

**EFFECT OF SHAPING COUNSELLING TECHNIQUE IN REDUCING LATENESS  
AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN KANO MUNICIPAL  
ZONAL EDUCATION DIRECTORATE, KANO STATE, NIGERIA**

**BY**

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**MARCH, 2020**

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## **DEDICATION**

This research work is dedicated to my mother Hafsatu M. Yusha'u who sacrificed everything she had for my education, her prayers, advice and guidance she rendered to me in every life endeavour including completion of this program. May God protect and reward her. Ameen.

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## ABSTRACT

A quasi-experimental research design in form of pre-test-post-test design was used in determining the effect of Shapingcounselling technique on lateness among Junior Secondary School Students in Kano Municipal Education Zone, Kano State, Nigeria. The study consist of one research question and four objectives, three null hypotheses. The study population comprised of all JSS 1 students who exhibited the symptoms of lateness behaviour in Kano Municipal Educational zone of Kano State. A total of 60 students with lateness behaviour from the four randomly selected schools within the study area were identified, using Proneness to Lateness Checklist 60 students were selected as sample size. The instrument was developed by the researcher and administered to the sample students before and after treatments, making up the pre-test and post-test. Data was analysed using percentage, mean and standard deviation to answer all the research questions. Paired sample T-test was used to test hypothesis one, independent T-test to test hypothesis and ANOVA to test hypothesis three. Findings revealed that Shaping Counselling Technique significantly reduced the symptoms as well as magnitude of lateness behaviour among senior secondary school students. The findings also revealed that the technique is not gender sensitive. The last finding revealed that there is no significant difference in the effect of shaping counselling technique based on parental educational background. Based on the findings of the study, the following conclusions are drawn; shaping counselling technique (SCT) is effective in reducing lateness among JuniorSecondary School Students. In addition, it can be concluded that gender was not a significant factor among those exposed to the technique, this means shaping counselling technique had effect on both male and female students on their lateness to school. Findings from this study showed that students' parental educational background (PEB) has significant effects onstudents lateness to school. Two sets of recommendations were made; recommendations from the study and recommendations to further studies. From the study, a similar study should be conducted to cover private schools, senior secondary and primary schools, with a view to making generalization or otherwise on all secondary school students in Kano state. Further studies should endeavour to focus on other behavioural problems other than lateness and teachers as well as parents should be considered in such studies.

## **OPERATIONAL DEFINITION OF TERMS**

**Lateness:** Is a situation where students come to school after the normal schedule for the school or class academic programmes.

**Shaping:** Is a behavior modification technique in which successive approximations to target behavior is rewarded.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

From my experience as a secondary school teacher in both public and private schools, we spend a lot of valuable time handling latecomers; assigning them various tasks, flogging and other traditional ways of handling late coming. In Lagos, Fashola during his second tenure in 2015 issued a regulation that any student seen on the streets of Lagos after 9am will be dealt with. In South Africa, students expected to be in school by 7:30 am are seen roaming the streets at 9am. Persistent late coming in the United Kingdom led school authorities to fine parents as well as the students. Despite these coupled with other methods, students still come late to school. Late coming is one of the major problems facing 21st century secondary schools. With this it is clear that lateness is a plague and if not checked, it may become a habit that will continue for life the negative consequences associated with lateness coupled with multiple methods that made little or no impact fuelled my interest to conduct this study using a different approach.

Scholars have divergent views on the perspectives of learners' lateness to school, some scholars view lateness as a socially maladjusted behaviour. This means that lateness is viewed as a behaviour problem akin to immorality, and other unwanted social habits. The advocates of the view are of the opinion that lateness should be treated and handle like other cases of social problems by teachers and counsellors. On the contrary, other scholars view lateness as not solely a manifestation of social maladjustment, as the precipitating factors to lateness are from different perspectives and circumstances, ranging from social, psychological and physical phenomena, as such lateness may not be entirely an aspect of misbehaviour which can be entirely treated as indiscipline. The existing divergent views among scholars on whether lateness is a social

misbehaviour or the contrary, has according to Remi (2015) rendered the approach to curtailing the problem of lateness among learners ambiguous and varied having their root from different theoretical perspectives thus aptly reflecting the scholars' divergent perspectives.

The existing divergent views among scholars on the description of lateness and the different approaches to curbing the problem, as well as the different socio-psychological perspectives that determined the constituents factors to lateness serve as the motivational determinants to conducts the present study, as such the study tends to examine the divergent views and different factors that determine learners lateness to school, as well as the befitting counselling approach that can be employed to overcome lateness among the Secondary School Students in Kano Municipal Zonal Education Directorate, Kano State.

Studies on lateness to school abound. Ogoroukhomu (2016) studied the Causes and Effect of Lateness to School in Primary School in Ovia South-West Local Government Area of Edo State, Nigeria, findings of the study revealed that lateness among learners were mainly caused by socially-induced factors like poverty, distance, as well as ecological factors like the presence of river, forest and dangerous reptiles on learners' way to school. Also, poor academic performance was the main identified effect of learners' lateness to school. In addition, Sultana & Rashid (2012) conducted their study on Time Management and Punctuality Issues among Students at Secondary School, Kedah, Malaysia. Findings of their studies revealed that students' behaviour was the main factor to time management and punctuality problem among students. Moreover, time management and punctuality problems had negative impact on students' academic achievement.

In same vein, Scott & Manuel (2015) studied influential factors to students' lateness to schools. Findings of the studies revealed that school and classroom conditions were responsible factors to students' lateness to schools. The obviously manifested gaps in the previously conducted studies are on their focus on identifying social causes of the problem of lateness excluding the application of counselling theoretical approaches, as such the uniqueness of this study is to complement the gaps in the previous studies, as well as its wider multi-dimensional survey of the problems constituting the problem of lateness among learners.

## **1.2 Statement of the Problem**

The high prevalence of lateness in our schools along with its effects made school authorities and administrators to devise multiple methods, strategies and techniques to comb students' lateness to school. A number of these strategies have been successful while others have not. Some of them have been targeted at the entire school population while others have focused on individual students. With the vast array of ideas researchers have created, the issues of student lateness continues to plague our nations schools on a daily basis. In some cases the magnitude of lateness continues to increase in the sense that two third of some schools students arrive after 7:40am. With the concerned express by teachers and other stakeholders in education regarding the consequences of the trend in the general school administration, school counselling services, academic performance, school discipline and academic performance as well as the negative consequences of the measures taken in handling late coming to school, the need for a new approach that will take into consideration the different reasons for late coming as well the different background and characteristics of the latecomers arises.

### **1.3 Objectives of the Study**

The following objectives were to find out:

- 1 The prevalence of lateness behavior among junior secondary school students in Kano Municipal Zonal Education Directorate, Kano States
- 2 The effect of shaping counselling technique on lateness among junior secondary schools in Kano Municipal Zonal Education Directorate, Kano State.
- 3 The effect of shaping counselling technique on lateness among male and female Junior Secondary School Students in Kano Municipal Zonal Education Directorate, Kano State.
- 4 The parental educational background difference in the effect of shaping counselling technique on lateness among Junior Secondary School Students in Kano Municipal Zonal Education Directorate, Kano State.

### **1.4 Research Questions**

This research question guided the study:

- 1 What is the prevalence of lateness behaviour among Secondary School Students in Municipal Zonal Education Directorate, Kano State?

### **1.5 Hypotheses**

1. There is no significant effect of shaping counselling technique on lateness among Junior Secondary Schools Students in Kano Municipal Zonal Education Directorate, Kano State.
- 2 There is no significant difference in the posttest mean scores on lateness between male and female junior secondary school students in Kano Municipal Zonal Education Directorate, Kano State.

- 3 There is no significant difference in the posttest mean scores on lateness among junior secondary school students in Kano Municipal Zonal Education Directorate, Kano State based on parental educational background.

### **1.6 Significance of the Study**

The findings of the study are expected to be of significant importance to researchers, school administration, school guidance and counselling experts, teachers, parents as well as students.

The findings of the research will be a useful reference for those who plan to conduct studies related to behaviour problems by providing them with related literature that will assist them in conducting their study. The findings of the study will also be important in motivating studies on modern based theoretical practices as a means of modifying traditional-based practices to appropriately fit in the 21<sup>st</sup> century.

The findings of the study will enable the school teachers and counselors to understand what works best in handling not only lateness but other behavioural problems exhibited by students. It will help provide rational for decisions, actions and inform improvement.

The findings of the study will provide useful information for school guidance and counselling experts that will help them in the support they provide for students as well as the parents.

As they are the direct recipients of the output, the findings of this research will assist students especially those who are not solely responsible for lateness by finding the right solution according to the cause of the lateness behaviour. It will help non latecomers and improve the general teaching and learning process by reducing interruption and the need for repetition caused by latecomers.

### **1.7 Scope and Delimitation of the Study**

The scope of this study is on the effect of shaping counselling technique on lateness to school among JSS1 students in 4 public schools in Kano Municipal Zonal Education Directorate. The scope covers all types of lateness such as The Rationalizer, The Rebel, The Indulger.e.t.c. Similarly, the study is delimited to other behaviour problems such as absenteeism, truancy e.t.c. It is similarly delimited to other private and public Junior and Senior Secondary School Students in Kano Zonal Education Directorate, and schools in other Zonal Directorate. It is also delimited to other theories and approaches such as The Client Centered approach, The Psychoanalytic and Rational Emotive Therapy.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter presents the concise review of previous studies, scholars' assessment and analysis that are considered relevant in the context of the present study. It identifies, analyses, applies and integrates existing relevant literature works of scholars and researchers to this study, so as to provide a holistic perspective of related work and concepts of the study. The chapter discusses the conceptual and theoretical framework of the study, an overview of the social problems in schools and the relevant associated counselling techniques in handling such problems. Also, the chapter highlights the problem of lateness to school, its causes and impact on the effective teaching and learning processes. The chapter presents a concise, but comprehensive review on empirical studies that were conducted on the issue of lateness.

#### **2.2 Conceptual Framework**

##### **2.2.1 Lateness**

Lateness to school or tardiness is defined by scholars in different, but synonymously related means. According to Bataineh (2014) lateness is a form of disruptive behaviour. It disrupts the effectiveness of the class lesson and also distracts other students who may be paying attention to the lesson. Literally, the lateness implies a situation where an individual arrives after the proper, scheduled or usual time (Bataineh, 2014). Breeze (2010) describes it as synonymous with tardiness which implies being slow to act or slow to respond, thus not meeting up with proper or usual timing. Frank (2015) defines the concept as, "a situation of not meeting up with programme precipitated by one's inability to appear or arrived precisely on the conventionally prescribed scheduled time". In relation to education, the concept of lateness is defined by

scholars in multi-dimensional perspectives having convergent and divergent inherent features. Jumare (2015) defines lateness to school and classroom as, “a situation where learners arrive to school and class below the normal schedule for the school or class academic programmes”. In addition, Samuel (2010) defines lateness to school and classroom as, “a situation where learners reported to school after the normal schedule activities or programmes of school”. In the same vein, it is described by Ali (2015) as, “a disruptive exhibited behaviour where learners reported to school in contrast with the normal scheduling for the take up of school designed programme. The contrast is manifested in arriving after the scheduling of the school programmes. Similarly, Allen (2000) defines it as, “inability or deliberate failure on the part of learners or facilitators to arrive at the school or classroom when the scheduled school and classroom activities have begun”. Timing is the main measurable device of lateness, as the lateness is measured by means of arriving after the scheduled programmes begin”. In addition, Malcolm (2015) describes lateness to school as, “inability to appear at a precise conventionally arranged time or period in which a scheduled event is expected to begin-in the context of school setting, it is a failure on the part of learners and facilitators to attend schools and classes not in accordance with the conventionally designated/scheduled time or period”. It is defined by Wilson (2015) as, “coming, occurring or remaining after the correct, usual or expected time; delayed”.

Based on the various definitions on the concept of lateness to school, it is obviously indicated that lateness is characterised by the following identifiable inherent features:

- Lateness involves inability to appear/report and present oneself at the officially designated or scheduled time;
- It involves learner’s absent at a precise time academic programmes are expected to begin

- It involves both learners and teachers. This means that lateness does not specifically confine to learners, as both teachers and learners can be late.

By their distinctive associated features, schools (in the context of this study) are formal institutions having well-structured conventionally-guided scheduled, as such teaching and learning, as well as all core-curricula and extra-curricular activities are systematically arranged. Each subject is given a designated allocated time, so teachers carry-out their assigned primary responsibilities based on the allocated time given to them. This means that whenever a student or teacher is late, there is unavoidable loss, as learners cannot get the full benefit of the lesson. Consequently, whenever teachers are late in attending to their assigned responsibilities, they cannot fully deliver what they are expected to do, thereby warranting the negative consequences of the incompleteness of curriculum content, as well as skipping of some important contents of the curriculum (Bello, 2014).

