student is influence by several factors, namely, the student's internal state (intelligence, state of health, motivation, anxiety) and their environment (availability of suitable learning environment, adequacy of educational infrastructure like textbooks, and well-equipped laboratories). Managing the academic achievement of students with truancy behaviours has become imperative to counselling psychologists. As such efforts are being made all over the world to reduce the rate of truancy among students in schools.

There are many different types of interventions for truancy behaviour reduction. The different interventions are school- based programmes, community collaboration, family involvement and incentives and sanctions. These interventions are meant to improve student attendance and reduce their disruptive behaviours. Researchers have identified key components of effective truancy behaviour reduction strategies, and programmes that incorporate these interventions to be more successful (Reimer & Dimock, 2015). These interventions when effectively used can efficiently curb truancy behaviours among secondary school students. Cognitive restructuring therapy is a psychotherapeutic process of learning to identify and dispute irrational or maladaptive thoughts, such as all or nothing thinking (splitting), magical thinking and emotional reasoning, which are commonly associated with many mental health disorder (Salman, Esere, Omotosho, Abdullahi, & Oniyangi, 2019). It is a technique that has been successfully used to help people change the way they think. It involves adjusting unhelpful beliefs by identifying and challenging them. Helping senior secondary students with truancy behaviours to learn to identify and evaluate unhelpful and inaccurate thinking in order to improve their academic achievements.

It becomes necessary to explore a therapeutic intervention that would ameliorate the emotional and psychological problem faced by truants. Truancy behaviours could be better reduced through the use of cognitive restructuring therapy. There are evidences that secondary school students in Jega Metropolis play truancy. Measures at curbing this by school managements include corporal punishment, such as picking dirt round the school premises, sweeping, the use of cane and some protracted cases suspension from school for some days. Despite, these measures in place, incidences of truancy behaviours remain unabated. Could the use of cognitive restructuring therapy help to minimize truancy among students in school?

This question and many others gave rise to this work on the effects of cognitive restructuring therapy on senior secondary school students truancy behaviours and academic achievements in Aliero, Kebbi State.

Statement of the Problem

The school environment is organised to shape a student's learning behaviour. However, one of the problems associated with schooling is truancy behaviour which is a source of concern to the parents and school authorities. Truancy behaviour is not a new problem in the field of education. In fact, truancy behaviour has been a persistent problem since the 19th century. Despite the long history of concern over truancy behaviour, the issue continues to raise serious concern due to its correlation to a number of negative student outcomes such as academic failure, school dropout, and delinquent behaviour. Over the past decade, there has been a dramatic increase in the rate of truancy behaviour cases throughout the globe. Due to this marked increase in truancy behaviour rates, the issue has been identified as a global concern. Truancy behaviour has been identified as a challenge among students in schools globally and in Nigeria in particular (Gesinde, 2020).

The absence of the use of cognitive restructuring therapy by counsellors in secondary schools in Nigeria, has brought about students emotional and psychological problems arising from irregular school attendance, and lack of personal and interpersonal skills to cope with school work. Truants seem to have negative perception about schooling because it interferes with their freedom as they prefer to spend most of their time with friends. From our cultural perspective, when a child fails to attend school, the parents are usually blamed. The researcher personally observed that senior secondary school students in Aliero, Kebbi State exhibit truancy behaviours. This makes them suffer from deprivation, isolation, rejection and unassertiveness. This happens due to student's inability to cope with social, cognitive and problem-solving skills. Some of them are bullied hence they decide to be absent from school unknown to their parents and the school authority. This poses the problem which the researcher sets out to investigate the effects of cognitive restructuring therapy on senior secondary students' truancy behaviours and academic achievements in Aliero, Kebbi State, Nigeria.

Objectives of the Study

The aim of the study is to investigate the effects of cognitive restructuring therapy on senior secondary school students' truancy behaviours and academic achievements in Aliero, Kebbi State, Nigeria. The specific objectives of the study are to:

1. Determine the effects of cognitive restructuring therapy on disruptive behaviour among senior secondary students in Aliero, Kebbi State.
2. Evaluate the effects of cognitive restructuring therapy on absenteeism of senior secondary students in Aliero, Kebbi State.
3. Find out the effects of cognitive restructuring therapy on lateness to school among senior secondary students in Aliero, Kebbi State.
4. Establish the effects of cognitive restructuring therapy on academic achievement of senior secondary students in Aliero, Kebbi State.

