

THE IMPLICATION OF COGNITIVE RESTRUCTURING THERAPY ON SENIOR SECONDARY SCHOOL STUDENTS' TRUANCY BEHAVIOURS AND ACADEMIC ACHIEVEMENTS IN JEGA METROPOLIS, KEBBI STATE, NIGERIA

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Abstract

This study is on implication of cognitive restructuring therapy on senior secondary school students' truancy behaviours and academic achievements in Jega Metropolis of Kebbi State, Nigeria. The study adopted the true experimental research design. Two research questions and two hypotheses were formulated for the study. The sample was 30 students who were drawn from one Secondary School using simple random sampling techniques. The data for this study was collected using three (3) 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 is good and reliable. Data obtained in this study will be analyzed using descriptive and inferential statistical tools, 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' skipping some classes behaviour. The researcher recommended among other things that parents should increase their effects to ensure that their children are prompt and regular in schools.

Keywords: Implication, Cognitive Restructuring Therapy, Truancy Behaviours, Academic Achievements, Senior Students, Secondary Education.

INTRODUCTION

Truancy behaviour is 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. The characteristics of students with truant behaviours include laziness, lack of interest in academic work and being in the company of hoodlums. 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. They form the habit of running away from classes to some unknown and unauthorized places and are likely to begin to indulge in delinquent behaviours. They skip classes and go out of the school premises and are likely to indulge in drug abuse.

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. Ilogu (2015) identified three types of truants which include; students who are in school but are absent from class, students who are in school but not in the class and students who are neither in the class nor at school but have left home with the pretense to go to school. 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 skipping of classes, leaving school before time, academic achievements and gender as components that constitutes truancy behaviours.

Cognitive restructuring is a set of techniques for becoming more aware of people's thoughts and for modifying these thought when they are distorted or are not useful. Cognitive restructuring uses reason and evidence to replace distorted thought patterns with more accurate, believable, and functional ones. Cognitive restructuring is a psychotherapeutic process of learning to identify and dispute irrational or maladaptive thoughts. There are many methods used in cognitive restructuring, such as identifying and labelling distorted thoughts, Socratic questioning, thought recording, identifying cognitive errors, examining the evidence, understanding idiosyncratic meaning/semantic techniques, reattribution, guided imagery and listing rational alternatives.

Several intervention programmes have been used to prevent, improve and change the maladaptive behaviour exhibited by students in the society such as lateness to school, truancy, bullying, stealing among others. It becomes necessary to explore a therapeutic intervention that would ameliorate the emotional and psychological problem faced by truants. Hence, the need to study the implication of cognitive restructuring therapy on senior secondary school students truancy behaviours and academic achievements in Jega metropolis of Kebbi State.

STATEMENT OF THE PROBLEM

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. 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 Jega metropolis of Kebbi State, Nigeria.

OBJECTIVES OF THE STUDY

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

1. Examine the effects of cognitive restructuring therapy on skipping of classes among senior secondary students in Jega metropolis of Kebbi State.
2. Evaluate the effects of cognitive restructuring therapy on leaving school before time among senior secondary students in Jega metropolis of Kebbi State.

RESEARCH QUESTIONS

1. What is the pre-test and post-test skipping of classes mean scores of senior secondary students in Jega metropolis of Kebbi State?
2. What is the pre-test and post-test leaving school before time mean scores of senior secondary students in Jega metropolis of Kebbi State?

HYPOTHESES

1. There is no significant difference in the post test skipping some classes mean score of senior secondary school students in Jega metropolis of Kebbi State who are in the experimental and control groups.
2. There is no significant difference in the post test leaving school before time mean score of senior secondary school students in Jega metropolis of Kebbi State who are in the experimental and control groups.

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 Oke in Jega Metropolis of 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 skipping some classes of senior secondary school students in Jega metropolis of Kebbi State?

Table 1: Pre-test and Post-test on Skipping Classes by Students in Experimental and Control Groups

Group	N	Pre-test		Post-test		Mean Gain/Loss	$\bar{x}$ -Difference
		Mean	SD	Mean	SD		
Experimental	40	22.88	5.42	11.25	2.27	-11.63	-10.55
Control	40	22.88	5.42	21.80	4.91	-1.08	

Table 1 - reveals the mean and standard deviation results of pre-test and post-test mean score of skipping some classes of senior secondary school students in Jega metropolis of Kebbi State. The result for experimental group shows that the pre-test mean score is 22.88 with a standard deviation of 5.42 while the post-test mean score is 11.25 lower than the pre-test mean score with a mean loss of -11.63, indicating that there was reduction in skipping some classes behaviour of students after treatment. Also, for the control group the mean score was 22.88 and a standard deviation of 21.80 for the pre-test. However, in the post-test, the mean score was 21.80 and a standard deviation of 4.91 with a mean loss of -1.08. The findings show that students in the experimental group had a lower skipping some classes behaviour mean score (11.25) after treatment using cognitive restructuring therapy as against those in the control group (21.80) who were not given treatment, with a mean difference of -10.55. This implies that cognitive restructuring therapy does reduce the skipping some classes behaviour of students in Jega metropolis of Kebbi State.