Empirical studies on lateness to school or tardiness abound, but the studies were based on different perspectives. Some studies were focus on the perspective of identifying those factors that facilitated the occurrence of lateness among learners at the different level of education. Others were based on the perspectives of the impact of lateness on learners' academic performance and on the school administration. There are also few studies on the guidance -based approach to handling lateness among learners. The primary objective of the study was to examine the factors that motivate students' lateness to school. Findings of the study showed that learners lateness to school were caused by multi-dimensional factors: socio-economic, socio-political and demographic factors (gender, age, race). In addition, Aliyu (2014) studied factors that were influential to student lateness to school in rural areas of Sokoto state. It was identified by the study that parental negative attitude towards Western Education, as well as the non-

availability of infrastructural facilities, specifically portable water were the main influential factors responsible in promoting lateness to school among primary school pupils in the rural areas. Similarly, Madu (2015) identified insecurity and the problem of insurgency as the main causes of students' lateness to school in the North-eastern states of Nigeria.

Based on what has so far been indicated by researchers who conducted various studies on lateness, it is obvious that several factors were responsible for learners' lateness to school. The factors are determined by both socio-economic consequences or resultant factors and psychological dispositions. In addition, factors related to security has recently become a significant/phenomena factor in learners' lateness to schools specially in the North-eastern part of Nigeria where the area was ravaged by the Boko Haram insurgency, as well as the indiscriminate destruction of schools by the insurgents. As the factors that cause lateness to school are multiple, it is therefore argued by scholars (Breeze, 2010 and Wilson, 2015) that the approach to handling lateness to school among learners should be different in such a manner that each approach should be apt in controlling those factors that precipitate lateness, as an approach that is suitable in handling lateness among some students may not be necessarily relevant to others. This is because the influential factors to learners' lateness are remarkably different. This is a clear indication of the gross inadequacy of the monotonous aged-long indiscriminate application of the traditional approach of corporal punishment and fatigue as the most apparent methods used in handling lateness among learners becomes ineffective and less relevant. This manifested problem and the continuous developed habit of lateness among learners has determined the social justification for this study which determines to examine the efficacy of the counselling-based multi-dimensional approaches in handling lateness among learners.

## **TYPES OF LATENESS**

### **1 The Rationalizer**

This kind of latecomer has a hard time acknowledging responsibility for lateness and tends to blame outside circumstances.

### **2 The Producer**

This late comer wants to squeeze as much into every minute as possible; they are always busy.

### **3 The Dead liner**

This adrenaline-junky subconsciously enjoys the last-minute sprint to the finish line...which causes their constant lateness.

### **4 The Indulger**

This procrastinator lacks self-control and puts off an event until they are too late.

### **5 The Rebel**

The rebel doesn't like authority and everyday rules a request for them to be punctual is simply another form of authority to them...so they exercise their self-control and end up consistently late.

### **6 The Absent-Minded Professor**

This person gets caught up in their own introspection and loses track of time and things

### **7 The Evader**

This tardy has anxiety about his or her environment and tries to control it; their own needs or routine come before being on time.

### **2.2.2. Influential Factors to Learners Lateness to School**

Many factors were identified by scholars and researchers as responsible for students' lateness to schools. The factors were concisely categorised and presented into five main classes by Wilson (2015) as:

#### **Socio-Economic Related Factors;**

- 1 Physically Related Factors;
  - 2 Psychologically Related Factors;
  - 3 Learning-Context Related Factors
2. Health-Related Factors.

According to Wilson (2015) socio-economic related factors are those social and economic induced factors that influence students or learners' inability to attend school and classes punctually. Poverty and low economic status of parent can make learners to unavoidably be late to schools, especially in a situation where the learners are far away from the school location and the parent cannot afford to provide transfer fare, as such the learner have to trek and cover long distance to reach school. The long hours spend by learners in trekking to school can make to come late. This phenomena of poverty and low economic status of parent is most obvious in rural area in the developing countries where learners were compelled by their parent hawk in the early hours of the day before going to school (Manu, 2016). Also, Peretomode (2001) opines that the habit of lateness could be from the family background, as it could be learned from family members. For instance, the person who sees the father always going late to work could also either learn the habit of going to school late. In addition, it could be due to lack of parental supervision, domestic violence, poverty, and differing attitudes toward education. Manu (2016) argues that parents who allowed their children to get involved in the excessive habit of watching

films, chatting, video game and home videos till late night, could result in waking up late, as could be deduced from the literal meaning of the saying ‘early to bed early to rise’. Breeze (2010) opines that socio-cultural factors is another viable influential factor that could influence the habit of lateness among learners, as different cultures have different standards concerning lateness. Punctuality is not really a serious matter in some cultures, most specifically in Africa and Asia, unlike how it is being perceived in western cultures and developed countries (Breeze et al., 2010). In a study conducted by Sultana & Rashid (2012) socio-economic factors associated with high mobility rates/transport fares, poverty, employed students, single-parent homes, parents who hold multiple jobs, and a lack of affordable transportation for their family members were identified as the influential factors that motivated lateness to schools among students/learners.

### **Physically Related Factors**

Environmental factors relating to geographical and ecological aspects, such as environmental pollution, water scarcity, weather conditions and the occurrence of natural and man-made disasters like storms, famine, flooding, war, and landslide were identified by Wilson (2015) as parts of the physically related factors that are responsible for students’ lateness to school. This is justified by the research findings of Breeze (2010) as it was revealed by the findings of the study that students who came from areas where there is excessive problem of water scarcity, students were compelled to travel far in search of water, thereby spending most of the school hours fetching water for domestic uses. This trend is commonly manifested in Nigeria, especially in rural areas where basic social amenities were scarce. Even in urban settlement, the same trend is manifested especially when tap water was not regularly supplied. Also, areas that were hit by natural disasters such as storms, hurricane, flood, excessive weather conditions, students were

compelled to arrive late (to school). In addition, areas that were characterised by the destructive consequences of war and famine students attend schools late. This is evidently seen in war torn areas/ countries like Rwanda, Afghanistan, Syria, Iraq, Congo (DR), Liberia, Sierra Leon and those North-Eastern States of Nigeria that were affected by the Boko Haram Insurgency. In those areas, students were deliberately late due to apprehensive psychological fear of possible attacks or ambush, so students wait till when it was obviously visible or until a strong male escort is attached to them (Kachalla, 2016).

### **Psychologically Related Factors**

The consequences associated with a behaviour help in determine whether or not that behaviour will be repeated. If the consequences are negative, the behaviour is less likely to reoccur. This applies to coming late to class. If instructors neglect to react to or penalize lateness, or do so inconsistently, the behaviour is likely to be continued, as such lateness can be seen as a form of behaviour formation that can be aided or control (Wilson, 2015). Also, academic stress or fatigue can cause lateness. For instance, students who were made to do multiple jobs or night shifts in addition to studying could be late in attending schools and classes. In addition, Wilson (2015) identifies emotional challenges as another influential factor to lateness. Several psychological and emotional conditions can undermine students' motivation to get to class on time. Indeed, a hallmark symptom of conditions such as depression which includes a decreased motivation to engage in normal daily activities. Similarly, prescription medications can interfere with motivation and may disrupt sleep patterns, which may indirectly affect students' ability to get to class in a timely manner (Kleinschmidt and Layne, 1999). In same vein, Natasha (2000) argues that in some cases, students come to class late to test the instructor or challenge his or her authority. For instance, if the instructor is timid or does not seem in command of the class or the

material. Some students may also seek to challenge the authority of particular categories of instructors, such as instructors who are young, female, minority, non-English speakers (in the case of native speakers' context). This challenge is manifested by students' deliberate lateness, as a means of challenging the authority of the teacher or school administrator who is timid, young and inexperienced. According to Kleinschmidt & Layne (1999) too much routine produces boredom and consequently resulted in students' lateness to school. Teachers can avoid routine by using some instructional methods during a class session and across a term. Parental attitude to education is another psychological factor that can lead to lateness, as parents who do not much value to education or have poor perception on education cannot support and encourage their children to be punctual in attending to school and classes and vice-versa.

### **Learning-Context Related Factors**

According to Wilson (2015) the school setting, location, as well as the structure of the school and classes can be a motivating source of students' lateness. A poor and nonconducive learning environment characterised by over-population, excessive heat due to lack of cross ventilation, dilapidated structures, lack of toilet facilities and classroom furniture, lack of playing ground, portable drinking water and learning facilities can precipitate the occurrence of habitual late coming among students. Coleman (2013) argues that a school environment which is characterised by teachers who arrive late to classes set a bad example for their students. When students see their instructors come to class late, they may think that it is entirely okay to be tardy/late.

### **Health-Related Factors**

Health problems and mental illness are factors that can cause students lateness to school. Students who are not healthy and those that are physically challenged, such as those with physical

retardation/physically disabled, as well as those with learning difficulties could be late to school due to the challenges facing them. Wilson (2015) explains that students who are lame or blind and are not adequately supported with the necessary facilities that can help them adopt and cope appropriately with their physically-bound challenges can become habitual late comers.

Apart the causes identified and discussed above. Other factors were identified by scholars and researchers; Rosenberg (2011) and Voyles (2014) identified the following additional factors that are capable of influencing lateness to school:

1. Peer group influence
2. Drug addiction
3. Hunger and Poverty
4. Failure to settle school fee (as school fees are mostly collected in the early hours of the school programme, defaulting student could be deliberately, so as to avoid being ask)
5. School administration
6. Teachers unattractive lessons
- 7 .Learners personal attitude and behaviour

The identified influential factors to lateness/tardiness have obviously indicated the following trends:

- a. That lateness is a form of behaviour formation. It is formed as a result of many influential factors that are either from the learner himself or from the social context in which he lives, as such it can be changed, removed and replaced if the learner is exposed to effective counselling.

- b. That the influential factors that cause lateness are from multiple sources: the individual, the school, the socio-economic status and family background, socio-cultural orientation, environmental factors, as well as health-related factors. This means that lateness is not caused by a single factor, as such any viable approach to solving the problem must be based on multi-dimensional perspective approach. This further indicates the necessity of having a deeper understanding of the sources that warrant one's inability to be punctual and employ apt approach that can effectively go a long way in solving the problem.

Apart from the above identified reasons, Educational Psychologists identified additional factors that are responsible for students' lateness to school. Kirkpatrick, Crosnoe and Elder (2001) argues that school tardiness/lateness and absenteeism tends to accelerate if the students are not committed to their school. The findings of the study conducted by Osterman (2000) justified that students negative attitude to learning was a responsible factor to students' lateness to school.

Social isolation or loneliness is another identified factor that motivated learners' lateness to school. This assertion is justified by Crosnoe's study (2001). The study surveyed approximately 500 students in 10 elementary and middle schools, half of them had good attendance with punctuality, while the other half were late-comers. Those with high attendance and punctual stated that they had many friends at school and felt a sense of social belonging there, while those with low attendance and were late-comers mentioned the opposite, stating that they had hardly any friends at school and therefore felt socially isolated.

According to Taras (2005) nutrition is a compelling cause of both tardiness/lateness and absenteeism. Studies on the relationship between diet and the defined research problem have directly identified nutrition as the source behind tardiness/lateness. Taras (2005) reports that malnutrition has an adverse effect on both cognitive functioning and energy levels. Students who

suffer either form of malnutrition generally tend towards high tardiness and absenteeism rates. The reason is that they don't have the energy to come to school on time. That means, that apart from the fact that they do not have the physical energy required to do their school work, they lost whatever motivation they have (Taras, 2005).

### **2.2.3 Impact of Lateness on Teaching/Learning Processes**

Lateness to school has multiple impact on the teaching and learning process, as well as personal development of learners. The impact transcends teaching and learning processes, but affect effective administration of school as a formal organisation. The following are some of the identified impact of lateness to school on the teaching and learning processes:

#### **Impact on Academic Performance**

Research findings on the negative consequences of lateness to school revealed that poor academic performance was one of the most detrimental impact. A study conducted by Sultana & Rashid (2012) revealed that students who were habitual late-comers performed poorly in their examination. It was indicated that 61.7% of students whose performance was significantly below average were those habitual late-comers. Similarly, Manu (2016) identifies poor academic performance as part of the resultant repercussive influence of late-coming on the habitual-late comers. Also, research findings of the studies conducted in different parts of the world: Europe; Fletcher (2000), Anderson (2013), Berny (2015): Asia; Xui (2012), Ramadhan (2014), Mahmoud (2016): Africa; Ibrahim (2014); Mous (2015) and Kwame (2015) have unanimously revealed that students who were habitual late-comers had performed poor in examination, as such they had low academic achievements. However, high achievers or those students with high academic performance were found to be those who were punctual and had regular attendance.