Research Questions

The following research questions will guide the study:

1. What is the pre-test and post-test disruptive behaviour mean scores of senior secondary students in Aliero, Kebbi State?
2. What is the pre-test and post-test absenteeism from school mean scores of senior secondary students in Aliero, Kebbi State?
3. What is the pre-test and post-test lateness to school mean scores of senior secondary students in Aliero, Kebbi State?
4. What is the pre-test and post-test academic achievement mean scores of senior secondary students in Aliero, Kebbi State.

Research Hypothesis

The following hypotheses will be tested at 0.05 level of significance:

1. There is no significant difference in the post test disruptive behaviour mean score of senior secondary school students in Aliero, Kebbi State who are in the experimental and control groups.

2. There is no significant difference in the post test absenteeism from school mean score of senior secondary schoolstudents Aliero, Kebbi State who are in the experimental and control groups.
3. There is no significant difference in the post test lateness to school mean score of senior secondary school studentsin Aliero, Kebbi State who are in the experimental and control groups.
4. There is no significant difference in the post test academic achievement mean score of senior secondary schoolstudents in Aliero, Kebbi State who are in the experimental and control groups.

Literature Review

Concept of Truancy Behaviours

Truancy behaviour is the act of deliberately missing one or more classes. It is a delinquent and anti-social behaviour. Indeed, it is a type of deviant behaviour exhibited by some students in schools without formal permission from the school authority. Truancy behaviour, commonly defined as a student's unlawful absence from school without parental knowledge or consent, is often referred to as a symptom of a much larger problem.

Truancy behaviour lies a wide variety of issues, ranging from children caring for younger siblings during school hours, performing various duties to provide for family needs, exposure to violence in the home, abuse and neglect (victimization), bullying and/or peer pressure at school, acting out behaviours and incorrigibility (Reid, in Katty, 2016). According to the International Dictionary of Education (2022), truancy is defined as a "deliberate absence from school without parental knowledge". In the same vein, the New Western Comprehensive Dictionary Special Price Edition (2014) said that truancy behaviour is "when a student stays away without permission. A student who absents himself/herself from school without permission from school and home is a truant. From the foregoing definition, truancy behaviour is any intentional unauthorized or illegal absence from routine schooling. It may also refer to students who attend school but do not go to classes. Truancy behaviour is non-school attendance behaviour. It is an irregular attendance of school.

Causes of Truancy Behaviours

Truancy behaviour is a problem because students who are absent from school cannot benefit from the various programmes that the school offers. The effects of truancy behaviour include lower academic achievements (Baker and Jenson, 2020). Truancy behaviour is a sign of maladjustment that requires psychological intervention in what has been causing misunderstanding among senior secondary school students, teachers, parents and in the society (Green, 2021). Osarenren (2016) also discussed the causes of truancy behaviour among students with factors resident in the home, school environment, peer-group, culture and society. In the same vein, Gesinde (2020) has also identified the contributory role of government in truancy behaviour among students. Lack of interest in education by some students contributes to truancy behaviour and if forced, they would become maladjusted. Galloway (2021) opined that understanding why students engage in truancy behaviour is the key to addressing this major educational problem. According to Galloway, identifying the causes of truancy behaviour is extremely difficult to do because, like other forms of educational achievement such as (test scores), it is influenced by an array of factors related to both the individual student, family, school and the community setting in which the student lives. The complexity of this phenomenon according to Galloway is illustrated by the variety of reasons for truancy behaviour.

Animashaun (2019) found that lack of readiness to learn, lack of motivation, the fear of unknown, poor parenting, misplaced priority, bad role models, over indulgence, excessive domestic work and spiritual factors cause truancy behaviour among secondary school students. The reasons adduced above have a negative effect on the students' schooling as such problems are difficult to contend with. According to Henry's (2017) study on effects of drug use found that about 11% of 8th grade students and about 16% of 10th grade students reported having been truant at least once in the previous four weeks. A survey conducted in 1996-1997 found that principals considered tardiness, absenteeism, class cutting and physical conflicts to be the three most serious discipline issues in their schools (Heavisade, Powon, Williams and Farris, 2018). Owen (2001) opined that truancy behaviour and absenteeism can lead a student into drug addiction and in most cases student's absence from school affects his/her intelligent quotient (IQ) which gets retarded. Owen further stated that such student would score below average in the student class work because the student missed all the normal school lessons. In addition, the student would associate with bad peers who would lure him into criminal activities such as stealing, smoking, cultism, among others. In fact, these will increase the student confidence in the

student bad behaviour which eventually have impacted negatively on the student academics. Also, the student thought process will consist of negative and debilitating self-talk. Oyebanji in Gesinde (2020) reiterated that any student who stays away from school will miss many lessons hence fall behind other students in the class. The researcher further stressed that the impact on their academic achievement should be great.