Research Question Two: What is the pre-test and post-test mean score of leaving school before time of senior secondary school students in Jega metropolis of Kebbi State?

Table 2: Pre-test and Post-test Mean Score of Leaving School before time of Students in Experimental and Control Groups

Group	N	Pre-test		Post-test		Mean Gain/Loss	$\bar{x}$ - Difference
		Mean	SD	Mean	SD		
Experimental	40	28.48	2.41	10.43	2.15	-18.05	-16.26
Control	40	28.97	2.57	27.18	2.09	-1.79	

Table 3- reveals the mean and standard deviation results of pre-test and post-test mean score of leaving school before time of senior secondary school students in Jega metropolis of Kebbi State. The result for experimental group shows that the pre-test mean score is 28.48 with a standard deviation of 2.41 while the post-test mean score is 10.43 lower than the pre-test mean score with a mean loss of -18.05, indicating that there was reduction in leaving school before time behaviour of students after treatment. Also, for the control group the mean score was 28.97 and a standard deviation of 2.57 for the pre-test. However, in the post-test, the mean score was 27.18 and a standard deviation of 2.09 with a mean loss of -1.79. The findings show that students in the experimental group had a lower leaving school before time behaviour mean score (10.43) after treatment using cognitive restructuring therapy as against those in the control group (27.18) who were not given treatment, with a mean difference of -16.26. This implies that cognitive restructuring therapy does reduce the leaving school before time behaviour of senior secondary school students in Jega metropolis of Kebbi State.

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

Table 3: Summary t-test Result on Post-test Skipping some Classes Mean Scores of Experimental and Control Groups

Group	N	X	SD	DF	t	p-value	Decision
Experimental	40	11.25	2.27	78	-12.33	0.000	Significant
Control	40	21.80	4.91				

Table 5 reveals the t-test result on the post-test skipping some classes mean score of senior secondary school students in Jega metropolis of Kebbi State who are in the experimental and control groups. In the experimental group, the post-test mean score was 11.25 with standard deviation of 2.27 and the control group has a mean score of 21.80 and standard deviation of 4.91. The result also yielded $t(78) = -12.33$, $P < 0.05$. 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' skipping some classes behaviour. Hence, we can say that cognitive restructuring therapy can help reduce skipping some classes behaviour of students in Jega metropolis of Kebbi State.

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

Table 4: Summary t-test Result on Post-test Leaving School before Time Mean Scores of Experimental and Control Groups

Group	N	X	SD	DF	t	p-value	Decision
Experimental	40	10.43	2.15	78	-35.39	0.000	Significant
Control	40	27.18	2.09				

Table 6 reveals the t-test result on the post-test leaving school before time mean score of senior secondary school students in Jega metropolis of Kebbi State who are in the experimental and control groups. In the experimental group, the post-test mean score was 10.43 with standard deviation of 2.15 and the control group has a mean score of 27.18 and standard deviation of 2.09. The result also yielded $t(78) = -35.39$, $P < 0.05$. 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' leaving school before time behaviour. Hence, we can say that cognitive restructuring therapy can help reduce leaving school before time behaviour of students in Jega metropolis of Kebbi State.

CONCLUSION

The study examined the implication of cognitive restructuring therapy on senior secondary school students' truancy behaviours and academic achievements in Jega Metropolis of Kebbi State, Nigeria. From the results obtained showed that there was a significant effect of cognitive restructuring therapy on students' skipping some classes behaviour, there was a significant effect of cognitive restructuring therapy on students' leaving school before time behaviour, there is a significant difference between post-test truancymean score of male and female students in the experimental group, and there is no significant difference between post-test achievement mean score of male and female students in the experimental group. Hence, we can say that cognitive restructuring therapy can help reduce skipping some classes behaviour and leaving school before time behaviour of students in Jega metropolis of Kebbi State. Gender has an effect on the post-test truancy behaviours of secondary school students in Jega metropolis of Kebbi State and gender has no effect on the post-test achievement of secondary school students in Jega metropolis of 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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