### **Impact on Intellectual Development**

Another identified impact of lateness to school is its impact on the intellectual development of late-comers. Rosenberg (2015) argues that students who came to school late are bound to lag behind in the level of understanding, as they missed some essential aspects of lessons and that has detrimental effect on their level of understanding, thus making them to have less or partial grasp of lesson. Also, Darby (2000) posits that habitual late-comers are bound to have partial understanding of lessons, as they meet them half way, rendering them to have total loss or incomplete attendance of important lessons. The effect of losing a whole lesson or catching up with it mid-way is that comprehensive understanding of the whole lesson is practically impossible. Fletcher (2000) identified that those students having poor grasp of lessons were mostly habitual late-comers. This was justified by the findings of his study in which 51.4% of students having partial and low grasp of lesson were habitual late-comers. In addition, similar findings were revealed in studies conducted by Berny (2015) and Mous (2015).

### **Disruption of Teaching and Learning**

Lateness to school and classes is an impediment to effective classroom control and orderliness. This is because whenever late-comers enter classes when teaching and learning processes were on-going, there is impeccable disruption and distraction, as the coming of late-comers to class during lessons, the attention of students, as well of teachers is distracted and affect the whole teaching and learning process. The learners focus and attention is carried away by the late-come. The problem is not limited to learner alone, but extended to the teacher, as teaching is a planned sequential process which is presented in cohesive logical procedures, as such the coming of late-comers to class during lesson, distract the teacher, making him to unconsciously skip important step or relevant information meant to make teaching explicit, concrete and comprehensible.

## **2.2.4 Strategies for Improving Attendance and Managing Lateness to School**

Rosenberg (2011) outlines various strategic measures that can be generally adopted to control lateness and encourage learners' punctuality to schools:

### **Class Structure and Content**

According to Rosenberg (2011) learning environment or context should structures in a way that they become conducive and foster the cohesive social ties between learners and teachers. With the existing of good interpersonal relationship among the learners and teachers, the learning environment becomes attractive and conducive, as such classes need to be structured to build positive relationships: student to student, teacher to student and student to teacher, increasing the desire of students to participate fully. Strategies that can be employed to achieve this include:

1. Structured learning which is explicit (expected outcomes, core and optional learning tasks, timelines and assessment techniques and criteria).
2. Collaborative learning opportunities including informed discussions.
3. Testing that is focussed on classroom learning to reward classroom presence.
4. Avoidance of laborious and non-productive use of class time (copying copious notes, lengthy lectures, repetitive tasks).
5. Application of relevant instructional materials that can employ the use of all the senses in creating a learning environment (video clips, guest speakers, model making, cross faculty tasks, idea sharing, group presentations).
6. Negotiated curricula, within structured learning frameworks or scaffolding.
7. Use of key resources (people) engaged in related occupations / activities – e.g. accessed via the internet. Contributions may include information, data, advice, assessment and encouragement.

8. Use in-class quizzes or assignments
9. Provision of scope for students to reflect upon and build from their own experiences.
10. Provision of ventilation and manageable size of students.

### **Provision of Attendance/ Punctuality Policies**

Rosenberg (2011) argues that effective provision of school policy on students' punctuality and attendance requirement would assist in handling the excessive problem of late coming. According to him, expectations regarding attendance should be clearly explained and communicated to students. The policies should be unambiguously presented in oral and written formats and follow through with established consequences, as students can quickly learn to ignore policies that are not enforced and staff can turn a blind eye to enforcing policies which require them to follow complex, drawn out procedures, the following strategies are provided as an effective guide:

1. Attendance and Punctuality policy should communicate the high value attach to student attendance by the school management and teachers.
2. Explicit requirement of attendance and punctuality that are expected for the student to obtain as part of the assessment process and grading of students, as well as its attraction of reward and punishment should be clearly explained to students.
3. Students should be given chance and opportunity to explain why they were late to school before they are penalized. This can enable the school management and teachers to identify the source of the problem, as well as the best approach applicable to handle the problem or curb reoccurrence.

4. Communicate to parents on the possible consequences for missed exams or late assignments, loss of certain school social engagement due to lateness.
5. Removal of the emotive / personal element in enforcing consequences (focus should be on the behaviour).
6. Fairness and equity need to be balanced against the need to consider exceptional circumstances.
7. Consider student panels or appeal processes.

### **Modelling of Desirable Behaviour**

Parents and teachers do serve as potential role models to learners, as such when parents and teachers keep appointment and become actively conscious in punctuality, learners may tend to emulate such good virtue of punctuality. Research findings (Jumare&Maina, 2015; Ezewu, 1982; Kleinschmidt& Layne, 1999) show that teachers arriving late to class greatly undermine the tone and expectations within school settings. Also, students emulate the unwanted behaviour of lateness from both teachers and parents, so if teachers and parents want their students to emulate the good or desirable behaviour of punctuality and other forms of socially accepted behaviours, parents and teachers should consciously exhibit socially accepted behaviours for learners to adopt and internalize such desirable unwanted behaviours.

### **Classroom Atmosphere**

Students are more willing to spend time in a conducive classis where they are comfortable and valued, as such the classroom environment should be made as comfortable as possible and make students responsible for maintaining the environment. Adequate furniture and ventilation should be provided. During the teaching and learning processes, teachers should strive to encourage

learners' active participation, make lesson explicit and attractive through the involvement of different senses of learning, as well as application of the different methods of learning as a means of satisfying the psychological differences of learning. Accordingly, the provision of conducive classroom atmosphere is an important factor of providing an effective strategy of handling lateness. Rosenberg (2011) identify seven associated strategies to ensure conducive classroom setting capable of curbing the problem of lateness among students:

1. Conducive classroom atmosphere is facilitated through teachers request for respect amongst students and model this behaviour by respecting them.
2. Running of co-operative activities to create cohesion (tree planting, after school picnic or hike, visit the zoo, sponsoring a child in need). Invite and act upon student suggestions.
3. Establishing peer to peer learning support (score points for helping – score points for being helped).
4. Create class time to discuss social issues and vices and their repercussions (bullying, drugs, sexual responsibility, health)
5. Listen to students – reflect the intensity of their feelings in your responses.
6. Application of the various methods of teaching and use of relevant appropriate instructional materials.
7. Provision of less crowded classroom settings.

A healthy school climate is the result of careful planning and organization, and an unwavering focus on achievement, self-esteem and physical and emotional well-being of students. No single

factor has a greater impact on student attendance than the climate and culture of a school. around the school on a regular basis monitoring the tone (Rosenberg, 2011).

### **Establishing or Reinforcing Effective Routines**

Schools which have clearly documented routines that are understood by all and rigidly followed are more likely to be successful in handling lateness. In particular, routines such as roll marking, roll updating, and follow up arrangements need to be clear to all involved in the processes within a school, and parent and student expectations must be clear. Give time to this in planning and in training staff. Every school's attendance manager if asked can provide data regarding compliance with attendance management procedures. Students should be given or assigned to do routine work at a regular interval. Such routine works and the time they are expected to be conducted needs to be given to students, as such the students routine can keep them busy and punctual (Rosenberg, 2011).

### **Involving Parents**

School authorities and teachers need to communicate frequently with parents about positive achievements and improvements and in ways which emphasise the responsibility and role of parents in partnership with the school. Ensure parents are welcomed into the school and can gain easy access to staff. It can be helpful to issue regular reminders to parents of school procedures for notifying the school of a pupil's absence and lateness. Some schools have installed a dedicated 'attendance' telephone line specifically for parents to inform the school of absences and cases of lateness and truancy. To overcome attendance and punctuality problems, it can be useful to have meetings with parents to discuss strategies in school and at home which encourage regular school attendance and punctuality and the production of an action plan for improving both attendance and punctuality.

### **Use Rewards and Incentives to Encourage Attendance and Punctuality**

Research has shown that rewards are far more effective than punishment in motivating learners' attendance and punctuality. Rewards and incentives increase the profile of attendance and punctuality. Letters to parents and special privileges are amongst many particularly effective ways of demonstrating praise for good or improved attendance and punctuality. A more formal reward system of credits, merits and prizes can be used to recognise and congratulate pupils for punctuality.

### **Positively Reintegrate Absentees**

When a pupil has been late or absent it is important to positively welcome them into the class on their return. By offering extended support and ensuring absent pupils have work adapted to help them catch up will help minimise problems on their return to school. Teachers and counsellors should endeavour to positively examine the sources of students' lateness and strive to address them in a positive way (Wilson, 2015).

### **Make Use of Attendance Checks**

The use of both scheduled and unscheduled checks can be used to monitor lateness. "Late gates" is one initiative that has been used in both primary and secondary schools. This involves both school staff and teachers standing at the school gate and taking the names of late arrivals. Letters are then sent home informing parents that their children have been stopped for being late. All parents are informed beforehand that the "Late gate" will be happening but are not given a specific date. This measure can be positive in reinforcing punctuality and discouraging lateness.

### **Incorporate Attendance into Transition Planning**

The transition between primary and secondary school represents a major change for most pupils and research findings show that many can experience a slowing down of their progress. It is

important for both primary and secondary school attendance policies to identify year six and seven pupils in particular need of support. Secondary schools and their feeder primary schools need to work together to put in place arrangements to make the transition as smooth as possible (Rosenberg, 2011).

The strategies of improving attendance and controlling school lateness as advocated by Rosenberg (2011) have clearly indicated that the task of controlling lateness is a collaborative effort involving school administrators, teachers, parents, school guidance and counselling officers and learners themselves. This is based on the perspective that lateness is influenced many precipitating factors that are constituted by variables from learners' psychological factors, school and classroom settings, methods of teachings and teachers-learner's relationship, as well as learners prevailing social relationship in the classroom. Rosenberg (2011) strategies have further indicated the essential needs of applying different measures and approaches in handling lateness. Thus, one-faceted approach is grossly inadequate in handling the problem of lateness in schools.

### **2.3 Counselling Approaches in Handling Lateness to School**

There are various approaches that are applicable in handling lateness to school. However, the application of any approach is to a large extent determined by the counsellors' perception of the concept of lateness (Kleinschmidt&Layne, 1999; Rosenberg, 2011 and Witson, 2015). In other words, scholars (Kleinschmidt&Layne, 1999; Rosenberg, 2011 and Witson, 2015) argue that the best applicable counselling approach in handling the problem of lateness among students is determined by the counsellors' perception of lateness. According to Kleinschmidt& Layne (1999) perceptions on the concepts of lateness to school is divided in to two. The classification is based on the two popular schools of thoughts divergent views and presupposition on the issue of

students' lateness to schools. The two distinctive opposing views and their associated approach are:

### **Lateness as a Social Maladjustment/Deviant Behaviour**

There are scholars (Montello, 2015; Gardner, 2013; Sotillo, 2012; Mundy, 2000; Darby, 2000; Callaghan, 1995; Howdah, 1995; Adebayo, 1994 and Zubeidat, 1990) who perceived lateness to school as a form of deviant behaviour. This means that students who are late comers are viewed by the advocates of this theory as deviants. The substance for this pessimistic perception is that deviant behaviour is any form of abnormal or exhibited behaviour which is not based on conventional standard accepted behaviour. According to them, lateness is not an accepted form of behaviour as it is not based on the conventionally specified scheduled timing of executing planned activities. Based on this, lateness is regarded as a deviant behaviour. Similarly, deviant behaviours are regarded as having disruptive effect on the social context. For instance, deviant behaviours are regarded as nuisance and disruptive as they constitute serious problem in a socially given context. Lateness has disruptive impact on the school setting as a formal institution. In view of this, all disruptive behaviours are deemed to be corrected, so as to avoid their repercussive impact on socially given context.

Counsellors who perceived lateness as a form of deviant behaviours are expected to employ and apply socially reformative measures of handling or controlling unwanted exhibited behaviour. This means that the need to apply counselling approach that is based on handling the socially unwanted behaviour is determined by the counsellors' pessimistic perception of lateness as a form of deviant behaviour. According to Muraskin (2005) and McCullough (2006) Correctional Counselling Approaches are the appropriate techniques most suitable in handling students' lateness to school, as lateness is regarded as a form of deviant behaviour. This means that the

task of changing learners unwanted behaviour of lateness to desired behaviour of punctuality is the main concern and primary preoccupation for those counsellors who viewed lateness on the perspective of deviant behaviour.

### **Lateness as Non-Deviant Form of Behaviour**

There are other scholars who (John, 1999; Darby, 2000; Nathaniel, 2005; Turner & Brook, 2015 and Coal, 2015) have optimistic perception on lateness, as according to them lateness is not a form deviant behaviour. According to the advocate of this theory, factors necessitating the occurrence of lateness are from multiple sources. Some are emanated from uncontrollable natural phenomena, while others are warranted by the circumstances of man-made activities, as such deep analytical understanding of the sources that warranted for the emergence of lateness should be the focus of concern, not by given punishment to students. Based on this perception, a counsellor is expected to engage in active analytical studies, so as to identify those underlying sources that cause lateness to school. By doing so, counsellors are expected to determine which is the best approach appropriately applicable in solving the problem of tardiness or lateness to school, as such this approach involve careful study or research on the causes of the problem. Unlike the approach that is based on the categorisation of lateness as deviant behaviour, this approach is time consuming and complex.