Prevalence to Truancy Behaviours among Secondary School Students

The prevalence of truancy behaviours among secondary school students varies from country to country. Monrad (2017) observed that on average across Organization for Economic Cooperation and Development (OECD) countries, 21 % of students reported that they had skipped a whole day of school at least once, and 27 % reported that they had skipped some classes at least once in the two weeks prior to the Programme for International Students Assessment (PISA) test. However, in some education systems a considerably larger share of students had skipped school. For instance, in Brazil, the Dominican Republic, Georgia, Italy, Jordan, Kazakhstan, Malta, Montenegro, Panama, Romania, Saudi Arabia, Turkey and Uruguay, more than half of the students had skipped a day of school in the two weeks prior to the assessment. More worryingly, in Georgia, Montenegro, Saudi Arabia and Turkey, at least one in five students had skipped school at least three times during the same period. Large proportions of students in these countries regularly miss learning opportunities, with likely adverse consequences for both these students and their classmates. In the Dominican Republic, Panama and Peru, for instance, more than 5 % of students were enrolled in schools where at least 90 % of their schoolmates had skipped school in the two weeks prior to the PISA test.

Arriving late to school may have less serious consequences for students, but it is generally a more common occurrence. On average across OECD countries, almost half of the students had arrived late for school at least once in the two weeks prior to the PISA test. In 22 countries and economies, especially in Argentina, Chile, France, Georgia, Greece, Israel, Poland, the Russian Federation, Serbia and Uruguay, more than 10 % of students had arrived late to school at least five times during the same period. In Chile, the Dominican Republic, Panama, Peru and Uruguay, the problem is so widespread that, in 2018, more than 5 % of students attended a school where at least 90 % of students had arrived late to school in the two weeks prior to the assessment. However, in Hong Kong (China), Japan, Korea and Macao (China), less than 30 % of students had arrived late during the same period (Eremie, 2015).

Disruptive Behaviour, Lateness to School and Truancy Behaviours

School disruption is considered as the transgression of school rules, troubling learning conditions, teaching environment or relationship with school (Veiga, in Herbert, 2018). Lone, Greshroom, Macmillian and Bocian (2021) emphasised that students exhibiting antisocial behaviour have limited interpersonal skills and low academic achievement because they spend less time engaged in academic activities. According to Johnson (2013), there are nearly as many types of disruptive behaviour as there are student to exhibit them. Most group intervention are helpful to create a climate of productive behaviour but the most serious types of misbehaviour require individual intervention, sometimes with additional community resources. However, improving the overall behavioural climate of the school also reduces the incidence and severity of more serious violations. The researcher summarized the intervention that work to include parent involvement, alternative education programmes and schools individual counselling, peer involvement, recreation and community activities, fear arousal, moral appeal and effective education.

Cause of Students' Disruptive Behaviour as outlined by Herbert (2018) include inconsistent parenting, uncaring parents, over-protective parents, bad influences on a students' local community, poverty, poor quality teaching, teachers' negative attitude towards student, repeating change in subject teacher, repeating the same class, lack of motivation from teacher, classroom poor conditions (lack of lighting, ventilation, sounds etc.) and some psychological problems of a student. School disruptive behaviour like truancy behaviour, high level absenteeism, tardiness, cutting classes, getting into trouble are important early indicators of dropping out because they are linked to poor school outcomes. According to Ilogu (2016), behaviour problems of students are much more exerting causes of dropping out because they make students to voluntarily leave school prior to graduation, without entering another school to continue their education.