According to Darby (2000) the selection of any approach by counsellors to handle the problem of lateness to school is determined by counsellors' careful analytical studies on the causes or sources of learners' lateness to school. This means counsellors choice of any viable approach in solving the problem of lateness is determined to a large extent by the result of studies conducted by counsellors on learners precipitating factors that lead to lateness.

## **2.4 Counselling/Counsellors Roles in Controlling Lateness to School**

Counsellors have significant viable roles in handling the problem of lateness to school among students/learners. Their expected roles in handling the problems of lateness and other related or associated social behaviour problems are unique and exceptionally handle. This is based on the fact that counsellors are professional personnel capable of handling all aspects of deviant behaviour problems of learners. Turner & Brook, (2015) identify important roles of counselling services in handling lateness to school among learners.

### **Diagnosing the Root/Sources of the Problem**

One of the obvious and most important role of counsellor in handling all sorts of behaviour problems is the identification of the root or genesis of the behaviour problem. By doing so, the underlying problems or sources that warranted the emergence of the problem can be effectively understood, as such any measures that can be taken to overcome the problem can be effective, reliable and constructive. According to Coal (2015) the first realistic step taken by a counsellor in helping learners to overcome socially maladjusted behaviour is the accurate understanding of those factors that motivated the occurrence of the behaviour. It is further indicated that any step taken to address unwanted behaviour that does not take into consideration the leading precipitating factors, the step to address the problem cannot be effective, even if it is effective in the course of its initial implementation, it is temporary and re-occurrence of the problem unavoidable. According to Darby (2000) counselling approach to solving social deviant behaviour is uniquely effective based on its deeper analysis of those factors that warranted the emergence of the behaviour. This means that counselling approach to solving social deviant behaviour is based on the analysis of the root causes of the problem which enables the counsellor to have a clear visionary insight on the best adoptable approach to solve the problems. Some

problems cannot be handle by the counsellor alone, collaborative efforts and approaches are required, depending on the nature of the factors that cause the problem. Certain problems require the collaborative effort of parent, teachers, school administrator and other stake holders in education. However, any counselling approach to solving lateness to school which is not essentially base on the root analysis of the problem is not professionally handle, as such counselling approach to handling all socially related deviant behaviour problem is described as the most effective (John,1999).

Manu (2015) argues that the failure of schools employed approach to handle lateness among students in Nigerian schools was essentially determined by the application of non-counselling approach in handling the problem, as many schools: primary, Junior Secondary and Senior Secondary Schools were considerably lacking professional counsellors, as such Guidance and Counselling Services were lacking. This means that the failure of schools' administrators and teachers to handle lateness was mainly due to the handling of the problem by non-experts, as such school administrators and teachers resorted to excessive application of corporal punishment and fatigue in solving the problem.

### **Identification of Learners with Deviant Behaviour and Information Gathering**

With the collaborative support of teachers and school management, learners who are habitual late-comers are identified and referred to the school counsellor. It is therefore the duty of the school counsellor to conduct a careful study on the learners which is most based on interview with the learner, checking of essential relevant records and subsequent interviews with teachers. Identifying learners who are habitual late-comers and collection of necessary relevant information on the learners would provide basic information on the learners, as well as the provision of insight on whether the problem is from the learner or develop as a result of peer

group influence. Information gathered by counsellor would enable him to identify whether there is need to involve parent, community leaders, Parent Teachers Association, Community Welfare Officers, school administrators or other relevant stakeholders in education (Manu, 2015).

### **Application of Procedural Approaches**

Counselling approaches or steps to solving deviant behaviours are according to Rosenberg (2011) delivered in various steps, as counselling services are consciously and deliberately conducted in different steps to ensure effectiveness of the services. From analytical study of the underlined problems of deviant behaviour, counsellors employ other steps such as meeting with the other stakeholders and the final stage of the application of the approach selected to solve the problem, as well as the follow-up step where necessary. As counsellors are professional and duty-bound to do their work on the ethical basis of the profession, as such there are steps designated in the course of helping those with deviant behaviour.

### **Modelling /Behaviour Change Role**

Another important role of School Counselling Service in handling lateness to school is according to Desmond (2012) correctional or modellingcounselling which is based on helping person with the deviant behaviour of late-coming discard the unwanted behaviour and replaced it with new desirable behaviour of punctuality. It is thus, the role of the school counselling to make the learners who are habitual late-comers to change that unwanted behaviour of lateness to new desirable behaviour. This process is in sharp contrast with the non-counselling approach where coercive means of corporal punishment is employed to compel the late-comers change which impact renders them frustrated, aggressive, violent and recalcitrant (Manu, 2015). However, the counselling-based approach to handling the problem is based on processes which culminates into

selective approach that can simultaneously help those involve to considerably change and substitute the deviant behaviour with desirable behaviour.

Based on what has so far been discussed, scholars outlined various roles the School Counselling Service or the School Counsellor can perform in handling the problem of lateness to school among students. The roles are accordingly most assured, effective and their efficacy most reliable. This is because the counselling-base approaches are professionally and conventionally-guided, as they are handled by a professional counsellor who employs step-by-step analytical procedures in solving the problem. First, there is careful and systematic study on the basis of the sources responsible for the problem. Second, there is careful selection of the most appropriate approach to solving the problem. Third, learners with the deviant behaviours are identified, interviewed and gathered relevant data essential for the selection of appropriate behaviourmodelling approach and finally, there is a cumulative role of strategies for helping learner change from the unwanted behaviour to desirable behaviour. It is indicated by scholars and researchers that failures on the parts of schools to handle the continuous habit of coming to school late is influenced by the application of non-counselling approaches, which are seen as less effective and monotonous.

## **2.5 Theoretical Framework of the Study**

Operant conditioning, a principle of Behavioural Therapy Theory was the adopted theoretical framework of this study. It is a theory that primarily focuses on human behaviour and attempts to eradicate unwanted or maladaptive behaviour through the systematic application of different psychological approaches. It is used for those with behavioural problems or mental health conditions that involve unwanted behaviour. Examples of this include addictions, anxiety, phobias and obsessive-compulsive disorder (OCD). In the school or learning context, it includes

aggressive behaviour, anti-social behaviour, lateness to school, excessive noise making habits in the classroom, drug addiction, truancy, bullying and all sorts of unwanted behaviour exhibited by students that is capable of disrupting the teaching and learning process. The main theoretical assumption of the theory is that behaviour is learned and can therefore be unlearned through therapy, as such the theoretical approach to solving unwanted behaviour problem is based on the studies of thoughts and feelings that lead to the behaviour or its occurrence. Operant conditioning primarily focuses on human behaviour and attempts to eradicate unwanted or maladaptive behaviour through the systematic application of different psychological approaches. It focuses on changes in an individual's observable behaviours.

#### **SHAPING:**

Shaping is an approach used by B.F Skinner in operant conditioning. It is a gradual behavior modification technique in which successive approximations to the desired behavior is rewarded. Instead of waiting for a subject to exhibit a desired behavior, any behavior leading to the target behavior is rewarded. Shaping was first used with pigeons and extended to dogs, dolphins and humans. Shaping is considered an essential process in teaching because behavior cannot be rewarded unless it first occurs. Shaping is intended to lead children in the direction of appropriate complex behavior, and then reward them as they complete each successive step. First, a teacher needs to identify the student's strengths and weaknesses around a specific skill, and then break the skill into a series of steps that lead a child toward that target. If the targeted skill is being able to write with a pencil, a child might have difficulty holding a pencil. An appropriate assistive step-wise strategy might start with the teacher placing his or her hand over the child's hand, demonstrating to the child the correct pencil grasp. Once the child achieves this step, they are rewarded and the next step is undertaken.

### **Steps Involved in Shaping:**

1. Identify the desired or target behavior.
2. Identify the student's present level of performance in displaying the desired behavior.
3. List the steps that will eventually take the student from his/her present level of performance to the final desired behavior.
4. Tell the student that s/he must accomplish step 1 to receive the reward.
5. Once the student has mastered a specified behavior, require that s/he demonstrate the next stage of behavior in order to receive a reward.

Based on what has so far been obviously indicated, the Behavioural Therapy Theory is based on addressing behaviour problems with specific focus on how unwanted behaviour can be changed with desirable behaviour. As lateness to school is regarded by many scholars (Montello, 2015; Gardner, 2013; Sotillo, 2012; Mundy, 2000; Darby, 2000; Callaghan, 1995; Howdah, 1995; Adebayo, 1994 and Zubeidat, 1990) as unwanted behaviour which disrupts the school administration, academic programmes, discipline and school scheduling. In addition, the theory has multi-dimensional approaches and methods employable to help in curbing lateness to school.

### **2.6 Review of Empirical Studies**

Studies on learners' lateness to school abound. Some of the studies are having convergent features, while others have significant divergent features. The previous conducted studies are reviewed; their convergent and divergent features in relation to the present study are explained. In addition, the manifested gaps of the previous studies and how the present study tends to complement the observable gaps are explained.

Nasa(2017) studied Application of a Shaping Technique to increase On-Task Behavior Duration in Children with Attention Deficit Hyperactivity Disorder(ADHD).It was conducted on an 11

year old boy who met the diagnostic criteria of ADHD combined with specific learning disorder. Single case design was used and four data collection instruments were used: an ABC observation sheet a Reinforcement Inventory, a Behavior Observation Sheet and an Intervention Implementation Sheet. The results indicated that the application of a shaping can increase on-task behavior duration in children with ADHD. This is because during intervention, the participant showed an increase in duration of on-task behavior when faced with a task of reading stories. The study is related to the current study as both used a theoretical approach: shaping counselling technique to solve a behaviour problem.

Diedrich(2010) conducted a study on Motivating Students using Positive Reinforcement. The participants comprised of 13 students who were classified as having special needs and individualized educational plans; and one special education teacher in a middle- class suburban middle school located outside Binghamton, New York. Data for pretest and posttest was collected for 3 consecutive days through observation technique. Findings indicate that behavior management plans utilizing positive reinforcement can be an essential component of effective teaching by allowing educators the ability to highlight, emphasize and increase desired behaviors. This study is similar to the present study in the sense that both used positive reinforcement to modify behavior. Another similarity is that both studies were conducted on students in their respective schools.

Gholmali, Sayyed and Ali(2008) studied the Effects of Behavioral Therapy Techniques Through Operant Conditioning and Observational Learning on Children's' Aggression. The study was conducted on 4,5 and 6 year olds and their Quasi experimental design in form of pretest posttest was used. Data was collected using a questionnaire developed by Vahedi, Father-Azar, Hosseini Nasal and Moghadam (2008). Multivariate analysis of covariance, 1-way Analysis of Co-

variance and Benferroni tests were used to analyze the data. Results indicated that teaching operant conditioning and observational learning techniques to the mothers reduced their children's' overall aggression along with its components. This study recommended the use of these techniques in clinical interventions to teach the family how to control their children's' aggression. The study relates to the previous study in terms of research design and theoretical approach used to tackle behavior problem.

Okafor(2016) studied the effect of shaping techniques in handling lateness among secondary school students in Udi Local Government area of Enugu State, Nigeria. Quasi-experimental design was used and (265) latecomers were the population from which (90) samples were drawn. An observation guide designed by the researcher was used for data collection. Results showed among others that shaping technique is effective in reducing both the number of days of lateness to school and the magnitude of lateness of the latecomers. Based on the findings, it was recommended that shaping should be applied on parents during PTA meetings to enable those parents responsible for their wards being late to school to rethink and come to the aid of their wards. It was also recommended that physical punishment should be abolished to give room for more meaningful and purposeful psychological therapies. The study relates to the present study in terms of using theoretical approach that is, shaping counselling technique in handling lateness among secondary school students.

Fletcher(2000) studies the effect of tardiness on the academic performance of primary school pupils in Denserk, Slovakia. The primary objective of the study was to examine the impact of lateness on pupils' academic achievement. Quasi-Experimental Design was employed in the study and data for the study was collected via the post and pre-test analysis from 200 primary school pupils drawn from the Purposive Sampling Technique. T-test analysis was used in the

analysis of the collected data. Findings of the study revealed that lateness had significant negative impact on the academic performance of the primary school students. The study relates to the present study as both are focused on the variable of lateness and used purposive sampling to draw samples from the population.

Sultana & Rashid (2012) conducted their study on time management and punctuality issues among students at secondary school, in Kedah, Peral, Malaysia. The primary objective of the study is to examine time management and punctuality issues among students at the secondary school in Malaysia which the researchers identified as critical issues that draw the attention of many researchers as appropriate time management is essential to success for students at school. Descriptive Design was employed in the study. Random Sampling Technique was used in the selection of Sample from the target population of 2,600. Questionnaire instrument was used in the collection of data from the selected sample of the study. Descriptive Analysis of Simple Percentage was used in the analysis of the collected data from the randomly selected sample of the study. Findings of the study revealed that students' lateness was caused by peer group influence, inability to get bus, as well as teacher's lateness. The study relates to the present study, as both were mainly focused on lateness. However, they are different in certain areas: the previous study was primarily on identifying those factors responsible for students' lateness to school, while the focus of the present study was on handling lateness via the application of counselling-based approaches. The previous study was conducted in among the Senior Secondary School in Kedah, Peral, Malaysia (Asia), while the present study was conducted among the Junior Secondary School Students in Kano Municipal Local Government Area, Kano State, Nigeria (Africa). The obviously manifested gaps in the study it's focus on the

identification of influential factors to lateness among the Secondary School Students without reference to measures for solving the problem.

Anyemene, Chinyelu and Catherine (2017) studied the effects of cognitive restructuring technique on lateness among secondary school students in Gombe State. Quasi-experimental design was used. Data for the study was collected for pre-test and post-test using an observation guide adopted by the researchers for 165 latecomers drawn from two schools ANOVA was used to test the hypothesis. Findings show that cognitive restructuring was effective in modifying lateness behaviour and reducing the magnitude of lateness among secondary school students. This study is similar to the present study in terms of their focus on using a theoretical approach in handling lateness behaviour among secondary school students.

Maile and Olowoyo(2017) studied the causes of late coming among high school students in Soshanguve, Pretoria South Africa. A qualitative approach was used for data collection for students in selected secondary schools of Soshanguv. The findings reveal that late coming among learners in the selected schools happens every day for varying reasons. The study recommends that parents need to monitor their children sleep and wake up time as insufficient sleep at night does not only cause lateness but also make learners to lose focus during the day.

Oghuvbu (2008) studied absenteeism and lateness among secondary school students in Nigeria, profiling causes and solutions. Descriptive research design was used and a (30) items questionnaire was used to collect data from the 36 states in Nigeria. ANOVA and correlation coefficient was used in the analysis of the research questions and hypothesis. Findings of the study reveal that going late to bed, engagement in domestic activities in the morning, distance to school among others cause lateness. The study recommends corporal punishment for students involved and provision of more boarding schools. It also urged the ministry of education officials

and parents to supervise teachers to find possible solutions to problems of absenteeism and lateness in secondary schools of Nigeria. The study is related to the current study as both are concerned with lateness to school.

## **2.7 Summary and Uniqueness of the Study**

The concept of lateness is defined as a disruptive social behaviour manifested by learners and teachers alike by means of arrival in school after the arranged scheduled programmes. Timing is the main measurable device of lateness as the lateness is measured by means of arriving after the scheduled programmes begin. Many factors are responsible for students' lateness, they include: socio-economic factors, physically related factors, learning and health related factors, Strategies for managing lateness to school as outlined by Rosenberg (2011) include; provision of conducive atmosphere, involving parents, use of attendance checks and use of rewards and incentives to encourage attendance and punctuality.

Counsellors' role in controlling lateness to school involves diagnosing the root cause of the problem, identifying learners/students with deviant behaviour and gathering information, applying a counselling approach and modelling\behaviour change role. As lateness is a behaviour problem, Behaviour therapy theory is the adopted theory. Shaping counselling technique a form of Operant conditioning therapy will be used. It involves reinforcing behaviours that are closer to the target behaviour also known as successive approximations.

Previous studies were concisely reviewed with specific reference to their obviously manifested gaps as well as their convergent and divergent features with the present study.

In a study by Okafor(2016) who studied the effect of shaping techniques in handling lateness among secondary school students in Udi Local Government area of Enugu State, Nigeria, findings show that shaping technique is effective in reducing the number of days of lateness

among secondary school students as well as the magnitude of lateness. However while the previous study was conducted on SS2 students in Enugu State, the present study was conducted on JSS1 students in Kano State. The current study also used pre-test post test while the previous study used control group and experimental group.

In another study by Fletcher(2000), who studied the effect of tardiness on the academic performance of primary school pupils in Denserk, Slovakia, findings revealed that lateness had significant negative impact on the academic performance of the primary school students. The current study differs significantly from the previous study as the focus of the previous study was on the impact of lateness; while the current study focuses on measures to reduce lateness. The previous study was conducted in Denserk, Slovakia in Europe while the current study was conducted in Kano State, Nigeria in Africa.

Anyemene, Chinyelu and Catherine(2017) studied the effects of cognitive restructuring techniques on lateness among secondary school students in Gombe State. The previous study differs from the previous study in the sense that the previous study used cognitive restructuring while the current study used shaping technique. The previous study was conducted in Gombe State while the current study was conducted in Kano State a densely populated State.

In another study, Oghuvbu (2008) studied absenteeism and lateness among secondary school students in Nigeria, profiling causes and solutions. Findings of the study reveal that going late to bed, engagement in domestic activities in the morning, distance to school among others cause lateness. The previous study used descriptive research design to discover the causes of lateness and suggested solutions. The present study however adopted quasi-experimental design and taking into consideration the various causes of lateness, applied a theoretical approach to reduce lateness.

In another study, Amatu (2017) studied Application of a Shaping Technique to increase On-Task Behavior Duration in Children with Attention Deficit Hyperactivity Disorder(ADHD). Findings revealed that shaping was effective in increasing on-task behaviour among children with ADHD. The previous study though similar to the current one in terms of using shaping technique differs from it in terms of the behavior problem. The previous study was on Attention Deficit Hyperactivity Disorder(ADHD) while the current study is on lateness to school. The current study was conducted in Kano State of Nigeria while the previous study was conducted in Malaysia.

The present study is unique in the sense that the study of effect of shaping techniques in handling lateness among junior secondary school students in Kano Municipal Local Government area of Kano State was conducted in Kano state of Nigeria as opposed to the previous studies which were conducted in other states in Nigeria and other countries of the world.

The present study focused on the counselling based multidimensional approach in handling lateness while some of the previous studies focus on traditional approach, effects of lateness to school and influential factors to students' lateness.

Some of the previous studies conducted used descriptive research design, ex-post facto design, survey design and case study. The present study however used quasi experimental design. The population studied in previous studies was university students, senior secondary school students and primary school students. The present study was on junior secondary school students (JSS 1).

The previous studies used large sample size drawn from a number of schools. For example, Oghuvbu (2008) studied absenteeism used samples from all states of Nigeria. Fletcher (2000) used 200 samples using purposive sampling. The present study used a sample of about (60)

latecomers. Previous studies used Chi-square and ANOVA and simple percentage in their data analysis while the present study used t-tests.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the general methodology that was used for the study. It discusses the research design, the population, as well as the sample size and the sampling technique. It also highlights the data collection instrument, the procedures to use in the data analysis. In addition to this, the processes used to establish the validity and reliability of the instrument of the study is explained in the chapter.

#### **3.2 Research Design**

Quasi-experimental design in form of pre-test and posttest was used for this study. The design involves the testing of the casual consequences of a long-lasting treatment outside the context of the laboratory. It is a research that resembles experimental research but is not true experimental research. Although the independent variable is manipulated, participants are not randomly assigned to conditions or orders of conditions (Cook & Campbell, 1979). In this study the researcher critically observes a change in behaviour after administering shaping counselling technique on the sample of the population.

The reason for the research design is the fact that Quasi-experimental design is regarded as the strongest research design when a true experimental design is not possible. It encompass a broad range of nonrandomized intervention studies and enables the researcher to compare in this case late coming behaviour before and after applying shaping counselling techniques as random assignment is often unethical or impossible to do when conducting research in educational settings.

### 3.3 Population and Sample

#### 3.3.1 Population of the Study

The population of this study consisted of all JSS1 public secondary school students who exhibit the symptoms of lateness and regularly reported as latecomers in Kano Municipal Zonal Education Directorate. From the above population four schools were randomly selected to form the population of this study. The four schools that constitute the population were 2 male and 2 female public junior secondary schools within Kano Municipal Zonal Education Directorate, Kano State. The age of these students ranges from 12-15 years and are all muslims.

**Table 1 Summary of the Population by Schools**

S/N	Name of School	Gender	Local Government Area	Total No. of Registered JSS1 Students	Identified
1	GJSS SABUWAR KOFA	MALE	Municipal	800	130
2	GJSS DAURAWA	MALE	Tarauni	80	11
3.	GGJSS MARYAM ALOMA	FEMALE	Municipal	230	29
4	GGJSS SALLARI	FEMALE	Tarauni	100	24
	<b>Total</b>			<b>1210</b>	<b>194</b>

*Source:* Examination Office of the Respective Schools

#### 3.3.2 Sample Size

Total of (60) JSS1 students who exhibit the symptoms of lateness were selected from four schools to form the sample size using researcher assistant and proneness to lateness checklist. However the use of (60) as sample size was determined by the style of the research (Cohen, Manion and Morrison 2002).

**Table 2: Sample Distribution**

S/N	SCHOOL	Habitual Latecomers	Sample Size
1	GGJSS SABUWAR KOFA	130	19
2	GGJSS DAURAWA	11	11
3	GGJSS MARYAM ALOMA	29	17
4	GGJSS SALLARI	24	13
	<b>TOTAL</b>	<b>194</b>	<b>60</b>

**Source;** - Field Work (2019)

### **3.3.3 Sampling Techniques**

Purposive sampling technique was used in selecting the sample of this study. It is a non-probability sampling technique where "members of a sample are chosen with a purpose to represent a location or type in relation to criterion" (Ritchie, 2003). Elements are chosen by the judgment of the researcher. This technique was chosen because it provided the researcher with the ability to critically define the parameters of the population that was studied at an early stage. Purposive sampling provided the researcher the justification to regeneration from the sample whether analytical, logical or theoretical in nature. It also provided a wide range of non-probability sampling techniques for which the researcher to draw.

### **3.4 Data Collection Instrumentation**

The data collection instrument for this research was developed by the researcher, titled Proneness to Lateness Checklist (PLC). The items of the instrument contain statements that comprise the likelihood of lateness among students. The instrument contained 20 items that measured lateness among students, based on four liker scale Never=0, Sometimes =1, Often =2, Always =3. The instrument is divided into two sections, A & B. Section A contained students' information while section B contained 20 items of lateness scale. The researcher also used a teacher nomination

where by form teachers and teachers with first periods were asked to give the names of regular latecomers. This was done before administering Proneness to Lateness Checklist.

### **3.4.1 Scoring Procedure**

The scoring was done by the researcher based on four Likert scale. The respondents answered the questions on the items that determine their proneness to lateness before and after treatment. All responses of the subjects were summed up by the researcher to yield the total score. The total scores ranges from 15-60 while the cut of mark is 30. A higher level of lateness behaviour among school students are those who scored 30 and above. As such they were considered as the research population used in the study.

### **3.5 Validation of the Instrument**

#### **3.5.1 Validity of the Instrument**

Face and content validity of the instrument was determined by the research supervisor and other experts in field of Guidance and Counselling in the Department of Education, Bayero University Kano. The suggestions from these experts were considered which made the instrument valid.

#### **3.5.2 Reliability of the Instrument**

The reliability of the instrument was established by the researcher using pilot test in Schools that were not included in the study to satisfy its reliability. The researcher administered the instrument to the students by test-retest technique with an interval of two weeks in order to establish the reliability of the instrument, data collected was analysed. The instrument has reliability index of (0.59) based on Cronbach's Alpha Statistic.

### **3.6 Procedures for Data Collection**

Data for the study was collected through definite procedures; first, a Letter of Introduction was collected from the Department of Education Bayero University, Kano for onward presentation to the various sampled school authorities, seeking for permission from the Principals of the sampled

schools where the study was conducted. A pre-treatment was administered to the participants in the study during the first week, before the commencement of the treatment. Data was collected from the pre-treatment on the students' lateness. In addition, the second data was collected after the treatment in which the participants were treated with shaping counselling technique in dealing with the lateness. The result was assessed, so as to determine the effectiveness of the treatment in handling lateness behaviour among Junior Secondary School Students in Kano Municipal Zonal Education Directorate Kano state, or otherwise.

### **3.6.1 Pretreatment Phase**

The duration of the treatment is six weeks. In the first week the researcher went to the schools and after introduction met the students. The researcher discussed about Guidance and Counselling is all about lateness and its effect on the school, parents and the students. The researcher also worked on establishing rapport with the students. This was carried out in the first week. The researcher administered the checklist to the students to identify habitual latecomers among students conducted interview with them to find what factors necessitated their lateness to school. This means that data generated during the pre-treatment stage was observatory, and kept it for future use.

### **3.6.2 Treatment Phase**

The researcher used a teacher nomination scale together information before administering the checklist to the students to identify habitual latecomers among students. The researcher conducted interview with them to find what factors necessitated their lateness to school. This means that data generated during the pre-treatment stage was observatory, and keep it for future use. This stage involved an interaction between the researcher and the identified latecomers from

the sample schools. The researcher analyzed different reasons given by the students for their lateness and came up with solutions. The researcher used Shaping Counselling Technique on sample latecomers from the identified students, the treatment lasted for about 20-30 minutes in all sessions and it was conducted twice in a week (Mondays and Thursdays) for period of six weeks.