Osarenren (2015) observed that truancy behaviour and absenteeism are some of the unacceptable behaviours exhibited in the school. According to the researcher, truancy behaviour is an indication of student rebellion, self-assertion and maladjustment which are traceable to the different problems associated with the period of adolescence. The researcher attributed the reasons for truancy behaviour and absenteeism are factors from the home, school, peer group, culture and the society. Lone, Gresham, MacMillan and Bocian (2021) however emphasised that students exhibiting antisocial behaviour have limited interpersonal skills and low academic achievement because they spend less time engaged in academic activities. As a result, they may experience perceived discrimination and rejection from their classmates, teachers and administrators, which may lead to even more disruptive behaviour. It also makes them feel that they have no support system at school to assist them.

Diafiagher (2014) observed that lateness has posed a major problem to school administrator and the school system itself resulting in non-achievement of set educational goals. The study outlined the definitions of lateness to include a situation where the student arrives after the proper, scheduled or usual time; a term used to describe "people not showing up on time" and a synonym of "tardiness" which implies being slow to act or slow to respond, thus not meeting up with proper or usual timing. Lateness leads to absenteeism and general failure in life. Illustrating this point, the researcher argued that both students and staff sometimes feel remorseful about their lateness and very often they just decide to be absent. This has a very negative effect on the student's academic and other achievements in life as the period of absence from school could be used in engaging in other destructive activities outside the school.

Overview of Cognitive Restructuring Therapy

Cognitive restructuring therapy is a set of techniques for becoming more aware of our thoughts and for modifying them when they are distorted or are not useful. It uses reason and evidence to replace distorted thought patterns with more accurate, believable, and functional ones. The term cognitive restructuring technique was pioneered by Aaron Beck and Albert Ellis (Ellis, 1989). Cognitive restructuring therapy is sometimes used synonymously with reframing, re-appraisal, re-labeling and attitude adjustment (Brain, 2016). This is the process of learning to identify and challenge irrational or maladaptive thoughts using strategies such as logical disputation. Various types of therapy utilize the process of cognitive restructuring, such as cognitive behavioural therapy and rational emotive therapy (Hope, Burns, Hyes, Herbert & Warner, 2020).

Cognitive restructuring therapy, in laymen term, is the process of learning to replace one's current negative thoughts with better and more beneficial thoughts. It is the process of learning a better way of speaking to one's self. Ryan and Eric (2015) and Salman, Esere, Omotosho, Abdullahi, and Oniyangi (2021) define cognitive restructuring therapy as a psychotherapeutic process of learning to identify and dispute irrational or maladaptive thoughts, such as all or nothing thinking (splitting), magical thinking and emotional reasoning, which are commonly associated with many mental health disorders. Similarly, Brain (2016) described cognitive restructuring therapy as a means of changing a perception from negative interpretation to a neutral or positive one, making it less stressful.

The cognitive restructuring therapy asserts that humans are directly responsible for generating their own negative emotions and that these self-created negative emotions, over time, lead to dysfunctions, such as stress, depression, anxiety, and even social awkwardness. When utilizing cognitive restructuring in cognitive behavioural therapy (CBT), it is combined with psycho-education, monitoring, in vivo experience, imaginal exposure, behavioural activation and homework assignments to achieve remission (Huppert, 2019). Hope, Burns, Hyes, Herbert and Warner (2020) identified four steps involved in cognitive restructuring and six types of automatic thoughts. The four steps include: Identification of problematic cognitions known as "automatic thoughts" which are dysfunctional or negative views of the self, world, or future; Identification of the cognitive distortions in the automatic thoughts; Rational disputation of automatic thoughts with the Socratic dialogue; Development of a rational rebuttal to the automatic thoughts. The six types of automatic thoughts are: Self-evaluated thoughts; Thoughts about the evaluations of others; Evaluative thoughts about the other person with whom they are interacting; Thoughts about coping strategies and behavioural plans; Thoughts of avoidance; and any other thoughts that were not categorized.

Tips on How to Stop Truancy Behaviours

Okwun (2021) suggested some tips on how to stop truancy behaviour among secondary school students. These include: contact the administrator of the school or the school district administrator responsible for attendance or truancy; Volunteer to be a mentor and support school activities such as music, athletics, and the arts; Contact the local juvenile court that manages truancy policy. Determine how your child's situation fits the attendance policies and procedures; Work with the school. Parents should talk with the classroom teacher about playground issues. Ask the teacher for a plan to help the child make up missed class work. It is crucial that the parents and the school work together to help the child; Create a contract, set some boundaries, and make it fun for the child to go to school; Request meetings with the child to go to school and the school counselling psychologist; Set a time for the child to go to bed, wake up, have breakfast, and homework completion; Reward good attendance; and Attend parent education programme to learn new techniques of solving truancy behaviour of the child.