### **3.6.3 Post Treatment Phase**

In this stage the researcher administered the instrument to the students again with the same procedure used in pre-test, to re-test the sample. Pre-test and post-test results were analysed and compared for differences. The extents of the difference in the behaviour mean scores determined the significant effect of Shaping Counselling technique on the treatment giving during the period of intervention.

### **3.7 Procedures for Data Analyses**

Two methods of data analysis were employed in analysing the data obtained for the study via the pre-test and post-test treatment. Descriptive statistics, in terms of simple percentage, was employed to answer the research question of the study. On the other hand, Inferential Statistical Test was employed to test the research hypotheses. Hypotheses one was tested using Paired Sample T-Test and hypothesis two was tested using independent sample T-Test. Hypothesis three was tested using Analysis of Variance (ANOVA).

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

#### 4.1 Introduction

This chapter presents the results of the study and discussions from the findings. The main objectives of this study was to evaluate the effect of shaping counselling technique on lateness behaviour among Junior secondary school students in Kano Municipal zonal education directorate of Kano state. The data collected was analysed using descriptive statistics and inferential statistics. All the research questions were answered using descriptive statistics (mean and standard deviation). Paired sample t-test was used for answering first hypothesis; t-test for independent was also used for second hypothesis and analysis of variance for third hypothesis.

#### 4.2 Summary of Data

A total of Sixty (60) regular latecomers were sampled ;(30) male and (30) female Junior Secondary School Students.

Below are summary of data:

**Table 3: Distributions of Respondents by Groups**

<b>Groups</b>	<b>Frequency (F)</b>	<b>Percentages (%)</b>
Pre-test	60	50%
Post-test	60	50%
		<b>100%</b>

**Source;** - Field work (2019)

**Table 4: Distributions of Respondents by Gender**

<b>Gender</b>	<b>Frequency (F)</b>	<b>Percentages (%)</b>
Males	30	50%
Females	30	50%
<b>Total</b>	<b>60</b>	<b>100%</b>

Table 4.2 above shows the students distribution according to gender. 30 male students represent 50% of the population and 30 female students represent 50% of the population.

**Table 5: Distributions of Respondents by Schools**

<b>Schools</b>	<b>Frequency (F)</b>	<b>Percentages (%)</b>
GJSS SabuwarKofa	19	31.67%
GJSS Daurawa	11	18.33%
GGJSS Maryam AlomaMukhtar	17	28.33%
GGJSS Sallari	13	21.67%
<b>Total</b>	<b>60</b>	<b>100%</b>

Table 4.3 above showed the students' distribution according to their schools. A total of 19 of the students representing 31.67% of the sample were from Government Junior Secondary School SabuwarKofa, 11 students representing 18.33% were from Government Junior Secondary School Daurawa, while 17 or 28.33% of the total sample were from Government Girls Junior Secondary School Maryam AloamaMukhtar and the rest of 13 students representing 21.67% were from Government Girls Junior Secondary School Sallari. This brings the total to 60 students used for this study.

**Table 6: Distributions of Respondents by Parental Educational Background**

<b>Parental Educational Background</b>	<b>Frequency (F)</b>	<b>Percentages (%)</b>
Primary Education	13	21.67%
Secondary Education	31	51.67%
Post-Secondary Education	16	26.66%
<b>Total</b>	<b>60</b>	<b>100%</b>

Table 4.4 shows that most fathers of the respondent students' of this study had Secondary Education. They represent 51.67 percent of the total respondents. Those whose parents had Primary Education were 13 representing 21.67% while those whose parents had Post-Secondary Education were 16 representing 26.66% of the total respondents.

### **4. 3 Data Analysis**

#### **4.3.1 Answering the Research Question**

The prevalence of lateness behaviour among Junior Secondary Schools Students in Municipal Zonal Education Directorate, Kano State, Nigeria.

**Table 7: Prevalence of Lateness**

<b>Level</b>	<b>Frequency</b>	<b>Percent</b>
HIGH	194	67%
LOW	97	33%
<b>Total</b>	<b>291</b>	<b>100.%</b>

Table 4.5 above showed the level of Lateness behaviour among junior secondary school students in Municipal Zonal Education Directorate, Kano State. It shows that out of the total number of 291 junior secondary school students 194 (67%) were identified with Lateness behaviour. Therefore, the above analysis revealed that, the level of Lateness behavior among junior secondary school students in Municipal Zonal Education Directorate, Kano State was high at 67%.

### 4.3.2. Hypotheses Testing

To analyse the data, the three (3) null hypotheses formulated for the study were tested subsequently. The data of the research were drawn from the scores of the Proneness to Lateness Scale (PLS) obtained from the Students of the four (4) selected schools. Therefore, the data were analysed using Paired sample t-test statistics for testing hypothesis I and independent sample t-test for testing hypothesis II while hypothesis III was tested using Analysis of Variance (ANOVA) at 0.05 level of significance.

**Hypothesis One:** There is no significant effect of shaping counselling technique on lateness among Junior Secondary School students in Kano Municipal Education Directorate.

To test the stated research hypotheses above, data were collected from the randomly selected 60 students in four selected schools in Kano Municipal Education Zone, via the validated instrument (Proneness to Lateness Scale, PLS), and the result is presented in Table 9 below:

**Table 8: Paired Sample t-test pre-test and post-test scores.**

Variables	N	Mean	Std. dev	Std. Err	Df	t-Cal	P-Value
SCT Pre-test Scores	60	25.75	5.662	0.731			
SCT Post-test Scores	60	13.87	4.703	0.607	59	13.414	0.311

*\*Significant at P = 0.05*

Table 4.6 above revealed that the mean scores of students before the treatment (pre-test scores) stood at 25.75 and the standard deviation of 5.662, while the mean scores after the treatment (post-test scores) stood at 13.87, with the standard deviation of 4.703. The table also indicated the t-calculated value of 13.414 and the p-value of 0.311 ( $P < 0.005$ ). This means the t-calculated value 13.414 is greater than the p-value 0.311 at the chosen level of significance i.e. 0.05. Therefore, the null hypothesis one which states that there is no significant effect of shaping counselling technique on lateness among Junior Secondary School students in Kano Municipal

Education Zone is hereby rejected. And it can be concluded that there is significant effect of shaping counselling technique (SCT) on lateness among JSS students from their pre-test and post-test scores.

**Hypothesis Two:** There is no significant difference in the post test mean scores on lateness between male and female Junior Secondary School students in Municipal Zonal Education Directorate.

**Table 9:Independent t-test statistics on the effect of Shaping Counselling Technique (SCT) on lateness among male and female Junior Secondary School students from their post-test scores.**

Variables	Gender	N	Mean	Std. Dev	Std. Err	Df	t-Cal	P-Value
Post-test Scores	Male	30	13.83	4.018	0.734	58	-0.109	0.500
	Female	30	13.97	5.346	0.976			

*\*Not Significant at P = 0.05*

From the result in table 4.7 above, it is observed that in the experimental (treatment) group, the t-calculated value of -0.109 is obtained and the p-value observed is 0.500 at the degree of freedom of 58. The t-calculated value of -0.109 is less than the p-value of 0.500 at alpha value of 0.05 level of significance. This shows that there is no significant difference. A no significant difference implies accepting of null hypothesis. Accordingly, null hypothesis two which stated that there is no significant difference in the effect of shaping counselling technique on lateness between male and female Junior Secondary School students is retained (accepted). Therefore, it can be concluded that there is no gender difference in the effects of shaping counselling technique on lateness to schools between male and female students in Junior Secondary School level.

**Hypothesis Three:** There is no significant difference in the posttest mean scores on lateness among Junior Secondary School students in Kano Municipal Zonal Education Directorate, Kano State based on their Parental Education Background.

To test the stated research hypothesis above, data were collected from the randomly selected 60 students in four selected schools in Kano Municipal Education Zone, via the validated instrument (Proneness to Lateness Checklist PLC), and the result is presented in Table 4.10 below:

**Table 10: Analysis of Variance (ANOVA) on lateness among Junior Secondary School students in Kano Municipal Zonal Education Directorate, Kano State based on their Parental Education Background (PEB)**

Sources of Variance	Sum of Square (SS)	DF	Mean Square (MS)	F <sub>Cal</sub>	P Value
Between Groups Variance	8.863	13	4.431		
Within Groups Variance	1288.537	46	22.606	0.739	0.716
<b>Total</b>	<b>1297.400</b>	<b>59</b>			

\* *Not Significant at P = 0.05*

The table 4.8 above indicated that the F-calculated value of 0.739 is greater than the P-value of 0.716 at 0.05 level of significance (i.e,  $0.739 \leq 0.716$ ). Since this is the case, hypothesis three is hereby rejected. This implies that students' parental educational background (PEB) has significant effects on lateness to schools.

#### 4.5 Summary of Findings

The followings were the findings of the study;

- 1 There is high prevalence of lateness behavior among junior secondary schools in Kano Municipal Zonal Education Directorate.
- 2 There is a significant effect of shaping counselling technique on lateness among Junior Secondary Schools students from the pre-test and post-test mean scores (t-cal =

13.414 and  $P = 0.311$ ). This implies that shaping counselling technique (SCT) is effective in reducing the prevalence of lateness to school among JSS students.

- 3 There is no significant difference in the post test mean scores on lateness among male and female Junior secondary school students(i.e,  $t = 0.109 \geq p = 0.500$ ). This implies that there is no significant difference between male and female students exposed to the treatment technique (SCT) on lateness from their posttest scores.
- 4 It was revealed that a significant difference exists in the post test mean scores on lateness among Junior Secondary School students in Kano Municipal Zonal Education Directorate, Kano State based on their Parental Education Background. By implication students' parental educational background (PEB) has significant effects on lateness to schools.

#### **4.6 Discussions**

The main objective of this study was to examine the effects of shaping counselling technique (SCT) on lateness among junior secondary school students in Municipal Education Zone, Kano state. Findings from the data analysed in this study showed that shaping counselling technique is effective in handling lateness to schools among junior secondary school students. Specifically, the findings indicated that after treatment, there was a reduction in student lateness to school. Some students from Maryam Aloma who arrive at school after 8:00 am started coming before 7:40 am. Another chronic latecomer from GJSS Tarauni who comes to school after 9:00 am started coming to school by 8:00am. Therefore, the findings from this study in respect of the hypothesis one ( $H_{01}$ ) agreed with findings of Okoli (2002) who pointed out that shaping technique could be used effectively in handling lateness among secondary school students. In addition, the present finding is in line with that of Onyia (2010) who revealed that shaping

technique was effective in reducing the number of days of lateness of perpetual latecomers. She added that before the treatment, 30 students were found to be late for 20 consecutive days. But after the treatment, one of them came late for 15 days, 5 came late for 14 days, 6 came late for 15 days, 2 came late for 16 days while 5 of them came late for 17 days. The present findings also is in consonance with findings of Okafor (2016) who reported that shaping technique is effective in reducing both the number of days of lateness to school and the magnitude of lateness of the latecomers.

Analysis from hypothesis two on the effect of shaping counselling technique on gender indicated that no significant difference exists among male and female students that went through the treatment technique (SCT) on lateness from their post-test scores. Therefore, the findings from this present work is correspond with earlier findings of Ahmed (2016) who found that there is no significant differences in reduction of school phobia between male and female students exposed to cognitive restructuring counselling technique (CRT). This is an indication that the CRT is effective in the reduction of school phobia among male and female students. It also in line with findings of Anna Onoyase (2017) who reported that there is no significant difference between male and female students in their identification of electronic media as a reason for lateness to school. The finding is also in line with Ekafor(2016) who pointed out that there is no significant difference on the effect of shaping technique on lateness based on gender. Furthermore, the findings of this study is seems to be in disparity with the findings of Jumare, Maina and Ankoma-Sey (2015) who found that late coming to school is higher among female students than their male counterpart.

The analysis of hypothesis three ( $H_{03}$ ) revealed that there is significant difference in the effect of shaping counselling technique on lateness among Junior Secondary School students in Kano

Municipal Education Zone of Kano State based on their Parental Education Background. Which means students' parental educational background (PEB) has significant effects on lateness to schools. Therefore, the findings of this study is in consonance with findings of Jumare, Maina and Ankoma-Sey (2015) who found that most of the students that are habitual late-comers, their parents belong to low socio-economic status as well as low educational background. It is also in line with the findings of Peretomode(2001) who opined that lateness could be from the family background.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

In this chapter, the summary of the study, conclusion of the study as well as recommendations are presented.

#### 5.2 Summary of the Study

The main purpose of the study was to examine the efficacy of counselling approach to curtailing lateness among the Junior Secondary School students in Kano State with specific reference to a counselling approach named Shaping Counselling Technique (SCT) which embodies from the Operant Conditioning perspective. Three objectives were stated; first was to find out the effects of shaping counselling technique on lateness among Junior Secondary School students in Municipal Education Zone of Kano State. Secondly, was to find out if the effect of shaping counselling technique on lateness among Junior Secondary School students in Municipal Education Zone of Kano State is related to gender and thirdly was to find out whether the effect of shaping counselling technique on lateness among Junior Secondary School students in Municipal Zonal Education Directorate of Kano State is different on account of student's parental educational background. The study answered three basic questions and tested three null hypotheses. Also, the study was limited to four (4) public secondary schools in the two (2) local government areas that formed the Kano Municipal Education Zone of Kano State.

The researcher reviewed some relevant literatures on the two main variables: counselling techniques and lateness to schools among students. The researcher also looked into various expositions on the issues of the study. The researcher adopted the conceptual framework, theoretical framework and empirical review of related literature.

The methodology of the study discusses on the design used: Quasi-experimental design. Specifically, pre-test and post-test group design was adopted in the study. The population of the study comprised of all JSS 1 students in the public secondary schools in Municipal Education Zone of Kano State. Sixty (60) students in JSS 1 were randomly selected from the purposively chosen schools as sample size of the study. The research used a researcher modified instrument for data collection entitled: Proneness to Lateness Checklist (PLC). The researcher established face and content validity and reliability for the instrument. The reliability coefficient of the instrument was computed using Pearson Product Moment Correlation (PPMC) method and the value obtained was  $r = 0.82$ .

The data collected for this study were analysed and presented based on the research question and hypotheses. The research questions were answered using descriptive statistics of frequency (f), percentages (%) mean ( $\bar{X}$ ) and standard deviations (SD). Also, inferential statistics were used in testing the hypotheses, the analysis was done by using the paired sample t-test, the independent sample t-test and Analysis of Variance (ANOVA). All hypotheses were tested at 0.05 alpha level of significance. From the findings of the study, it was revealed that shaping counselling technique (SCT) is effective in reducing the prevalence of lateness to school among JSS students. Also, revealed that gender was not a significant factor among those exposed to shaping counselling technique (SCT) on lateness to school among junior secondary school students and lastly it was revealed that no significant difference exists in the effect of shaping counselling technique on lateness to school among Junior Secondary School students in Kano Municipal Education Zone of Kano State based on their Parental Education Background. Summary of the major findings as well as discussions of the findings were presented in this chapter.

### **5.3 Conclusions**

Based on the findings obtained from this study, it can be concluded that shaping counselling technique (SCT) is effective in reducing lateness to school among students thereby reducing both the number of days of lateness and magnitude of lateness of habitual latecomers.

In addition, it can be concluded that gender difference was not significant among those exposed to shaping counselling technique (SCT) on lateness to school among junior secondary school students, this means shaping counselling technique had effect on both male and female students on their lateness to school.

Based on the difference in the posttestmean scores it can be concluded that students' parental educational background (PEB) has significant effects on lateness to schools. It is observed that the treatment had less effect on students whose parents have low educational background compared to those whose parents have high educational background.

### **5.4 Recommendations**

Two sets of recommendations were made:

#### **5.4.1 Recommendations from the study**

1. Since shaping counselling technique (SCT) had the effect on lateness to school among students, it is recommended that, its application be emphasized to school counsellors, teachers and school administrators for the handling of lateness to school to replace the outdated counselling techniques, such as punishment, flooding among others.
2. Since there is no significant difference in the effect of shaping technique based on gender, it is recommended that, the technique (SCT) should be utilized by school counselors, teachers as well as school administrators in treating lateness to school cases for both male and female students so that each and every student can benefit from it.

3. Since parental educational background (PEB) has no significant effect on students' lateness to school, parents should be encouraged their children to go to bed on time so as to avoid lateness to schools.
4. It was discovered that teachers' punctuality especially with regards to first periods plays a vital role in making students to come to school at the stipulated time or later.

#### **5.4.2 Recommendations for Further Studies**

The following recommendations were made:

- 1 Since the present study involved only four schools in Kano Municipal Education Zone of Kano State, Nigeria. And the subjects involved were JSS 1 students in the selected schools. Further studies could be replicated to cover some other Zones or States of the federation for greater generalizability and also SSS students could be used as the subjects.
- 3 The independent variable shaping counselling technique (SCT) could be used in combination of other social or discipline behaviours management techniques for the conduct of another study.
- 4 More independent variables could be added to these ones for the conduct of another study, e.g. socio-economic status (SES), school locations, age etc.
- 5 Similarly, Workshops, Conferences and Seminars should be organized for teachers and school counsellors on the use of some common and basic counselling and other behaviour modification techniques.

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APPENDIX I

INTRODUCTORY LETTER FROM THE DEPARTMENT OF EDUCATION

DEPARTMENTAL LETTER OF AUTHORITY FOR RESEARCH

Department of Education  
P.H.R. 3011  
Kano State  
Head Prof. Auwal M. Lawal  
Email: [awwalboss@yahoo.com](mailto:awwalboss@yahoo.com)  
Date



Dear Sir,

LETTER OF INTRODUCTION

This is to certify that: HALIMA DANJUMA MUHAMMAD with Registration  
Number: SPS/15/MED/00104 is our student in the Department of Education  
Bayero University, Kano

Kindly render any assistance he may require from you.

DEPARTMENT OF EDUCATION  
BAYERO UNIVERSITY, KANO  
Prof. Auwal M. Lawal  
Head of Department

**APPENDIX II**  
**INTRODUCTORY LETTER FROM MUNICIPAL ZONAL EDUCATION**  
**DIRECTORATE**



**KANO STATE SENIOR SECONDARY SCHOOLS MANAGEMENT BOARD**  
**GIDAN MALAMAI**

No. 1 Lawan Danbazau Link, P. M. B. 3065, Kano.

☎: 064-318855, 669420, 661948, 667884, 667869

Our Ref: Ksme/Am/05/Nov Your Ref: ..... Date: 13<sup>th</sup> June 2019

THE ZONAL EDUCATION DIRECTOR,  
Municipal Zonal Education  
Office, Municipal Zone  
Kano State of Nigeria

**LETTER OF INTRODUCTION**

The Board is introducing Haliwa S. Muhammad

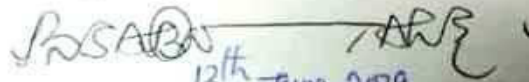
A research from Soyoma University Kano

He is conducting research on Effect of Shaping, Counselling Techniques  
in Handling Lateness Among Junior Secondary School Students in Kano  
Municipal Zonal Education Office, Kano State

You are expected to give him/her all the necessary assistance to facilitate his/her research because of the importance the Board attaches to research work.

The Board appreciates your usual co-operation.

Best regards,

  
Baba Bako 13<sup>th</sup> June, 2019

CEO Publication/Documentation.

## APPENDIX III

### DATA COLLECTION INSTRUMENT

#### TEACHER NOMINATION

Student Name / I.D:

School:

Sex:

- i. What time does the student arrive at school?
  - a. After 7:30
  - b. After 8:00
  - c. During first period
- i. Reasons given for being late
  - a. Distance
  - b. Domestic work
  - c. Escorting younger siblings to school
  - d. Waiting up for friends
  - e. Waking up late
- ii. Does the student interact with other students?
  - a. Yes
  - b. No
- iii. Other behavior problems exhibited by the student
  - a. Truancy
  - b. Aggression
  - c. Bullying
  - d. Noise making

## PRONENESS TO LATENESS CHECKLIST

I am Halima Danjuma Muhammad, a student of Department of Education Bayern University Kano. I am conducting a research on the topic: Effect of Shaping Counselling Technique on Lateness to school among Junior Secondary School Students in Municipal Education Zone, Kano State. This instrument is designed to select latecomers. Information obtained is confidential and so will be used solely for the purpose of research.

### SECTION A: PERSONAL INFORMATION

School:

Students Identification Number:

Gender:

Parental Educational Background:

S/N	LATENESS	NEVER(0)	SOMETIMES(1)	OFTEN(2)	ALWAYS(3)
1	I go to sleep after midnight				
2	I engage in domestic activities before going to bed				
3	I wake up after 7:30am				
4	I take my bath after 7:30 am				
5	I have my breakfast after 7:30am				
6	I engage in domestic activities before leaving for school				
7	I leave for school after 7:30am				
8	I wait up on friends when going to school				
9	I trek to school from a distance				
10	I ride a bicycle to school				
11	I go to school in a car				
12	I go to viewing centers/night events				
13	I use school bus to go to school				
14	I accompany my younger siblings to their school before going to				

	my school				
15	I arrive at school after assembly				
16	It is easy to sneak in and out of my school				
17	I have friends in the school and my class				
18	I pay my school fees on time				
19	Teachers come for first periods on time				
20	My parents live together				

**APPENDIX IV**  
**TREATMENT PACKAGE**  
**(SHAPING COUNSELLING TECHNIQUE)**

The main objective of this treatment package is to reduce lateness behavior among Junior Secondary School students.

WEEK ONE: Introduction and Establishing Rapport

- i. The researcher introduces himself/herself to the respondents to establish rapport with them. The respondents also introduce themselves.
- ii. The researcher assures confidentiality of all information obtained from the respondents to gain full cooperation needed.
- iii. The researcher informs the respondents about rules and regulations as well as guidelines for the counselling sessions.
- iv. The researcher also informs the students about the duration of the treatment that is, a period of six weeks.

WEEK TWO: Selecting the objectives

Objective: Explaining the main objectives on the effect of shaping counselling techniques in reducing lateness.

Activities: The above objectives will be achieved through the following steps.

- i. The researcher will explain the meaning of lateness and shaping counselling technique.
- ii. The researcher will explain how the technique reduces lateness to school.
- iii. The researcher will also find out if there is any gender difference in the effect of shaping counselling technique on academic anxiety.

Home work :- The respondents will be asked to find out the causes of lateness

Week three :- Previous knowledge

Objective :- The late comers will be asked to review the last session activities, such as concept of lateness, causes and effects.

Activities :- The above objective will be achieved through the following steps.

- i. The researcher will call the respondents one after the other to define concept of lateness and shaping technique using their own words.
- ii. The researcher will encourage the respondents to open-up and mention some of the causes of lateness.
- iii. Both the researcher and his assistant will listen attentively to the explanation given by the students, the researcher will also give them explanation on any other issue not properly explained.

- iv. Both the researcher and his assistant will manage the environment so that the respondents will be at ease and respond positively.

Week four :- Initiating change and learning interpersonal skills.

Objectives :- Treatment

Activities :- The above objective will be achieved through the following steps.

- i. The researcher and his assistant discuss with each of the respondents separately.
- ii. The researcher asks the respondents the reason behind their own lateness.
- iii. The researcher works with the respondents to devise possible solutions and steps to achieve them.

Week Five:

- i. The researcher as usual welcomes the respondents.
- ii. The researcher collects updates about their punctuality from teachers and fellow students.
- iii. The researcher applauds and rewards those who displayed a behavior close to the target behavior.
- iv. The researcher also recommends these students for positions in the school.
- v. The researcher emphasizes the need for one to be punctual and organize his activities.

.Week Five ;- The researcher repeats what happened in week four.

Week Six: Review of what was learnt in the previous sessions and ending the sessions.

- i. The researcher will welcome the respondents and thank them for their cooperation.
- ii. The researcher will review the five sessions and gives them opportunity to express their minds about the sessions.
- iii. The researcher urges them to abide by the change plans.
- iv. The researcher closes the treatment session.
- v. Posttest sessions.