Students' Academic Achievement

Academic achievement of students especially at the secondary school level is not only a pointer to the effectiveness or otherwise of school but a major determinant of the future of youths in particular and the nation in general. The medium through which the attainment of individual and the nation's educational goals can be achieved is through learning. Therefore, learning outcomes have become a phenomenon of interest to all and this account for the reason why scholars have been working hard to unravel the factor that militate against good academic performance (Aremu & Soken 2012). This phenomenon has been variedly referred to in literature as scholastic functioning. To this effect, academic achievement of learners has attracted attention of scholars, parents, policy makers and planners, because it is a determinant of the future of youths and nation development.

In an academic setting, the academic achievement is demonstrated through the use of scores on assignment tests or examination over the years. The results when transformed into grades, ranks or percentage use to determine the competence of the students' achievement in a course. Achievement tests may include tests or examinations given at the end of a lesson, unit, term, session, year or programme such as weekly test, mid-term test, termly examination, first school leaving examination, senior secondary school examination (e.g. WASSCE, NECO, NABTEB) and other tests/examinations at different levels and areas of education (Alaka & Obadara, 2013). The results/grades gotten from these achievement tests/examinations and observations could be high, average, low or poor. By implication students' academic achievement could be high, average, low or poor. For example, in Nigeria, the following grades are used to show different strengths of students' achievement: 'A1' - Excellent, 'B2' - Very good, 'B3' - Good, and 'C' - Average, 'D' - Fair or weak, 'E' - poor and 'F' - fail.

Empirical Review

Jamwal (2014) conducted a study titled "Truant Behaviour in Relation to self-concept" in Togo. Sample of the study was consisted 1000 of truant (500) and non-truant (500) of high school students. A technique of stratified random sampling was employed to select the sample. Seven (7) hypotheses were developed and the t-test technique was used analyzing the hypotheses at a significant level of confidence of 0.05. The findings revealed that the non-truant high school students exhibit significantly higher level of self-concept on its social, moral and total self-concept dimension in comparison to truant high school students. Truant and non-truant high school students exhibit more or less similar level of self-concept on its physical, temperamental, educational and intellectual dimensions. The relationship that exists between the study and the present study is that the results of the present study showed that there is a significant difference between students self-concept and truant behaviour. Students with low self-concept tend to dislikes school, home or both, and as a result developed truant behaviour and poor academic performance while students with high self-concept tend to be consistent in school attendance and cooperation with school authority and as a result perform successfully in their academics.

Nyeste (2015) carried out a study on the impact of the addition of community-based truancy intervention panels on the reduction of student absences in Liberia. The purpose of this study was to examine the impact of a tip on the percentages of students with 15 or more days absent (dependent variable) along with analyzing the responses of panel members pertaining to the effectiveness of the tip. This was a longitudinal study

measuring the dependent variable reported by each of the 108 respondents in the district. Analysis of variance (ANOVA) was run to measure the between subjects' effect on the dependent variable revealing the addition of a TIP had no impact on the percentage rates compared to non-TIP schools at the elementary, middle, or high school levels. Further analysis of data included the ANOVA to measure the effect of time (2006–2011) on TIP v. non-TIP. Results indicated the addition of the TIP had no impact on the dependent variable over time. Further study included between-subjects multivariate Pillai's Trace (MANOVA). The study recommended that members believe the addition of a TIP to be an effective method in reducing student truancy.

Olley (2016) conducted a study on Parental Supervision: A cause of truancy behaviour in students in Ibadan, South West Nigeria. Six research questions and six hypotheses were formulated to guide the study. He used a sample of 169 street youths in Ibadan, South West Nigeria who lacked parental supervision. The findings revealed that 47% of them had a history of truancy. A two staged cluster sampling technique was used to select the schools and students with a response rate of 86.6%. The data were obtained using the GSHS questionnaire. The findings of the study revealed that the prevalence of truancy was 30.8% and significantly higher among male than female (32.9% vs. 8.7%). The study recommended that to reduce truancy rate among adolescents is to use new effective strategy during intervention.

Methodology

This study will use the true experimental design. It is the pretest, post-test control group design. In this design, there will be two groups made up of an experimental group and the control group. The design is targeted at finding out the causes and effect relationship between variables (dependent and independent variables) one independent variable will be subjected to manipulation with control and its effects will be observed. The researcher's choice of experimental research design is because true experimental research design involves the use of two groups which have been constituted by randomization. That is random assignment to experimental and control conditioning controls all possible independent variables. The population for the study will be 1,500 senior secondary students in the 6 public secondary schools in Jega Metropolis of Kebbi State. The sample for the study will comprise 60 students from Government Day Secondary School Sunakuwi in Aliero, Kebbi State. The 60 students will be drawn from SSI class which is divided into two arms of 30 each. The sample will be made up of 30 students in each group (arm); that is the experimental and control group. The sample will allow for equal representation of male and female, which is 15 male and 15 female students.

The data for this study will be collected using three (3) instruments. The first instrument is called School Register, which is approved by the Ministry of Education. The second instrument is called Students Truancy Behaviours Checklist (STBC) which is developed by the researcher. The third instrument is a proforma titled Academic Achievement Test in English Language (AAEL) was developed by the Kebbi State Ministry of Education.

The reliability coefficient of the instrument was 0.92 which means the instrument is good and reliable. Personal contact method was adopted in data collection. Data obtained in this study will be analyzed using descriptive and inferential statistical tools namely: means and standard deviation while independent sample t-test will be used to test the null hypotheses formulated at 0.05 level of significance.

Results

Research Question One: What is the pre-test and post-test mean score of disruptive behaviour of senior secondary school students in Aliero, Kebbi State?

Table 1

Pre-test and Post-test Disruptive Behaviour of Students in Experimental and Control Groups

Group	N	Pre-test Mean	SD	Post-test Mean	SD	Mean Gain/Loss	\bar{x} - Difference
Experimental	40	32.55	7.81	15.60	4.31	-16.95	
Control	40	33.90	5.63	31.15	6.79	-2.75	-14.2

Table 1- reveals the mean and standard deviation results of pre-test and post-test mean score of disruptive behaviour of senior secondary school students in Aliero, Kebbi State. The result for experimental group shows that the pre-test meanscore is 32.55 with a standard deviation of 7.81 while the post-test mean score is 15.60 lower than the pre-test mean scorewith a mean loss of -16.95, indicating that there was improvement in the behaviour of students after treatment. Also, forthe control group the mean score was 33.90 and a standard deviation of 5.63 for the pre-test. However, in the post-test, the mean score was 31.15 and a standard deviation of 6.79 with a mean loss of -2.75. The findings show that students inthe experimental group had a lower disruptive behaviour mean score (15.60) after treatment using cognitive restructuringtherapy as against those in the control group (31.15) who were not given treatment, with a mean difference of -14.2. Thisimplies that cognitive restructuring therapy does reduce the disruptive behaviour of students in Aliero, Kebbi State.

Research Question Two: What is the pre-test and post-test mean score of absenteeism from school of seniorsecondary school students in Aliero, Kebbi State?

Table 2*Pre-test and Post-test Absenteeism from School of Students in Experimental and Control Groups*

Group	N	Pre-test Mean	SD	Post-test Mean	SD	Mean Gain/Loss	\bar{x} - Difference
Experimental	40	54.07	5.75	18.65	8.49	-35.42	37.35
Control	40	47.55	10.49	49.48	5.94	1.93	

Table 2- reveals the mean and standard deviation results of pre-test and post-test mean score of absenteeism from school of senior secondary school students in Aliero, Kebbi State. The result for experimental group shows that the pre-test mean score is 54.07 with a standard deviation of 5.75, while the post-test mean score is 18.65 lower than the pre-test mean score with a mean loss of -35.42, indicating that there was reduction in the absenteeism from school behaviour of students after treatment. Also, for the control group the mean score was 47.55 and a standard deviation of 10.49 for the pre-test. However, in the post-test, the mean score was 49.48 and a standard deviation of 5.94 with a mean gain of 1.93. The findings show that students in the experimental group had a lower absenteeism from school behaviour mean score (18.65) after treatment using cognitive restructuring therapy as against those in the control group (49.48) who were not given treatment, with a mean difference of -37.35. This implies that cognitive restructuring therapy does reduce the absenteeism from school behaviour of students in Aliero, Kebbi State.