## APPENDIX V

### RAW DATA

S/N	PRE TEST	SCHOOL	GENDER	PEB	QUALIFIED	NON QUALIFIED	POST TEST
1.	28	1	1	1	1		19
2.	21	1	1	2	1		20
3.	25	1	1	1	1		13
4.	34	1	1	1	1		15
5.	27	1	1	2	1	2	14
6.	13	1	1	1		2	
7.	14	1	1	2	1		
8.	15	1	1	1			12
9.	17	1	1	2			12
10.	09	1	1	2		2	
11.	20	1	1	2			15
12.	06	1	1	2		2	
13.	11	1	1	1		2	
14.	12	1	1	1		2	
15.	33	1	1	3	1		15
16.	30	1	1	1	1		14
17.	20	1	1	1	1		10
18.	25	1	1	1	1		11
19.	21	1	1	1	1		11
20.	21	1	1	2	1		10
21.	17	1	1	2			11
22.	12	1	1	2		2	
23.	23	1	1	2			14
24.	14	1	1	2		2	
25.	36	1	1	2	1		13
26.	37	1	1	1	1		13
27.	27	1	1	1	1		14
28.	25	1	1	1	1		15
29.	21	1	1	1			13
30.	22	1	1	1			11
31.	15	1	1	1			12
32.	10	1	1	3		2	
33.	13	1	1	1		2	
34.	14	1	1	1		2	
35.	09	1	1	2		2	
36.	08	1	1	2		2	
37.	20	1	1	1	1		12
38.	21	1	1	2	1		10
39.	10	1	1	1		2	
40.	20	1	1	1	1		13
41.	20	1	1	1	1		14
42.	13	1	1			2	
43.	19	1	1	1	1		19
44.	21	1	1	1	1		15
45.	30	1	1	1	1		17
46.	13	1	1			2	
47.	11	1	1			2	

48.	31	1	1	1	1		18
49.	31	1	1	1	1		10
50.	14	1	1			2	
51.	33	1	1	1	1		11
52.	12	1	1			2	
53.	19	1	1	1	1		12
54.	25	1	1	1	1		13
55.	09	1	1		1	2	
56.	27	1	1	1	1		13
57.	10	1	1			2	
58.	11	1	1			2	
59.	28	1	1	1	1		13
60.	12	1	1			2	
61.	23	1	1	1	1		13
62.	12	1	1			2	
63.	23	1	1	1	1		13
64.	30	1	1	1	1		13
65.	22	1	1	1	1		12
66.	27	1	1	1	1		11
67.	25	1	1	1	1		11
68.	30	1	1	1	1		10
69.	30	1	1	1	1		15
70.	20	1	1	2	1		14
71.	33	1	1	1	1		19
72.	18	1	1	1	1		18
73.	19	1	1	1	1		20
74.	27	1	1	1	1		08
75.	17	1	1	1	1		11
76.	13	1	1	1		2	
77.	14	1	1	1		2	
78.	36	1	1	1	1		
79.	15	1	1	1	1		13
80.	19	1	1	1	1		12
81.	20	1	1	1	1		19
82.	15	1	1	1	1		15
83.	13	1	1	1		2	
84.	20	1	1	1	1		
85.	30	1	1	1		2	20
86.	25	1	1	1	1		15
87.	06	1	1	1		2	
88.	22	1	1	1			14
89.	20	1	1	1	1		13
90.	11	1	1	1		2	
91.	20	1	1	1		2	
92.	25	1	1	1	1		12
93.	10	1	1	1		2	
94.	19	1	1	1			10
95.	10	1	1	2		2	
96.	31	1	1	2	1		10
97.	14	1	1	2		2	
98.	11	1	1	1		2	
99.	12	1	1	1		2	
100.	13	1	1	1		2	

101.	11	1	1	1		2	
102.	12	1	1	1		2	
103.	30	1	1	1	1		10
104.	18	1	1	1	1		12
105.	17	1	1	1	1		11
106.	21	1	1	1	1		12
107.	19	1	1	1	1		03
108.	22	1	1	1	1		07
109.	15	1	1	1	1		11
110.	32	1	1	1	1		08
111.	21	1	1	1	1		05
112.	23	1	1	1	1		10
113.	22	1	1	1	1		14
114.	21	1	1	2	1		13
115.	14	1	1	2	1		
116.	20	1	1	1		2	19
117.	16	1	1	1	1		10
118.	15	1	1	1	1		11
119.	18	1	1	2	1		
120.	17	1	1	1	1		09
121.	19	1	1	2	1		
122.	19	1	1	1	1		11
123.	17	1	1	1	1		10
124.	18	1	1	1	1		11
125.	16	1	1	1	1		11
126.	20	1	1	1	1		07
127.	30	1	1	1	1		20
128.	20	1	1	1	1		15
129.	21	1	1	2	1		14
130.	25	1	1	2	1		09
131.	25	1	1	1	1		10
132.	13	1	1	1		2	
133.	23	1	1	1	1		11
134.	15	1	1	1	1		10
135.	21	1	1	1	1		10
136.	22	1	1	1	1		19
137.	30	1	1	1	1		21
138.	09	1	1	1		2	
139.	33	1	1	1	1		19
140.	29	1	1	1	1		14
141.	23	1	1	1	1		14
142.	10	1	1	1		2	
143.	24	1	1	1	1		13
144.	14	1	1	2		2	
145.	12	1	1	2		2	
146.	20	1	1	1	1		12
147.	29	1	1	2	1		10
148.	29	1	1	1	1		11
149.	29	1	1	2	1		12
150.	29	1	1	1	1		23
151.	29	1	1	1	1		14
152.	28	1	1	1	1		05
153.	11	1	1	1		2	

154.	13	1	1	1		2	
155.	10	1	1	1		2	
156.	27	1	1	1	1		03
157.	14	1	1	1		2	
158.	20	1	1	1	1		02
159.	29	1	1	1	1		01
160.	19	1	1	1	1		12
161.	13	1	1	1		2	
162.	29	1	1	1	1		13
163.	15	1	1	1	1		12
164.	11	1	1	1		2	
165.	29	1	1	1	1		14
166.	14	1	1	2		2	
167.	29	1	1	1	1		15
168.	12	1	1	1	1	2	
169.	11	1	1	2		2	
170.	20	1	1	1	1		14
171.	13	1	1	1		2	
172.	19	1	1	1	1		13
173.	25	1	1	1	1		13
174.	19	1	1	1	1		13
175.	11	1	1	1		2	
176.	25	1	1	1	1		14
177.	14	1	1	1		2	
178.	21	1	1	1	1		12
179.	10	1	1	2		2	
180.	13	1	1	1		2	
181.	20	1	1	1	1		10
182.	12	1	1	1		2	
183.	22	1	1	1	1		11
184.	21	1	1	1	1		11
185.	11	1	1	1		2	
186.	20	1	1	2	1		11
187.	12	1	1	2		2	
188.	11	1	1	1		2	
189.	19	1	1	3	1		11
190.	12	1	1	1		2	
191.	25	1	1	1	1		11
192.	10	1	1	1		2	
193.	29	1	1	3	1		11
194.	10	1	1	2		2	
195.	29	1	1	2		2	13
196.	10	1	1	1	1		
197.	11	1	1	1		2	
198.	10	1	1	1		2	
199.	25	1	1	1	1		13
200.	10	1	1	1		2	
201.	27	1	1	1	1		20
202.	10	1	1	3		2	
203.	23	1	1	2	1		13

S/N	PRE TEST	SCHOOL	GENDER	P. EDU B	QUA	NON QUA	POST TEST
1.	16	2	1	1	1		15
2.	19	2	1	1	1		13
3.	34	2	1	2	1		14
4.	24	2	1	2	1		12
5.	26	2	1	1	1		10
6.	32	2	1	1	1		11
7.	33	2	1	1	1		25
8.	24	2	1	1	1		13
9.	16	2	1	1	1		14

S/N	PRE TEST	SCHOOL	GENDER	P. EDU B	QUA	NON QUA	POST TEST
1.	32	3	2	1	1		13
2.	26	3	2	1	1		14
3.	27	3	2	1	1		07
4.	21	3	2	1	1		19
5.	21	3	2	1	1		20
6.	18	3	2	1	1		13
7.	13	3	2	1		2	
8.	11	3	2	1		2	
9.	20	3	2	1	1		08
10.	23	3	2	1	1		05
11.	10	3	2	1		2	
12.	09	3	2	1		2	
13.	14	3	2	1		2	
14.	14	3	2	1		2	
15.	14	3	2	2		2	
16.	21	3	2	1	1		
17.	30	3	2	2	1		10
18.	13	3	2	1		2	10
19.	29	3	2	1	1		
20.	14	3	2	1		2	10
21.	12	3	2	1		2	
22.	25	3	2	1	1		11
23.	14	3	2	1		2	12
24.	15	3	2	1	1		
25.	14	3	2	1		2	12
26.	17	3	2	1	1		13
27.	24	3	2	1	1		
28.	11	3	2	1		2	
29.	24	3	2	2		2	10
30.	23	3	2	1	1		

31.	11	3	2	1	1		11
32.	28	3	2	1	1		07
33.	22	3	2	1	1		
34.	11	3	2	1		2	15
35.	24	3	2	3	1		14
36.	34	3	2	2	1		15
37.	27	3	2	1	1		20
38.	22	3	2	2	1		20
39.	28	3	2	2	1		19
40.	11	3	2	1		2	
41.	23	3	2	1	1		22
42.	25	3	2	1	1		15
43.	26	3	2	1	1		14
44.	30	3	2	1	1		29
45.	25	3	2	1	1		13
46.	11	3	2	1		2	
47.	28	3	2	1	1		10
48.	10	3	2	1		2	

S/N	PRE TEST	SCHOOL	GENDER	P. EDU B	QUA	NON QUA	POST TEST
1.	22	4	2	1	1		14
2.	30	4	2	1	1		19
3.	27	4	2	1	1		14
4.	27	4	2	1	1		10
5.	26	4	2	1	1		11
6.	24	4	2	1	1		19
7.	15	4	2	1	1		10
8.	14	4	2	1	1		11
9.	23	4	2	1	1		13
10.	17	4	2	1	1		14
11.	24	4	2	1	1		15
12.	20	4	2	1	1		20
13.	18	4	2	1	1		19
14.	20	4	2	1	1		13
15.	30	4	2	1	1		29
16.	33	4	2	1	1		10
17.	13	4	2	1		2	
18.	14	4	2	1		2	

19.	14	4	2	1		2	
20.	25	4	2	1	1		08
21.	14	4	2	1	1	2	
22.	30	4	2	1	1		11
23.	14	4	2	1	1	2	
24.	18	4	2	1	1		10
25.	16	4	2	1	1		05
26.	14	4	2	1		2	
27.	14	4	2	1		2	
28.	14	4	2	1		2	
29.	15	4	2	1	1		11
30.	33	4	2	1	1		10
31.	11	4	2	1		2	
32.	10	4	2	1		2	
33.	10	4	2	1		2	
34.	12	4	2	1		2	
35.	14	4	2	1		2	
36.	20	4	2	1	1		14
37.	30	4	2	1	1		14
38.	13	4	2	1	1	2	
39.	10	4	2	1	1	2	
40.	14	4	2	1	1	2	
41.	13	4	2	1	1	2	

## APPENDIX VI

### Computation of Descriptive Statistics (Frequency Tables)

<b>Distributions of Respondents by Groups</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Treatment Group	30	50.0	6.9	6.9
	Control Group	30	50.0	41.3	100.0
	Total	60	100.0	100.0	

<b>Gender</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	30	50.0	72.5	72.5
	Female	30	50.0	27.5	100.0
	Total	60	100.0	100.0	

<b>Distributions of Respondents by Schools</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	GJSS SabuwarKofa	19	31.7	35.8	35.8
	GJSS Daurawa	11	18.3	43.5	89.3
	GGJSS Maryam Aloama	17	28.3	9.7	100.0
	GGJSS Sallari	13	21.7	8.2	
	Total	60	100.0	100.0	

<b>Parental Educational Background</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary Education	13	21.7	1.7	1.7
	Secondary Education	31	51.7	30.2	19.9
	Post Secondary Education	16	26.6	18.3	50.3
	Total	60	100.0	100.0	

**Computation of Inferential Statistics (T-test and ANOVA)**

**Paired Sample t-test**

<b>Paired Samples Statistics</b>					
Groups		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Experimental	25.75	60	5.662	.731
	Control	13.87	60	4.703	.607

<b>Paired Samples Correlations</b>				
Scores		N	Correlation	Sig.
Pair 1	Experimental & Control Groups Scores	60	.133	.311

<b>Paired Samples Test</b>									
		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	scores – scores	11.883	6.862	.886	10.111	13.656	13.414	59	.000

### Independent Sample t-test

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Scores	Male	30	13.83	4.018	.734
	Female	30	13.97	5.346	.976

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
				F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
										L
Scores	Equal variances assumed	.460	.500	-.109	58	.913	-.133	1.221	-2.578	2.311
	Equal variances not assumed			-.109	53.835	.913	-.133	1.221	-2.582	2.315

ANOVA Test					
Scores					
Variances	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	8.863	13	4.431	.739	.716
Within Groups	1288.537	46	22.606		
Total	1297.400	59			

## APPENDIX VII

### Computation of Reliability Index

<b>Reliability Statistics</b>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.597	.599	2

<b>Case Processing Summary</b>			
		N	%
Cases	Valid	20	95.2
	Excluded <sup>a</sup>	1	4.8
	Total	21	100.0
a. Listwise deletion based on all variables in the procedure.			

<b>Item Statistics</b>			
	Mean	Std. Deviation	N
pre-test scores	25.30	5.420	20
post-test scores	16.95	5.960	20

Inter-Item Correlation Matrix		
	pre-test scores	post-test scores
pre-test scores	1.000	.427
post-test scores	.427	1.000

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
pre-test scores	16.95	35.524	.427	.183	.
post-test scores	25.30	29.379	.427	.183	.

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
42.25	92.513	9.618	2

## APPENDIXVIII

### Morgan &Krejcie Formulae for Determining the Sample Size of the Study from a Given Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970