Research Question Three: What is the pre-test and post-test mean score of lateness to school of senior secondary school students in Aliero, Kebbi State?

Table 3*Pre-test and Post-test Lateness to School of Students in Experimental and Control Groups*

Group	N	Pre-test Mean	SD	Post-test Mean	SD	Mean Gain/Loss	\bar{x} - Difference
Experimental	40	27.18	4.04	13.85	4.50	-13.33	-11.63
Control	40	27.53	4.26	25.83	4.38	-1.7	

Table 3- reveals the mean and standard deviation results of pre-test and post-test mean score of lateness to school of senior secondary school students in Aliero, Kebbi State. The result for experimental group shows that the pre-test meanscore is 27.18 with a standard deviation of 4.04 while the post-test mean score is 13.85 lower than the pre-test mean scorewith a mean loss of -13.33, indicating that there was reduction in the lateness to school behaviour of students after treatment. Also, for the control group the mean score was 27.53 and a standard deviation of 4.26 for the pre-test. However, in the post-test, the mean score was 25.83 and a standard deviation of 4.38 with a mean loss of -1.7. The findings show that students in the experimental group had a lower lateness to school behaviour mean score (13.85) after treatment using cognitive restructuring therapy as against those in the control group (25.83) who were not given treatment, with a mean difference of -11.63. This implies that cognitive restructuring therapy does reduce the lateness to school behaviour of students in Aliero, Kebbi State.

Research Question Four: What is the pre-test and post-test mean score of academic achievement of senior secondary school students in Aliero, Kebbi State.

Table 4

Pre-test and Post-test Mean Achievement Scores of Students in the Experimental and Control Groups

Group	N	Pre-test		Post-test		Mean Gain	\bar{x} - Difference
		Mean	SD	Mean	SD		
Experimental	40	48.18	4.45	74.50	7.88	26.32	25.27
Control	40	48.85	4.76	49.90	4.13	1.05	

Table 4 - reveals the mean and standard deviation results of pre-test and post-test academic achievement of senior secondary school students in Aliero, Kebbi State. The result for experimental group shows that the pre-test mean score is 48.18 with a standard deviation of 4.45 while the post-test mean score is 74.50 higher than the pre-test mean score with a mean gain of 26.32, indicating that there was improvement in the performance of students after treatment. Also, for the control group the mean score was 48.85 and a standard deviation of 4.76 for the pre-test. However, in the post-test, the mean score was 49.90 and a standard deviation of 4.13 with a mean gain of 1.05. The findings show that students in the experimental group had a higher achievement mean score (74.50) after treatment using cognitive restructuring therapy as against those in the control group (49.90) who were not given treatment, with a mean difference of 25.27. This implies that cognitive restructuring therapy does increase students' achievement mean scores in English Language.

Hypothesis One: There is no significant difference in the post-test disruptive behaviour mean score of senior secondary school students in Aliero, Kebbi State who are in the experimental and control groups.

Table 5

Result on Post-test Disruptive Behaviour Mean Scores of Experimental and Control Groups

Group	N	X	SD	DF	t	p-value	Decision
Experimental	40	15.60	4.31	78	-12.23	0.000	Significant
Control	40	31.15	6.79				

Table 5 reveals the t-test result of the post-test disruptive behaviour mean score of students in the experimental and control groups. In the experimental group, the post-test mean score was 15.60 with standard deviation of 4.31 and the control group has a mean score of 31.15 and standard deviation of 6.79. The result also yielded $t(78) = -12.23$, $P < 0.05$. Since the P-value of 0.000 is less than the 0.05 level of significance, the null hypothesis was rejected, indicating that there was a significant effect of cognitive restructuring therapy on students' disruptive behaviour. Hence, we can say that cognitive restructuring therapy can help reduce the disruptive behavior of students in Aliero, Kebbi State.

Hypothesis Two: There is no significant difference in the post-test absenteeism from school mean score of senior secondary school students in Aliero, Kebbi State who are in the experimental and control groups.

Table 6

Result on Posttest Absenteeism from School Mean Scores of Experimental and Control Groups

Group	N	XSD	DF	t	p-value	Decision
Experimental	40	18.658.49	78	-18.81	0.000	Significant
Control	40	49.485.94				

Table 6 reveals the t-test result on the post-test absenteeism from school mean score of senior secondary school students in Aliero, Kebbi State who are in the experimental and control groups. In the experimental group, the post-test mean score was 18.65 with standard deviation of 8.49 and the control group has a mean score of 49.48 and standard deviation of 5.94. The result also yielded $t(78) = -18.81$, $P < 0.05$. Since the P-

value of 0.000 is less than the 0.05 level of significance, the null hypothesis was rejected, indicating that there was a significant effect of cognitive restructuring therapy on students' absenteeism from school behaviour. Hence, we can say that cognitive restructuring therapy can help reduce absenteeism from school behaviour of students in Aliero, Kebbi State.

Hypothesis Three: There is no significant difference in the post- test lateness to school mean score of senior secondary school students in Jega metropolis of Kebbi State who are in the experimental and control groups.

Table 7

Summary t-test Result on Posttest Lateness to School Mean Scores of Experimental and Control Groups

Group	N	X	SD	DF	t	p-value	Decision
Experimental	40	13.85	4.50	78	-12.07	0.000	Significant
Control	40	25.83	4.38				

Table 7 reveals the t-test result on the post-test lateness to school mean score of senior secondary school students in Aliero, Kebbi State who are in the experimental and control groups. In the experimental group, the post-test mean score was 13.85 with standard deviation of 4.50 and the control group has a mean score of 25.83 and standard deviation of 4.38. The result also yielded $t(78) = -12.07$, $P < 0.05$. Since the P-value of 0.000 is less than the 0.05 level of significance, the null hypothesis was rejected, indicating that there was a significant effect of cognitive restructuring therapy on students' lateness to school behaviour. Hence, we can say that cognitive restructuring therapy can help reduce lateness to school behaviour of students in Aliero, Kebbi State.

Hypothesis Four: There is no significant difference in the post-test academic achievement mean score of senior secondary school students in Aliero, Kebbi State who are in the experimental and control groups.

Table 8

Summary t-test Result on Post-test Academic Achievement Mean Scores of Experimental and Control Groups

Group	N	X	SD	DF	t	p-value	Decision
Experimental	40	74.50	7.88	78	17.49	0.000	Significant
Control	40	49.90	4.13				

Table 8 reveals the t-test result on the post-test academic achievement mean score of senior secondary school students in Aliero, Kebbi State who are in the experimental and control groups. In the experimental group, the post-test mean score was 74.50 with standard deviation of 7.88 and the control group has a mean score of 49.90 and standard deviation of 4.13. The result also yielded $t(78) = 17.49$, $P < 0.05$. Since the P-value of 0.000 is less than the 0.05 level of significance, the null hypothesis was rejected, indicating that there was a significant effect of cognitive restructuring therapy on students' academic achievement in English Language. Hence, we can say that cognitive restructuring therapy can help improve the academic achievement of students in senior secondary school in Aliero, Kebbi State.

Conclusion

The study examined effects of cognitive restructuring therapy on senior secondary school students' truancy behaviours and academic achievements in Aliero, Kebbi State, Nigeria. From the results obtained showed that there was a significant effect of cognitive restructuring therapy on students' disruptive behaviour, there was a significant effect of cognitive restructuring therapy on students' absenteeism from school behaviour, there was a significant effect of cognitive restructuring therapy on students' lateness to school behaviour and there was a significant effect of cognitive restructuring therapy on students' academic achievement in English Language. Hence, we can say that cognitive restructuring therapy can help reduce the disruptive behavior, absenteeism and lateness to school behaviour of students in Aliero, Kebbi State. Also, cognitive restructuring therapy can help improve the academic achievement of students in senior secondary school in Aliero, Kebbi State.

Recommendations

Sequel to the findings from the study the following are recommended:

1. Parents should increase their effects to ensure that their children are prompt and regular in schools.
2. Government should employ and deploy qualified guidance counsellors into all secondary schools in order to curb their issue of truancy behaviours among secondary school students.
3. Guidance counsellors should use appropriate therapy or counselling techniques for the reduction of truancy behaviours among secondary school students.
4. Secondary school students should be deliberate and self-discipline in dealing with truancy behaviours which is inimical to their academic achievements.

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